



Department of
Education

Shaping the future

Miling 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

Context

Miling Primary School is located in a small town in the Shire of Moora, approximately 200 kilometres north of Perth. Situated within the Wheatbelt Education Region, students attend predominantly from surrounding wheat and sheep farms.

The school was established in 1934 and is the focal point for the local community. Facilities sit within a tranquil environment, with beautiful gardens and trees. In 2015, the school became an Independent Public School.

Currently there are 23 students enrolled from Kindergarten to Year 6. Miling Primary School has an Index of Community Socio-Educational Advantage of 1051 (decile 3).

Community support for the school is underpinned by the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- Collaboration between the Principal, teachers, education assistants and the manager corporate services strengthened the school self-assessment process.
- The Electronic School Assessment Tool (ESAT) lines of enquiry reference information guided discussions with staff in collating evidence to include in the submission.
- Staff engagement in a process to identify 'what's working well' and 'even better if' statements against the domains of the School Improvement and Accountability Framework informed the ESAT submission.
- A number of staff participated in conversations throughout the validation visit, each providing further elaboration to support aspects of the ESAT submission.
- The school reported that the Public School Review process was beneficial in identifying areas the school needs to improve upon as well as those with cause for celebration.

The following recommendations are made:

- Use the whole-school process undertaken for this review to engage in regular self-assessment for ongoing school improvement.
- Consider utilising the ESAT as a repository for information and evidence against each domain of the Standard.

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Relationships and partnerships

The recently appointed Principal has provided the school with an opportunity to position itself as a positive partner within the local community. Positive community connections are enriched through mutually respectful and sustainable relationships that benefit students and the school.

Commendations

The review team validate the following:

- Constructive relationships with the community have engendered a positive impact on the school. Parents commented on the variety of communication methods implemented by the school, highlighting their appreciation for the personalised efforts of staff.
- Families and staff acknowledge the improvements resulting from the change in leadership, which has led to an increased level of staff satisfaction.
- Relationships between staff and students are respectful and positive. Staff relationships are collegial, open and supportive of graduate teachers.
- The school works closely with a number of local schools, contributing to partnerships and additional learning opportunities for students through excursions and sporting events.
- The School Board operates effectively and has highly invested members who bring specific expertise to support the school, acknowledge its governance obligations and identify local issues of importance.
- A strong and active P&C works together to provide additional funds that are used by the school to enhance the learning environment and meet student needs.

Recommendations

The review team support the following:

- Continue to develop authentic collaboration around teaching and learning, including through local networks.
- Explore additional ways in which to increase the completion of National School Opinion Surveys.

Learning environment

Successful schools acknowledge the importance a positive and safe environment has in providing the conditions for student learning to thrive.

Commendations

The review team validate the following:

- A safe, nurturing and caring learning environment is fostered by all staff at Miling Primary School. This is exemplified by all school support staff participating in playground duty.
- All staff are responsive to student needs, adapting to meet identified priorities, including the introduction of Zones of Regulation.
- Attendance and behaviour are managed in a personalised way, with staff engaging positively with families in supporting student engagement.
- The health and wellbeing of staff and students are enhanced by the positive relationships across the school.
- The P&C has assisted with ensuring the physical environment adds value to student learning and classrooms are visually rich and engaging.

Recommendations

The review team support the following:

- Develop a planned approach to increase the school's cultural responsiveness. Ensure staff and students deepen their understandings about local Aboriginal histories, peoples, cultures and languages.
- Formalise the National Quality Standard audit process, providing support for staff to complete the audit and develop a plan for improvement.

Leadership

The Principal has a genuine desire to engage staff in strategic planning and recognises the need for considered and purposeful change management processes.

Commendations

The review team validate the following:

- Staff articulated feeling valued by the new Principal and openly demonstrate a commitment to school improvement and shared leadership.
- Developing capacity for staff in whole-school teaching practices and programs is a current focus for the Principal.
- The Principal recognises the need for specific leadership roles to drive literacy and numeracy improvement.
- Teachers are actively engaging in renewed performance management processes based on self-reflection against the AITSL¹ Australian Professional Standards for Teachers.

Recommendations

The review team support the following:

- Ensure whole-school involvement in strategic planning and the alignment of all operational and classroom plans.
- Facilitate professional discussion around evidence-based decision making in line with contemporary research into best practice.
- Provide opportunities, including professional learning, for staff to engage in data analysis and moderation processes in order to make consistent and informed grade allocations.
- Create a mechanism to support and develop future leaders through the distributed model being established in leading literacy and numeracy instruction.

Use of resources

The Principal and manager corporate services have been undertaking a review of the school's budget and resource management processes to ensure greater alignment to ongoing needs.

Commendations

The review team validate the following:

- Financial management complies with the expectations of the Funding Agreement for Schools with oversight provided by the Finance Committee and School Board.
- The school is well resourced and the Principal and manager corporate services are actively reviewing the management of assets and resources.
- Targeted initiatives and student characteristics funding is directed to support the needs of students for which it is intended.
- Significant work has taken place in 2021 with regard to workforce planning, including a gap analysis to ensure planning is driven by student need.

Recommendations

The review team support the following:

- Ensure that budgets align to the school's strategic and operational plans.
- The Principal and manager corporate services to collectively engage in further training in budgeting and cost centre management.
- Develop a budget information booklet and provide training in the roles and responsibilities of cost centre managers.
- Use the Department's Class Structure and Organisation (Small Schools) Tool to determine the salary/cash split and ensure each are adequately resourced to meet student need.

Teaching quality

A collective belief in what good teaching looks like and a consistency in pedagogical practice creates the learning conditions for sustained student achievement and progress.

Commendations

The review team validate the following:

- Staff demonstrate shared beliefs about teaching and learning priorities that are aligned to the school's context.
- Differentiation occurs through the use of Individual Education Plans. They are reviewed, and adjusted as needed, every five weeks. This ensures that student needs are met through targeted teaching practices.
- All staff participate in professional learning linked to performance management or school network priorities.
- There is evidence of whole-school literacy programs including Talk for Writing and Letters and Sounds.
- The school has upskilled the staff in the use of Brightpath, resulting in a more meaningful moderation process for teachers. The school also engages in moderation with neighbouring schools using Brightpath Writing.

Recommendations

The review team support the following:

- Clearly articulate the collective shared beliefs about teaching and learning at Miling Primary School.
- Provide ongoing opportunities for collaboration, to engage in data analysis, curriculum planning and sharing of good teaching practice.
- Create an agreed set of non-negotiables in the delivery of synthetic phonics and Talk for Writing.
- Develop whole-school literacy and numeracy plans that include quality targets with interim milestones based on current student data.
- Build a system by which staff engage in reflective practice on their teaching augmented with elements of classroom observation and feedback.

Student achievement and progress

Systemic data, including NAPLAN², can fluctuate each year in small schools. The school is conscious of the reliability of this data and uses a number of school-based data instruments, including Progressive Achievement Tests, to measure and/or monitor individual student progress.

Commendations

The review team validate the following:

- Students leave school with appropriate literacy and numeracy knowledge, resulting in successful transition into secondary school.
- The school uses NAPLAN data to assess individual student progress and critique grade alignment.
- Literacy intervention is supported and monitored through the delivery of MultiLit.
- The school utilises the On-entry Assessment Program for all students in Pre-primary through to Year 2, identifying students requiring additional support or extension.
- The school uses Special Educational Need planning to document Individual Education Plans for selected students. A more regular review cycle has improved progress monitoring.

Recommendations

The review team support the following:

- Develop a system to effectively track individual student achievement and cohort data for reporting to parents and to streamline handover processes.
- Provide professional learning in the using SMART goals and develop an effective measure to record progress against Individual Education Plan goals.

Reviewers

Vicki McKeown
Director, Public School Review

Deirdre Morgan
Principal, Carnamah District High 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 Leadership, Use of Resources and Teaching Quality 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

References

- 1 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy