



Department of
Education

Shaping the future

Australind Primary School

Public School Review

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 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

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

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1980, Australind Primary School is located approximately 160 kilometres south of Perth and 15 kilometres north of Bunbury, within the Southwest Education Region.

It has an Index of Community Socio-Educational Advantage rating of 943 (decile 8). Currently, there are 172 students enrolled from Kindergarten to Year 6.

Australind Primary School achieved Independent Public School status in 2015.

The school is supported by an active School Board and Parents and Citizens' Association (P&C), and various volunteer programs.

The first Public School Review of Australind Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment tool (ESAT) submission provided a detailed account of the current school context and situation due to significant changes in leadership.
- The newly appointed Principal used the evidence derived from the self-assessment process as a change management lever and to identify and clearly articulate the school's direction and priorities. This accurately informed the school improvement plan.
- Opportunities to contribute to the ESAT submission were provided for individual staff and included the selection and analysis of evidence aligned to the Standard. A feature of the ESAT submission was the annotated explanations for each piece of evidence submitted.
- The review process was viewed by the school as a positive and informative experience, providing valuable professional learning (PL) and reinforcing processes for ongoing reflection and school self-assessment.
- Staff, students and parents participated in conversations during the validation visit enhancing the ESAT submission.

The following recommendations are made:

- Ensure the ESAT submission expands on what is being done in the school to clearly articulate 'the impact' in each domain.
- Continue to embed reflection and analysis of data as a cyclical part of school self-assessment across the domains of the Standard.
- Consider use of the ESAT to support an ongoing process of self-assessment to track school improvement.

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Relationships and partnerships

A positive school climate, good relationships with the community and strong parental support are powerful factors for school success. Achieving this is a priority for all at Australind Primary School.

Commendations

The review team validate the following:

- The school has the support and confidence of their community as evidenced in the NSOS¹ data. This has facilitated and established strong community engagement including Hands Up 4 Kids, EdConnect, Children's University, Bunnings, Western Australian Police, DFES², Shire of Harvey, Foodbank and Eat Up.
- Regular weekly communication with the school community via the Facebook 'Weekly Wrap Up' and dedicated Facebook pages for each class provides timely information relating to school activities and stronger links to the learning that is occurring in classrooms.
- An engaged and invested School Board and newly formed P&C contribute significantly to school governance and building school spirit through community events.
- Opportunities and dedicated time for phase of learning teams to collaborate fosters support and mutual respect for colleagues' skill sets, contributing to building strong professional relationships. This is further strengthened through a weekly shared morning tea and the 'Freddo Awards'.

Recommendations

The review team support the following:

- Continue to develop communication guidelines, refining processes and content to ensure consistency across the school and information provided to families is focused on student learning.
- Continue to investigate ways to promote and raise the profile of the School Board to attract membership. Organise Department training for members to optimise authentic engagement and input into school decision making.
- Ensure the school regularly seeks and responds to the views and feedback from parents. In consultation with the School Board, follow up with a school response and intended actions to the school community.

Learning environment

Guided by Positive Behaviour Support (PBS) and Choose Respect, the school has established an environment that is safe, engaging and supportive, setting the pre-conditions for all students to thrive.

Commendations

The review team validate the following:

- The attendance plan and procedures cheat sheet provides clarity of processes and the roles and responsibilities for staff in monitoring and following up student attendance. This has streamlined processes, with improvements in student attendance emerging.
- Highly valued, the AIEO³ is successfully developing Aboriginal cultural learning within the school and broader educational fraternity.
- Collaboratively undertaken with all staff, the school has conducted an intensive review and analysis of the National Quality Standard. Identifying areas of strength and improvement informs PL and future planning and targets. This approach is developing critical reflection on current pedagogies and practices.
- The learning support coordinator provides valuable support in catering for the needs of students at educational risk, building capacity of staff to develop targeted educational and functional escalation plans and recording Antecedent-Behaviour-Consequence (ABC) data.

Recommendations

The review team support the following:

- Continue to refine the behaviour management policy and processes and embed the PBS model, monitoring for consistency and fidelity of implementation across the school.
- Further explore using the 3 Tiers of Response to Intervention in providing a visual representation for staff in identifying and tracking the names, numbers and academic, wellbeing and behavioural needs of students.

Leadership

Understanding that the greatest impact on student outcomes is quality teaching, the newly appointed Principal and leadership team have committed to providing opportunities for staff to lead teaching and learning.

Commendations

The review team validate the following:

- The Principal has prioritised the voice of staff in the development of strategic and operational planning and direction of the school. An online platform facilitated staff participation and feedback in the development of the business plan. Staff reported they were able to contribute in a safe and supportive environment.
- Aligned to the business plan, the collaboratively developed and data informed strategic operational plan, articulates the priority areas.
- Underpinned by the 6 domains of the Standard, a consistent framework is used to focus on improvement when reviewing plans, programs and activities. This is based on the key questions in the Public School Review: How are we going? (Judgement), How do we know? (Evidence) and What are we doing to improve? (Planning).
- Guided by the AITSL⁴ Professional Standards and aligned to allied professionals' job description forms, staff are involved in the performance review process. The outcomes of meetings and goals drives future PL.

Recommendations

The review team support the following:

- Develop, in consultation with staff and aligned to the business plan, operational plans and scope and sequences for the core learning areas. Include measurable targets and milestones, focused on improved student progress.
- Develop a school improvement action plan, aligned to the business plan, providing a blueprint for all staff and community on the strategic direction of the school.
- Continue to build the instructional leadership model to impact directly on the classroom. Embed whole-school processes and programs to create low variability and consistency of teaching practice.
- To align direction, establish a set of shared beliefs about teaching and learning by progressing the development of a staff playbook. Include documentation of school-wide expectations, policies and procedures, the pedagogical framework, assessments and reporting schedules, and curriculum outlines/maps providing a reference point for staff and to support induction processes.

Use of resources

The Principal, together with the manager corporate services (MCS), has conducted a prudent and thorough examination of the school budget and strategically planned and improved processes to mitigate and remedy the overspend.

Commendations

The review team validate the following:

- Student characteristics and targeted initiative funding is directed to best support the needs of students. This includes education assistants for students who attract funding and those with imputed disabilities and an AIEO to support Aboriginal students.
- The Finance Committee meet regularly under the guidance and direction of the MCS. Minutes are detailed and comprehensively cover all aspects of financial oversight. The Principal and MCS ensure the finance committee are provided with transparent updates and information to inform all financial decisions.
- Close consideration is given to ensuring recruitment, deployment of staff, succession planning and PL is focused on the skill sets required to meet the present and future context and direction of the school.

Recommendations

The review team support the following:

- Build the profile of the Finance Committee within the school to include a broad representation of staff.
- Continue to seek and provide ongoing support for the newly appointed MCS through PL and mentoring.

Teaching quality

An emerging collaborative culture and involvement in the Centre for Excellence literacy program is promoting the exchange of teaching knowledge, experience and skill. This is contributing to a shared understanding by staff of what teaching and learning looks, feels and sounds like at Australind Primary School.

Commendations

The review team validate the following:

- Sharing of best practice is embedded in the refocused 'Fishing Trips', an initiative implemented that provides opportunity for staff to showcase their craft and share best practice in the implementation of whole-school strategies and the pedagogical model.
- Participating in the Centre for Excellence internship program and embedding the Science of Reading are notable actions that will support each phase of learning in implementing the literacy and numeracy blocks.
- PL is developing staff understanding and capability in implementing the school's agreed programs and instructional model.
- There is evidence of an emerging capacity by staff to provide a differentiated curriculum to cater for the range of students' needs. Essential to the success of students, is the input of education assistants in their valued role in the planning and delivery of programs.

Recommendations

The review team support the following:

- Aligned to the Quality Teaching Strategy, build on and further strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across the school.
- Continue to embed classroom observations and feedback to review, monitor and support teachers in the implementation, with fidelity, of the agreed pedagogy and instructional model across the school.

Student achievement and progress

The school has been responsive to longitudinal student achievement and progress and has committed to the implementation of explicit teaching and learning.

Commendations

The review team validate the following:

- Year 3 reading progress 2022 NAPLAN⁵ indicates significantly more students of the stable cohort achieving very high and high progress, and excellent achievement when compared to like schools. This is attributed to the implementation of MiniLit in Year 1 and Year 2 and the introduction of decodable reader.
- A detailed reporting and assessment schedule, accompanied by reporting guidelines inform teachers on expectations, how to structure comments, requirements for reporting to parents and timeline for reports.
- Brightpath, used to moderate and assess students' writing is developing staff capacity to monitor progress, develop targeted interventions and teaching focus, and more accurately assign grade judgements on student achievement.
- The school is to be commended for taking a holistic approach to student academic progress and achievement. Recognising the need to ensure the prerequisites of emotional and social needs are addressed has led to improvements in student behaviour, participation and self-regulation.

Recommendations

The review team support the following:

- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data.
- Continue to monitor closely the impact and consistency in the implementation of agreed whole-school programs, pedagogy, the instructional model and interventions on learning outcomes for students.

Reviewers

Maxine Augustson
Director, Public School Review

Luke Bradley
Principal, Mundijong Primary School
Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Department of Fire and Emergency Services
- 3 Aboriginal and Islander education officer
- 4 Australian Institute for Teaching and School Leadership
- 5 National Assessment Program – Literacy and Numeracy