



Department of
Education

Shaping the future

Aspiri 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 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 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, 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.

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

Context

Aspiri Primary School is located in Piara Waters, approximately 28 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1072 (decile 2) with a vibrant multicultural community.

It currently enrolls 794 students from Kindergarten to Year 6 and was established as an Independent Public School opening in 2018.

Aspiri Primary School is well supported by a dedicated School Board (the Board) and an active 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 staff and community are intent on acknowledging the inspirational leadership of the inaugural Principal, Mr Noel Morgan, who led the self-assessment and retired just prior to the validation visit.
- Credible evidence was selected to support the judgements made about the school's performance against the Standard.
- Staff were actively involved in data collection and analysis, which led to a realistic outline of the school's performance. This outline resulted in targeted strategic and operational planning being owned and valued by staff.
- A tour of the school, conducted by capable student ambassadors, enhanced the ability of the review team to appreciate the culture of the school described in the Electronic School Assessment Tool (ESAT).
- Enthusiastic members of staff, students and community groups unequivocally endorsed the work of the school during validation meetings conducted by the review team.
- The leadership team and staff noted the value of engaging in this Public School Review process. Participation has given rise to a new framework of review related to the Standard and has been the catalyst for positive and fruitful discussions about the school's accountability and plans for improvement.

The following recommendation is made:

- Maintain the focus on deeply understanding the needs of the community in future self-assessment.

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Relationships and partnerships

High levels of respect, communication and collaboration exist between the community and its school. Positive, productive relationships with school community members continue to be modelled by the committed leadership team and underpin a sustainable culture of excellence.

Commendations

The review team validate the following:

- Students have a strong connection to their school and value the efforts of staff to provide quality learning experiences, affording them agency in their education.
- All staff demonstrate a supportive, student-centric approach to public relations and communication which is appreciated and recognised by stakeholders.
- The Board and P&C are effective in connecting the school to its community. The Board provides good governance and valued feedback to drive the strategic direction. The P&C supports the building of a genuinely inclusive culture through community building events and fundraising.
- The Malayalam Language School is a strong example of how schools can partner to benefit communities.

Recommendations

The review team support the following:

- Enhance opportunities for parents to engage with the school and understand how they can be practical partners in supporting their children's education.
- Raise the profile of the role of the Board through the promotion of its advocacy, planning and review work.
- Investigate further options to collaborate with the local secondary schools to provide clear pathways and enhanced learning opportunities for students.

Learning environment

The physical environment has been designed by the school community to engage a growing number of students within an appealing landscape that invites creative play, physical activity and social learning. Parents are active partners in the school's efforts to create a safe, caring and inclusive environment.

Commendations

The review team validate the following:

- Staff consistently demonstrate high expectations and a shared responsibility for positive behaviour, regular attendance and robust engagement in learning. Positive outcomes in these areas are evident in data sets and are a source of community pride.
- The considerable knowledge and experience of staff ensures students with additional needs are provided with data driven, targeted intervention embracing high performance and high care principles. Staff, including specialists, maintain consistency through a shared understanding of student plans.
- The Aspiri Primary School Staff Wellbeing Framework provides a comprehensive guideline to ensure that staff feel respected, included and heard. Strategies to build collegiality underpin a culture of positive support.

Recommendations

The review team support the following:

- Investigate ways to embed student voice in a way that incorporates leadership development for more students.
- Maintain a focus on enhancing cultural competency using the tools of a Reconciliation Action Plan and the Aboriginal Cultural Standards Framework.

Leadership

The carefully crafted school vision aligns with the Department's strategic direction and is understood, and acted upon, by stakeholders. Staff describe a credible leadership team who listen, value the contributions of staff and have intently focused the school on improvement.

Commendations

The review team validate the following:

- Consultation and analysis of data are key to the school's creation of an informed team, unified in action towards even better student outcomes. Staff are willing to extend their efforts and dedication because they are supported and respected as professionals.
- Expert teachers have broadened leadership across the school resulting in enhanced use of data, shared decision making and professional learning. Aspiring leaders are encouraged to build their leadership strength.
- Staff performance management and development processes are established and linked to professional learning and whole-school planning.
- Student leaders have opportunities to contribute to the creation of a productive, safe, inclusive environment where high expectations are met with scaffolded support.

Recommendation

The review team support the following:

- Sustain a focus on aligning the performance and leadership development processes for leaders and aspirants, to provide targeted support and streamline documentation.

Use of resources

The priorities of the budget align well with the imperatives of the business plan and are considered alongside the specific needs of individuals and groups of students. Financial and human resources are expended prudently and flexibly.

Commendations

The review team validate the following:

- A professional relationship between the Finance Committee, manager corporate services and the Principal ensure that financial and human resources are strategically managed to optimise student success through staff development.
- The school provides additional time for education assistants, the school psychologist and the chaplain to provide services that enhance student wellbeing and engagement.
- Future staffing needs are linked to the business plan, and are articulated in the thoughtfully considered workforce plan, which prioritises selecting staff based on personal and professional qualities.
- The challenges of establishing the infrastructure required to cater for a rapidly growing school have been met through coordinated short and long-term planning.
- A Bring Your Own Device program supports the digital skill-building of students from Year 3 to Year 6 while students from Kindergarten to Year 2 use leased iPads in order to have up-to-date technology.

Recommendation

The review team support the following:

- Provide ongoing support and training to staff to enable them to understand the big picture of budget expenditure and cost centre management.

Teaching quality

Differentiated curriculum and teaching is designed by expert practitioners to meet the identified needs of all students. Decisions about planning for learning and selecting appropriate approaches are based on research and the competent analysis of comprehensive data sets.

Commendations

The review team validate the following:

- High quality aligned professional development underpins the expansion of staff skill and knowledge relating to high impact classroom practice.
- Valued education assistants for students with special needs assist in the implementation of planned educational programs. The focus is on providing support with high expectations of student success and working towards independence.
- Communities of practice provide structured opportunities for staff to work together to plan, analyse data, engage in professional learning and build the collective efficacy that impacts student learning.
- Teachers are encouraged to participate in moderation and professional learning opportunities provided through the Nicholson Network.
- Individual and Group Education Plans are used to support curriculum differentiation for students at educational risk. In addition to these, students are empowered to create their own learning goals through scaffolds such as 'Bump it Up' walls.

Recommendation

The review team support the following:

- Continue to refine induction, coaching, observation and professional learning for all, but especially new, staff to ensure that there is a consistent understanding of the Aspiri Primary School pedagogical approach.

Student achievement and progress

Communities of practice meetings provide a forum for focused attention on using data, and evidence-based approaches, to drive improvement in student achievement and progress. Becoming more confident to use Progress Maps to plan learning for students with English as an Additional Language/Dialect, is an important intention of staff development.

Commendations

The review team validate the following:

- Between 2021 and 2022, students in Year 3 and Year 5 have performed within or above one standard deviation from the predicted school mean across all 5 areas of NAPLAN¹ testing. Staff celebrate these results but see opportunities for improvement.
- Analysis of Performance Achievement Test results for reading indicates that all cohorts, except Year 5, achieved an average scale score higher than the national standard.
- The consistency of the literacy block, coaching and focused data analysis has led to successful student literacy learning, as indicated in PM Reading levels.
- Behaviour and attendance data demonstrate that students are very well-behaved and supported by their families to engage in a valued education.

Recommendations

The review team support the following:

- Focus attention on the numeracy block and progress and achievement data for mathematics to boost student outcomes.
- Investigate opportunities to extend those students performing in the satisfactory range of achievement.
- Use collaborative moderation of assessments to counteract an identified tendency towards grades that are not aligned to NAPLAN assessments, particularly in the writing area.

Reviewers

Jennifer Graffin
Director, Public School Review

Stephen Ivey
Principal, Highgate 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.

Your next school review is scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy