



Department of  
Education

**Shaping the future**

# Medina 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 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.

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

## Context

Medina Primary School is located approximately 40 kilometres south of the Perth central business district in the South Metropolitan Education Region. Opened in 1954, the school has been an Independent Public School since 2015. Since its establishment, the school has remained an important part of the local community.

Cultural diversity is celebrated at the school. The school has a partnership with the Western Australian Symphony Orchestra (WASO), with students participating in the Crescendo music program.

Currently, there are 167 students enrolled from Kindergarten to Year 6. Medina Primary School has an Index of Community Socio-Educational Advantage of 910 (decile 9).

Community support for the school is demonstrated through the work of the School Board.

## 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 featured contributions from a range of staff and there was broad ownership of the process of self-assessment distributed throughout the school.
- The ESAT submission directly addressed The Standard and demonstrated evidence against all foci within the six domains.
- A succinct summary gave the review team a reflective insight into the school's approach to self-assessment in preparation for the review.
- The meeting structure during the validation visit allowed for extended conversations on key domains and this maximised the opportunity to address areas of strength and those for further improvement. The ability and availability of staff to speak about multiple school plans and initiatives was appreciated by the review team.
- The contribution of external partners and families as well as a tour of the school by Year 5 students added value to the validation process.

The following recommendations are made:

- Avoid the duplication of evidence in future ESAT submissions by cross-referencing or condensing large evidence examples and annotating the sections that address The Standard.
- Consider limiting the number of planned actions to those that will have maximum impact within the improvement cycle.

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### Relationships and partnerships

The school community carries a unique and proud identity. Members of the student body and community can articulate what they need from their school and trust a determined staff to deliver targeted learning and support.

### Commendations

The review team validate the following:

- Students value the inclusive and comprehensive Crescendo music program coordinated by the WASO and appreciate the efforts of staff to convene a coding club, chess club and training for numerous out-of-hours sports events.
- The KindiLink program provides the 'welcome mat' for families as they transition their three year old children into school. The SMYL<sup>1</sup> ParentsNext Program is facilitated onsite, providing the opportunity for parents to gain a qualification in Horticulture.
- A warm and communicative approach by staff, which is respectful, collaborative and professional, drives individualised approaches to student support and reinforces the value of belonging to a small school.
- A positive growth in the School Board's capacity to analyse key data, under strong parent leadership and focused on student achievement, provides good governance support for the Principal.
- Capitalising on student in-built support for each other, the chaplain and learning support coordinator focus on building student resilience to maintain a strong, mentally healthy school culture.

### Recommendations

The review team support the following:

- Continue the good work of strengthening student and family engagement through events and planned community interactions.
- Maintain a focus on strong family communication and assisting the community to raise expectations on student achievement, attendance and engagement.

### Learning environment

An embedded Positive Behaviour Support culture, embracing the community agreed CARE values (Cooperation, Achievement, Respect and Engagement), supports the whole-school focus on student, staff and family wellbeing, which is regularly assessed and monitored.

### Commendations

The review team validate the following:

- Together with the proud local Aboriginal community, a culturally responsive approach to student learning has been created. Traditional ownership is acknowledged in the development of the school grounds.
- Students are provided a voice through a small Student Council that deftly represents the school positively at numerous community and civic events.
- Recent improvements to the playground area have created contemporary and fit-for-purpose recreation facilities for students to engage their energies during break times.
- The learning support coordinator facilitates engagement with a SSEN<sup>2</sup> visiting teacher, who provides professional learning to teaching and support staff, while external therapists are welcomed onsite to consult with students and families.
- Teachers are visible around the school at all times. They make themselves available to support students academically and socially and provide support to other staff.
- A dedicated school officer maintains a consistent, respectful and educative dialogue with families about student attendance. Patterns of positive student attendance are also fostered through KindiLink.

### Recommendation

The review team support the following:

- Maintain the whole-school commitment to the Positive Behaviour Support - CARE behaviour curriculum.

## Leadership

Trust is the core element of leadership throughout the school. Leaders are expected to provide evidence-based changes to approaches, which occur at a compassionate pace to ensure maximum impact.

### Commendations

The review team validate the following:

- The Principal is an instructional leader, knowledgeable in contemporary practices and able to incorporate evidence-based innovations and trends in education in the local setting.
- Wellbeing of both staff and students is seen as a precondition to learning and a dedicated committee of staff source strategies and provide leadership in this important school focus area.
- An open dialogue exists, inclusive of the perspectives and thoughts of all staff, about the effectiveness of school strategy. Staff are consulted throughout planning activities and engage enthusiastically.
- Leaders maintain an external focus on the wider system. Perspectives from nearby and similarly contextual schools are utilised when appropriate.
- A highly skilled ICT<sup>3</sup> teacher provides leadership for the Kwinana Federation of Schools (KFED) in STEM<sup>4</sup> education. This leads to the embedding of high quality opportunities for students to collaborate with the students of other schools and build their skills.
- The small staff cohort demonstrate their leadership by way of necessity. Strategies in the areas of literacy, numeracy, STEM and wellbeing are catered for by working parties, and committee membership is broad and inclusive.

### Recommendations

The review team support the following:

- Strengthen the leadership of key curriculum areas such as mathematics to drive improvements in student performance and the embedding of consistent whole-school practices.
- Continue to utilise the Performance Conversations process to drive the establishment of a safe culture of line manager classroom observations.

## Use of resources

Tightly managed financial processes, transparent to the staff and School Board and attuned to the needs of the local community and students, contribute to the strong management of the school's resources.

### Commendations

The review team validate the following:

- Leasing of contemporary ICT devices and the necessary tools for learning, across all phases, ensures student access to, and regular engagement with, technology. Integration of ICT into the learning and broader curriculum is building staff capacity and a shared commitment to reduce their photocopying and paper footprint.
- Staff are included and consulted in the budgeting process and a Finance Committee oversees the formation of the final budget with assistance from senior leadership.
- To assist and support early intervention throughout the school, extra education assistant time is devoted to the early childhood cluster. Three dedicated Aboriginal and Islander education officers provide support in the Kindilink program.
- The School Board takes an active role in monitoring the school's finances. Board members are provided with transparent and relevant data in a timely manner ahead of scheduled meetings.
- Workforce planning prioritises the need to employ innovators in teaching to support the business plan.

### Recommendation

The review team support the following:

- Use the impressive ICT equipment resource pool to leverage improvements in student achievement and build collective teacher efficacy through the use of technology.

## Teaching quality

The committed teaching staff share a belief that Medina Primary School students learn best when there is structure, consistency, routine and low variability between classrooms.

### Commendations

The review team validate the following:

- Confidence in the use of Letters and Sounds and the Heggerty Phonological and Phonemic Awareness program, following support and professional learning, provided by Statewide Services staff, is building to ensure consistency of practice.
- Staff are aware that they are accountable to each other in delivering low variability teaching across the school. They see themselves as a collective cohort with a single mission for improvement and view the buy-in of all staff as non-negotiable.
- Partnerships and classroom observations during visits to other schools, particularly by teachers in the early years, have demonstrated the power of consistency of practice supporting low variability delivery between classes.
- The capacity of teachers to differentiate, manage wellbeing, support students and cover content is growing, and a collation of 'Medina Best Practice' is seen as the next and final step to maximise this.

### Recommendations

The review team support the following:

- Develop an instructional framework that provides teachers with expectations of evidence-based, consistent, low variability teaching practice throughout the school. Collaboratively finalise clarity of program direction.
- Continue to work collaboratively with all staff to embed an organic culture of peer classroom observations that leverage off the good practice already in place in the majority of classrooms.

## Student achievement and progress

Specialist curricula and the successful focus on the social and emotional domains of learning motivate staff and leaders to improve literacy and numeracy performance.

### Commendations

The review team validate the following:

- Staff knowledge of student achievement data extends to the acceptance that gaps in the understandings of some students need a differentiated approach.
- Staff are embracing the challenges presented by recent NAPLAN<sup>5</sup> data to address low student progress and achievement.
- A small group intervention program in both literacy and numeracy is in place and expected to yield improvements in student academic performance over time.
- Student learning in Protective Behaviours is seen as a key element of the General Capabilities curriculum. The explicit teaching of these life skills and strategies is viewed by staff, leaders and families as an important precondition to establishing a stronger academic culture.
- The school is making positive connections throughout the KFED network and other schools to establish the practice of moderation of student work samples in coming years. Implementation of the Brightpath writing moderation tool is also emerging as a vital strategy to embed improvements in student performance data.

### Recommendations

The review team support the following:

- Continue with the planned opportunities for staff to undertake moderation of teacher judgements in partnership with nearby and contextually similar schools.
- Maintain an operational focus on improving levels of student achievement and progress in literacy and numeracy through consistency of teaching practice.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Leonard Christie  
**Principal, Beechboro 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.

The timeframe for the next review process focusing on the Teaching Quality and Student Achievement and Progress domains only, will be Term 4, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 South Metropolitan Youth Link (Australia)
- 2 School of Special Educational Needs
- 3 Information and communication technology
- 4 Science, technology, engineering and mathematics
- 5 National Assessment Program – Literacy and Numeracy