



Department of
Education

Shaping the future

Arbor Grove 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opening in 2004, Arbor Grove Primary School is located in the suburb of Ellenbrook, approximately 30 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

The school currently enrolls 625 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 963 (decile 7).

Arbor Grove Primary School became an Independent Public School in 2019.

The School Board supports the Principal in leading the school's strategic direction. The Parents and Citizens' Association (P&C) is integral to the school's strong sense of community.

The first Public School Review of Arbor Grove Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the 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, and feedback provided during the validation visit, delivered a detailed account of the school context and strategies used in addressing its improvement agenda.
- Opportunities for staff contribution were provided in the ESAT submission and there was significant evidence of staff buy-in to the school's improvement agenda.
- A significant number of staff, students, parents and community partners enthusiastically participated in validation visit meetings, demonstrating a thorough understanding of the ESAT submission and planned actions.

The following recommendations are made:

- Continue to engage all staff and key stakeholders in self-assessment processes aligned to school planning with a view to improving outcomes for all students.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data to support school assessment and improvement.

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Relationships and partnerships

Arbor Grove Primary School has established itself as a central point of support and connection within its diverse local community. Relationships and partnerships are authentic and caring, enabling students and families to be supported by an inclusive staff.

Commendations

The review team validate the following:

- A warm culture extends from the front office, where staff engage positively with students and families, assisting and supporting their needs, as well as welcoming them to the school community.
- The Aboriginal and Islander education officer (AIEO) and English as an Additional Language or Dialect (EAL/D) staff member work collaboratively to ensure students and families from diverse backgrounds are supported and informed, as well as linked to relevant agencies.
- School Board members have an appropriate level of understanding of its governance responsibilities. P&C representatives work proactively to support school initiatives, fundraise for targeted projects and coordinate a range of events for students and families.
- The recently established Child and Parent Centre (CPC), co-located on site, actively promotes school readiness. The school, in collaboration with the CPC, is engaging students and families through initiatives such as Little Groves, courses for parents, partnerships with Ellenbrook Secondary College, on site access to Ngala and referrals to other agencies.
- Staff contribute to the success of the breakfast club and after school activities by willingly volunteering their time and expertise. This further engages students in a supportive environment.

Recommendation

The review team support the following:

- Continue to build on interagency relationships and consider opportunities to share best practice across the school as well as celebrate positive outcomes for students and families.

Learning environment

A welcoming and safe environment has been developed at the school, creating many opportunities for staff and students to belong. Strong partnerships established with a range of service providers, complement intervention and support available on the school site.

Commendations

The review team validate the following:

- A safe, caring and inclusive learning environment caters for students both academically and socially. Clear expectations have been collaboratively developed for staff and students with regards to the 'Arbor Way'.
- The AIEO and EAL/D specialist, support teachers to better understand the cultural diversity of Aboriginal students and the language and learning needs of the substantial numbers from linguistically diverse backgrounds.
- Reflections, aligned with the Aboriginal Cultural Standards Framework, inform plans that drive and embed culturally responsive practices. Partnerships with Ellenbrook and Aveley Secondary Colleges, Deadly Sista Girlz, Clontarf Foundation and Noongar Wellbeing and Sports have led to positive opportunities for Aboriginal students.
- Comprehensive and targeted processes are focused on developing Year 6 students as emerging leaders.

Recommendations

The review team support the following:

- Building on the Child and Parent Centre visual arts mentoring initiative, explore further engagement opportunities with local secondary colleges.
- Continue to develop intervention and support to raise awareness of the importance of school attendance.

Leadership

Cohesive and supportive leadership exists across the school with high expectations and a collaborative culture developed among staff.

Commendations

The review team validate the following:

- Opportunities to lead are encouraged and supported by the leadership team. Strong, distributed leadership is evident with staff working collaboratively to steer whole-school improvement processes.
- Quality induction and mentoring programs drive change and guide program implementation.
- Allied professionals are provided with extensive opportunities to build capacity and lead initiatives across the school.
- Student leadership is valued and nurtured with rich opportunities to develop skills and have an active voice.

Recommendation

The review team support the following:

- Continue to refine self-assessment processes throughout the year to maximize the plan, act and review model as well as the impact of program delivery.

Use of resources

The school has effective financial processes to ensure expenditure and the deployment of physical and human resources are responsive to the needs of students and are aligned with the school's improvement agenda.

Commendations

The review team validate the following:

- The Principal and manager corporate services, in collaboration with the Finance Committee, plan, review and monitor the budget. Financial and human resource planning is transparent, evidence-based and supports the school's strategic plan.
- The development of a comprehensive financial guide for staff ensures a deeper understanding and compliance with the Funding Agreement for Schools.
- Workforce planning is carefully monitored and managed strategically to ensure staff are appointed based on merit, skills and school needs.
- Additional Duties other than Teaching time has been considered in the school budget to provide opportunities for teachers to collaborate, refine practices and engage in disciplined dialogue.

Recommendation

The review team support the following:

- Continue to provide opportunities for staff to better understand and provide feedback regarding financial operations linked to student needs.

Teaching quality

Establishing consistent school-wide pedagogy is a priority. Shared beliefs and clear expectations about effective teaching and learning are emerging and being supported by whole-school professional learning and documented plans.

Commendations

The review team validate the following:

- Aligned to the Western Australian Curriculum and whole-school approaches, the 'Arbor Way' outlines the expectations for teachers in terms of planning, teaching and assessment.
- Induction processes for new staff and graduate teachers are robust and explicit to ensure that consistent approaches to teaching and learning programs are maintained.
- Robust internal and external professional learning together with collaboration, mentoring and peer observations is ensuring whole-school programs are implemented with fidelity.
- Consistent behaviour management processes linked to Positive Behaviour Support and Classroom Management Strategies have defined the expected behaviours and laid the foundations for a safe and orderly environment for effective curriculum delivery.

Recommendations

The review team support the following:

- Continue to consolidate school-wide approaches to cater for intervention and embed strategies to support academic extension across all classrooms.
- Consider linking evidence-based programs with Teaching for Impact to embed the Quality Teaching Strategy.

Student achievement and progress

A range of school-based systemic data is used to inform planning and identify trends. Staff are committed to ensure whole-school data is collectively analysed and shared to enable staff ownership of student success across the school.

Commendations

The review team validate the following:

- On-entry Assessment and NAPLAN¹ data is considered, along with the Australian Early Development Census domains, to determine the learning needs of students.
- Staff engage in disciplined dialogue with network schools and in phases of development to moderate and ensure grades align to evidence.
- The EAL/D Progress Map is used to enable staff to plan for, monitor and assess student's linguistic development in line with the School Curriculum and Standards Authority Reporting Policy.

Recommendations

The review team support the following:

- Strengthen whole-school approaches to the delivery of a mathematics curriculum with emphasis on evidence-based instructional strategies.
- Consider whole-school processes to track all students progress and achievement at regular intervals, enabling students at educational risk, or others requiring intervention or extension to be identified and supported.

Reviewers

Natalie Tarr
Director, Public School Review

Shirley Fletcher
Principal, Cooinda 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 to be 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