



Department of
Education

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Aveley Secondary College

Public School Review

June 2021



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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Context

Aveley Secondary College is located in the northern suburb of Ellenbrook, 31 kilometres from the Perth central business district, within the North Metropolitan Education Region.

Opened in 2018 as an Independent Public School, Aveley Secondary College offers state of the art facilities including a commercial kitchen, cutting-edge technology in general and specialist classrooms, sporting facilities, a dedicated Education Support Hub for eligible students and the Fresh As Café.

Currently, there are 1097 students enrolled from Year 7 to Year 10. The college has an Index of Community Socio-Educational Advantage of 994 (5).

At the core of teaching practices in the college is Explicit Direct Instruction. This is an evidence-based practice comprising daily review, lesson design and delivery that promotes academic engagement to make students accountable. Key components include clear learning intentions, success criteria, checking for understanding, and guided and independent practice in a structured format.

The community was actively engaged throughout the establishment of the college, with consultation managed through a Steering Committee. Community support is demonstrated through the work of the College Board and the Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an account of the college's current context and its operations in embedding its school transformation framework, developed as a result of the partnership with the Fogarty Foundation.
- A culture of reflective college self-assessment has been embedded since the college's inception, as the foundation for effective planning in pursuit of continuous improvement.
- A broad range of connected performance evidence was selected for the ESAT submission.
- Staff input to the ESAT submission demonstrated enthusiasm for recognition of their individual and group commitment to the establishment of college operations and processes.
- The review process provided proof of actions and practices in the early stages of college progress, as evidence of outcomes continues to develop.
- There was alignment between performance evidence, judgements and plans for improvement.
- The college's self-assessment was enhanced by conversations held with members of the college community during the validation visit.

The following recommendations are made:

- Use the ESAT as a repository for performance evidence as part of the ongoing college self-assessment process.
- As a staff group, reflect on the Public School Review process undertaken, to affirm progress against the Standard and guide future college self-assessment.

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Relationships and partnerships

The establishment and maintenance of community partnerships and networks benefit students and learning programs. Partnerships with families and a range of industry training providers, universities, local businesses, community organisations, and other education and training institutions, are developing.

Commendations

The review team validate the following:

- Parents, students and staff articulate strong satisfaction with practices, processes and relationships through a well-developed repertoire of survey tools, including NSOS¹, OHI², TTFM³ and Pivot.
- The college places high value on building and maintaining positive and caring relationships between staff, students and parents through a variety of effective communication methods.
- Partnerships are established with the Education Support Hub to address identified student needs and provide access to experiences, support and resources that are not available within the college.
- Formal training and a comprehensive induction process assist members of the active College Board to support college governance, in addition to reviewing social media and in protecting the brand and identity of the college.
- A strong sense of social justice from staff, together with their desire for social inclusiveness, underpin the college's responsive efforts to establish strong connections with the local Aboriginal community.

Recommendation

The review team support the following:

- Continue to focus on developing community relationships and partnerships in the next planning cycle.

Learning environment

Proactive initiatives and programs that create a safe, caring and inclusive learning environment have been successfully incorporated into college operations. The Positive Learning Framework is at the forefront of this developing culture.

Commendations

The review team validate the following:

- The intention to include Education Support Hub students is at the forefront of the planning and organisation of whole-college events, activities, excursions and celebrations of achievements.
- Clearly articulated attendance policy and procedures, where staff, students and parents are aware of expectations, have resulted in attendance rates above Western Australian public schools and like schools.
- The Positive Learning Framework supports the embedding of conditions for learning to ensure students have access to the most effective instructional and behavioural practices. Safe and accountable classrooms result from alignment between the Positive Learning Framework, Classroom Management Strategies and the expectations of Good Standing.
- Processes to identify, monitor and support the diverse needs of students at educational risk are utilised daily. Strategies involving direct instruction and Response to Intervention in the academic domain, complement the wraparound engagement program, Return to School.

Recommendation

The review team support the following:

- Implement 'Project Harmony' to shape an inclusive college with a focus on respect for diversity.

Leadership

The establishment of the college and its ongoing improvement journey are underpinned by the guidance in strategic direction and initiatives to achieve key milestones derived from the Fogarty EDvance project.

Commendations

The review team validate the following:

- A clarity of vision and sense of direction, fosters confidence and trust across the college community. The planning tools and metrics guide and accentuate the focus of the improvement journey.
- Planning is both evidence based and rigorous in aligning with the needs of student improvement. The two central priorities of 'learning conditions' and 'pedagogical strategies' are key classroom drivers.
- The Pedagogical Working Party has exemplified effective change management using a consultative approach to both challenge and support staff to build a deeper understanding of Explicit Direct Instruction pedagogy.
- Extensive instructional support has been implemented for the whole-college pedagogical model, including induction, professional learning, classroom observations and coaching to support lesson delivery.
- Staff are provided with opportunities to lead through participation in a variety of roles. Talent identification and building leader capacity are reflected in the robust coaching program to improve teaching practice.
- Performance management processes are authentic and accountable, with goals and targets incorporating areas of college focus, professional learning and/or personal development relating to major deliverables.

Recommendation

The review team support the following:

- Expand the walkthrough program to enhance the efficacy of classroom observation.

Use of resources

Resource planning, budgeting, deployment and management practices are aligned strategically to current and future college needs, prioritising optimal student development.

Commendations

The review team validate the following:

- Financial management practices are explicitly linked to the requirements of the Funding Agreement for Schools. The responsibilities of relevant staff are well understood and enacted efficiently.
- Budget planning, administration, monitoring, reporting and governance ensure links are clear between funding and the strategies to improve student outcomes.
- Funding for student and school characteristics and targeted initiatives is used to implement teaching and learning adjustments to support the needs of identified students. Priority allocations support: pedagogy and Explicit Direct Instruction; student services (Positive Learning Framework); and disability and education support.
- The workforce plan was created in the context of a new school with a specific strategic plan. An agile and flexible approach has been required to align adaptations to the developing business plan priorities.
- The impact of resourcing to support educational and behavioural outcomes for students with disability, is demonstrated in students' achievement of documented plan goals and low levels of off-task behaviour.

Recommendation

The review team support the following:

- Ensure workforce and recruitment development prioritises succession planning considerations.

Teaching quality

The college has implemented research-based instructional practices from pedagogues and cognitive researchers, to strategically and explicitly teach new concepts by breaking down content, modelling skills and guiding students to mastery.

Commendations

The review team validate the following:

- Teaching and Learning Guidelines define staff expectations that outline explicitly, the 'Aveley Way'. Guidelines are installed as an iBook on all teacher iPads for ready access.
- Staff collaboration through Professional Learning Communities, clear Teaching and Learning Guidelines, targeted high quality professional learning, coaching and mentoring, support an unrelenting focus on Explicit Direct Instruction as the hallmark of practice.
- Implementation of an Explicit Direct Instruction lesson review maintains staff accountability and continues to build collective teacher efficacy, strongly correlated with student achievement.
- Curriculum scope and sequence alignment to the Western Australian Curriculum, and documented assessment framework, ensure the principles of teaching, learning and assessment are embedded.
- A range of bespoke programs and structures to identify and support the learning needs of individual students has been successfully implemented. These include: Follow the Dream; 'Academies'; Response to Intervention; learning support; the Autism Support program; Education Support Hub; Return to School; and programs for extension and acceleration.

Recommendation

The review team support the following:

- Ensure Professional Learning Communities drive the monitoring and review of systemic student achievement data to develop and refine viable curriculum options that are responsive to student growth needs.

Student achievement and progress

Explicit initiatives and milestones have been documented to optimise staff capability to deliver excellence in teaching and learning. Staff demonstrate a commitment to improve student achievement and progress, with systemic and college-based data used to assess student growth.

Commendations

The review team validate the following:

- Students requiring support are identified prior to entry using a triangulation of data from Year 5 NAPLAN⁴, Year 6 Progressive Achievements Tests and analysis of Pre-primary to Year 10 grades for English and mathematics.
- Annual Progressive Achievement Test assessments in Years 7, 8 and 9 provide supplementary measures to systemic testing, to monitor progress in reading and numeracy.
- College planning details a systematic process to analyse, interpret and review data regularly to monitor student progress. Staff formally analyse class and learning area data, accounting for variations, to determine learning adjustment strategies for students at educational risk, including high performing students.
- Student achievement and progress aligns with contextually similar schools and students attain their respective achievement standard in literacy and numeracy.

Recommendation

The review team support the following:

- Evaluate the efficacy of existing intervention strategies and expand to include students identified as not meeting benchmarks.

Reviewers

Brett Hunt
Director, Public School Review

Kya-Louise Graves
Principal, Coastal Lakes College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Schools Opinion Survey
- 2 Organisational Health Index
- 3 Tell Them From Me
- 4 National Assessment Program – Literacy and Numeracy