



Department of
Education

D19/0571712

Public education
A world of opportunities

Mindarie Primary School

Public School Review

December 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 focused 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:

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

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

Context

Mindarie Primary School is located in the northern beachside suburb of Mindarie, approximately 36 kilometres from Perth in the North Metropolitan Education Region. Originally opened in 1997, the school moved to its current premises in 1999 and became an Independent Public School in 2011.

Currently, the school enrolls 770 students from Kindergarten to Year 6, with recent years seeing a steady rise in student numbers. The school has an Index of Community Socio-Educational Advantage rating of 1064 (decile 2).

As a Teacher Development School (TDS) in mathematics and English, the school is identified as a school-based system resource that promotes the sharing of high-level curriculum expertise across professional learning communities, networks and schools.

Facilities are well maintained and engaging to ensure that the learning environment creates the conditions for successful student learning and staff wellbeing. The school provides key services for families through the provision of their Three Plus Kindy and Outside School Hours Care programs.

Across all levels of the school, there is a strong commitment to establishing and maintaining positive relationships and connections with the community. Links to a community environmental group, Rotary Club, the Fathering Project and a school-based playgroup, in addition to active engagement on school-based committees, are testament to the school's capacity and commitment to build strong community and school partnerships.

The School Board and the school collaborate in a genuine partnership to formulate, drive and review the school's performance, aligned to its strategic focus. The Parents & Citizens' Association (P&C) is supportive, highly engaged and leads initiatives and programs.

School self-assessment validation

The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Whole-staff collaboration and engagement informed the school's self-assessment and Electronic School Assessment Tool (ESAT) submission.
- Further evidence was presented during the validation visit to support the school's judgements made in the ESAT submission.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community who engaged actively and contributed their reflections during the validation visit.

The following recommendation is made:

- Uploading a broader set of specific evidence to support judgements made about school performance across all domains will enhance the school's future ESAT submissions.

Public School Review

Relationships and partnerships	
A culture of trust and respect enables the school and community to work in genuine partnership to provide authentic opportunities for connection and support.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A highly functional School Board understands and fulfils its governance role and responsibilities. Committed to building stronger community relationships, the Board supports policy development and the strategic vision. • The P&C and school organise a diverse range of community events, such as stargazing, movie nights and the highly regarded Fathering Project. These provide genuine and contextually relevant opportunities for families to connect. • The school embraces opportunities to lead and support other schools in the local area and beyond as a TDS, through WAPPA¹ funded research projects and as part of their local network of schools. • Parent opinions are sought, analysed and acted upon. 2019 survey data highlights strong levels of increasing satisfaction with how the school is meeting the needs of students and families.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Review current data and continue to survey students using the student Wellbeing and Engagement Census to determine areas for continued focus.

Learning environment	
The development and maintenance of learning spaces reflects a commitment to the provision of quality, engaging learning environments that support, celebrate and cater for all students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A native garden, Kala Boodjar, with an art gallery and a nature playground, is a feature of the school grounds. This space is used to connect curriculum and culture through storytelling, play and reflection. • A positive learning culture is reflected through PBS² framework approaches. The PBS matrix is reviewed regularly with the committee and School Evaluation Tool data informs implementation success. • The school psychologist and student services team collaborate to provide support to students and families. RTI³ is evidenced throughout the comprehensive processes in place to identify, support and track SAER⁴. • Targeted implementation of a social skills program assists identified students to build resilience, friendships, and emotional regulation. • Underpinned by the school's unwavering focus on mental health and wellbeing, Friendly Schools Plus, a whole-school social emotional learning program, aligns to PBS, visible learning and the Smiling Mind program.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Consolidate whole-school approaches to social emotional learning, including Friendly Schools Plus.

Leadership

Strong, agile and informed leadership is distributed across all strategic and operational layers of the school. The leadership team is united, innovative and leads change effectively under a mantra of 'trust and respect'.

Effectiveness

The review team validate the following:

- Identified leaders operationalise the strategic intentions of the school through curriculum team, coalition and committee meetings.
- Underpinned by data, visible learning coaches support and lead teams to implement 'visible learning' approaches, including learning sprints.
- Use of the Western Australian Future Leaders Framework complements existing leadership development processes by identifying and outlining the next steps for emerging leaders.
- Student leadership opportunities are diverse and encouraged through formal and practical experiences, within and beyond the school. Student leadership policy and practices reflect an authentic student voice in school planning and programs.
- A strategic plan, outlining the school's foci, strategies and targets are aligned to a suite of operational plans and frameworks.

Use of resources

The school has identified the flexibilities that best meet the diverse needs of students. It has strategically deployed physical, human and financial resources to maintain a robust financial position.

Effectiveness

The review team validate the following:

- The manager corporate services ensures that decision making processes are evidenced-based, transparent and monitored effectively, through regular financial reporting cycles to committees and the School Board.
- The provision of P&C funding and support has promoted the successful delivery of whole-school programs, sporting events and upgrades to the learning environment.
- There is strong alignment between budgets, planning and resourcing to address student wellbeing issues and academic performance concerns.
- Access to contemporary software and hardware technologies across the school is supported by targeted allocation of resourcing and replacement planning.
- To support priority areas, the school has successfully sourced additional funding streams, including grants and projects. The allocation of budgets ensures key programs and priorities are well-resourced and supported.

Improvements

The review team support the following action:

- Continue to prioritise funding for staff development identified in the business plan and linked staff performance management goals.

Teaching quality

Staff are reflective, knowledgeable and passionate about improving outcomes for all students. Embedded whole-school approaches to teaching and learning demonstrate the school-wide commitment to professional learning and analysis of data to drive class planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Team meeting agendas are aligned to school priorities, provide professional learning, and enable moderation, collaborative planning and sharing of resources. • Literacy and numeracy operational plans and planning frameworks drive consistent school-wide curriculum delivery and implementation of research-based lesson design. • Staff access a suite of information and communications technology resources in order to enhance cross-curricular learning opportunities and to support teaching of digital technologies. • A visible learning coalition drives the implementation of learning tools, increasing staff capacity to provide effective feedback, seek and consider student perspectives and measure progress. • Moderation, both within and beyond the school, has enabled the staff to make consistent judgements and address consistency in grade alignment.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop an operational plan and a specific schedule of data collection for visible learning.

Student achievement and progress

Staff meet regularly to engage in disciplined dialogue approaches as part of the school's monitoring and analysis of broad sets of systemic and school-based data. High expectations for progress of individuals, year level cohorts and targeted groups reflects the school's instructional approach to the use of data.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Whole-school and classroom data walls are a feature of the school's fine grained monitoring of student progress and achievement. • Evidence-based literacy interventions provide targeted support to individuals and small groups of identified students. • Whole-school approaches and programs including PM benchmarks, Words Their Way, Westwood, Brightpath, Progressive Achievement Tests and the Literacy Pro Lexile assessment, are collated, analysed and tracked. • Fine grained analysis and tracking against aspirational NAPLAN⁵ targets informs ongoing progress and alignment between assessments.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to embed the school's gifted and talented policy and provide professional learning to staff, as required.

Reviewers

Rebecca Bope
Director, Public School Review

Stephen Doherty
Principal, Atwell 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 Western Australian Primary Principals' Association
- 2 Positive Behaviour Support
- 3 Response to intervention
- 4 Students at educational risk
- 5 National Assessment Program – Literacy and Numeracy