



Department of
Education

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Public education
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Maida Vale Primary School

Public School Review

September 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

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|  | Effective |
| | The school demonstrates effective practice in creating the conditions required for student success. |

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| | Needs Improvement |
| | The school has aspects of its practice below expectations and needs supported action to improve student success. |

Context

Maida Vale Primary School is located approximately 22 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1030 (decile 3). The current enrolment is 414 students from Kindergarten to Year 6.

First opened in 1912, the school gained Independent Public School status in 2015 and underwent significant building redevelopment at that time.

A planned approach to the maintenance of school facilities and access to playing fields located adjacent to the school enhances student access to contemporary facilities.

The school has adopted the explicit teaching approach which is embedded across all learning areas. Specialist programs include physical education, visual arts, music, drama and Italian.

The school is ably supported by an active School 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 are confirmed:

- Reflecting a commitment to ongoing improvement, the school's self-assessment cycle is under constant scrutiny, with the school seeing self-assessment and review as an evolutionary process.
- The National School Improvement Tool (NSIT) is utilised as a reflective tool.
- Increasingly, the school is seeking to deepen their analysis of performance by reflecting on the NSIT domains over a three-year period. Through this analysis the school seeks to identify their current level of performance; identify the data or evidence that supports this judgement; and to use this judgement and evidence to plan for further improvement.
- The development, implementation, support and critique of the school's disciplined dialogue process has been central to the analysis of school performance.
- There is significant evidence that staff at all levels engage with the leadership of, or commit to, whole-school directions and program implementation.
- The School Board, P&C and school staff participated actively during the validation visit and added significant value to the school self-assessment information submitted through the Electronic School Assessment Tool (ESAT).

The following recommendation is made:

- When submitting future self-assessments via the ESAT, consider the information that is of most relevance to the Maida Vale Primary School context.

Public School Review

| Relationships and partnerships | |
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| <p>The School Board and P&C describe their school community as happy, vibrant, child centred, and highly collaborative. The school enjoys a strong reputation in the local community. The school holds high expectations for their students and staff model respectful relationships.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The NSOS¹ parent feedback demonstrates the high regard that parents hold towards the school and its positive, collaborative learning culture. • A communication strategy identifies a range of processes that enhance school-home communication, most notably through Connect. • The School Board understands its role and is informed by school performance data. Open, transparent communication between the Board and school leaders sees robust discussion of both governance obligations, school improvement suggestions and relevant societal issues. • Positive staff morale is marked by a culture of high expectations and support. There is a strong ethos of 'lifting each other to meet expectations'. • Trusting and respectful relationships are demonstrated in consultation forums such as professional learning communities (PLCs), year-level collaborations, peer observations and Board discussions. • Multiple opportunities exist for staff to contribute to school directions. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to explore innovative methods that build P&C attendance. • Broaden the engagement, contribution and feedback from parents to the Board by instituting a 'three stars and a wish' consultation process. • Encourage the use of Connect to broaden sharing of classroom success. |

| Learning environment | |
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| <p>Maida Vale Primary School has a mantra that 'kids are at the centre of everything we do'. Learning environments are purposefully oriented towards support, enrichment and extension. A 'village approach' sees group commitment to all students and a positive vibe across the school.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Behaviour approaches focus on the positive wellbeing of students. • A team approach to student services support results in enhanced interagency engagement, case conferencing and/or personalised planning through RTP SEN² or group education plans. • An established disciplined dialogue process results responsive and differentiated SAER³ planning though programs such as Sounds~Write. • Despite already enjoying high student attendance rates, an attendance officer supports an explicit, strategic, whole-school approach. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to enhance staff confidence when using data to plan differentiated learning opportunities. • Explore options that facilitate positive wellbeing and monitor implementation and effectiveness. |

Leadership

The reflective nature of the principal provides an exemplary role model for leaders at all levels to reflect upon their own leadership style and intent. Increasingly, leadership at the school is teacher driven, enabling the school to move from a 'direct down' to a 'listen up' approach.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Instructional and curriculum leadership is distributed through a leadership group, PLCs, curriculum leaders, specialists and a school review team. • Leaders at all levels adopt an intention-based model through which they have a clear understanding of what they hope to achieve. • PLCs provide a valued avenue for peer led discussions regarding student, cohort and whole-school improvement activities. Peer observations, lesson feedback, moderation of teacher judgment and collaboration are featured. • School designed agreement-gradients support the building of whole-school foci and commitment to school improvement by ascertaining whether planning intentions and/or decisions are evidence-based and agreed. • Reflections against the ACSF⁴ have led to links with Teacher Development Schools (TDS) and targeted whole-school professional learning. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Integrate ACSF reflections into operational plans. • Complete the school's 'leadership manifesto' document, by building leadership opportunities, articulating responsibilities and supporting graduates. • Sustain clarity of direction for PLCs with stronger connection to strategic, whole-school improvement contribution, monitoring and review. |

Use of resources

Considered allocation of resources firmly reflects the needs of students and school directions.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Links between budgeting and school directions are evident. • Proactive workforce planning considers school needs, gap analysis and available supply. The workforce plan is reviewed regularly. • A strong focus on drama and visual arts supports student confidence, public performances and strengthens transition to high school programs. • A STEM⁵ focus has seen the school engage in professional learning, PLC discussion and voluntary STEM club initiatives such as robotics. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Share the workforce plan with the School Board and engage the Board in workforce planning discussions. • Establish links to TDS when enhancing staff understanding of STEM. • Integrate STEM across the curriculum, with modelling through PLCs. |

Teaching quality

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| A culture of high expectations and firm commitment to agreed school approaches is evident. | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The explicit teaching approach is supported through PLC discussion, is used in specialist classrooms and is a focus for peer observations. • Detailed data packages are produced for each year level. Year-level peers analyse data, interrogate findings and plan differentiated learning targets. This supplements the disciplined dialogue process conducted with leaders. • There is strong evidence of collaboration and responsive planning between teachers of next-year level classes. Teachers use the results gained in higher year-levels to inform targeted teaching in earlier year-level classes. • Valued performance management processes adopt a career development approach. 360-degree feedback is provided to specialist teachers. • Opportunities for peer observations are valued by staff as they include areas that are predetermined, such as explicit teaching, as well as self-identified improvement foci. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Revisit staff understanding and application of the connection between learning intentions and success criteria. • Strengthen ongoing accountability in key learning and specialist areas by incorporating twice yearly review of school performance benchmarks. |

Student achievement and progress

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| 2018 Year 3 to Year 5 NAPLAN ⁶ achievement and progress results indicate high achievement and high performance in numeracy, spelling and reading. Although 2018 Year 3 achievement in numeracy and spelling was below anticipated school means, longitudinal trajectories indicate that school achievement levels are approaching that of like WA public schools. | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school is responsive to data at multiple levels including whole-school review and interrogation of year-level student data packs to inform individual student and cohort classroom planning. • Disciplined dialogue informs differentiation and extension. • Common assessment tasks are purposefully designed to enable teachers to more accurately allocate grades by predicting NAPLAN grade alignment in NAPLAN non-testing years. • PLC moderation processes stem from the collaborative disciplined dialogue process and incorporates a plan, teach, review, share approach. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Explore the use of Best Performance to support deeper data analysis. • Align moderation opportunities to the assessment and reporting schedule. • Continue to utilise On Entry Assessment Program data to track the performance of students in Year 1 and Year 2 and identify students that require extension, support or targeted intervention. |

Reviewers

Stuart Percival
Director, Public School Review

Shannon Wright
Principal, Greenfields Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.

Stephen Baxter
Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Reporting to Parents Special Educational Needs
- 3 Students at educational risk
- 4 Aboriginal Cultural Standards Framework
- 5 Science, technology, engineering and mathematics
- 6 National Assessment Program – Literacy and Numeracy