



Department of
Education

D19/0311289

Public education
A world of opportunities

Midvale Primary School

Public School Review

July 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:

	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

Midvale Primary School is located approximately 20 kilometres north-east of the Perth central business district, in the North Metropolitan Education Region. The school commenced in 1953 and was officially opened in 1954. The original school buildings were demolished and construction of the new school began in 2002.

The new buildings include eight learning areas, a kindergarten and two pre-primary centres, assembly area and an upgraded canteen. The school incorporates the latest educational provision for information technology.

Midvale Primary School has an Index of Community Socio-Educational Advantage rating of 873 (decile 10). There are currently 327 students enrolled from Kindergarten to Year 6.

The parent body and wider community are encouraged to work in educational partnership with the school through the Parents and Citizens' Association (P&C) and the School Council.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The self-assessment provided an open, transparent and honest analysis of the school's performance.
- The school's self-assessment processes demonstrated a commitment to improvement and accountability.
- Conversations with staff and community members enriched the validation process and highlighted areas not captured within the Electronic School Assessment Tool.

The following recommendations are made:

- Enhance the value of survey feedback obtained through the Fogarty EDvance program by providing further data analysis and planned actions.
- Consider broader evidence sets, including system and school generated data which may succinctly reflect the school's performance and related planning.

Public School Review

Relationships and partnerships	
<p>Driven by the Principal, there is a strong commitment to programs and partnerships that deliver positive outcomes for children and their families. A distinctive feature of the school is the strong capacity to engage effectively with stakeholders such as the Child and Parent Centre, the Committee for Communities, the Midvale hub and the school chaplain.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A re-formed School Council has a clear focus on school improvement. They have an understanding of their roles and responsibilities with capacity to effectively contribute to school improvement processes. • An effective P&C provides a visible and committed partnership that further enhances the strong sense of community that exists in the school. • Families indicate that they feel welcomed and valued. A diverse range of community partnerships and programs provide opportunities for children and the community to engage effectively with the school. • A community partnerships agreement outlines shared expectations and actions between the school and families.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Seek feedback and review the community partnership agreement annually. • Explore options for a new School Council Chair and undertake School Council training opportunities.

Learning environment	
<p>A strong focus on pastoral care is strengthened by the moral purpose of students achieving their potential and ultimately, higher academic levels. The school has created the conditions for students to thrive effectively, both academically and in terms of their wellbeing.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Key staff engage actively with families and apply a comprehensive approach to improving levels of attendance and engagement at the school. • The PBS¹ model, underpinned by a behaviour support plan, aims to engage students effectively. Behavioural expectations are high and whole-school processes are established to support staff and students in their achievement. • A diverse range of agencies and partnerships enable students to engage with the school and provide support to address social and emotional issues. • Underpinned by school policy, SAER² are case managed effectively through sound processes that reflect strong support.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review SEN³ planning with the leadership team regularly and provide targeted professional learning aligned to planning and needs of students. • Review and continue to embed an explicit instructional model and common language for PBS.

Leadership

Strong leadership drives a school improvement focus. The Fogarty EDvance program was implemented as a vehicle for transformation and change. The strategic directions document outlines the focus over the next three years and is understood and valued across the school.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A common language reflecting the recently revised vision, moral purpose and strategic direction is evident and shared. • The Principal manages change strategically and is articulate in her vision for the school. The swift change and realignment of school improvement practices is viewed positively within the school community. • There is capacity within the staff to provide quality instructional and curriculum leadership through sharing of expertise and leading initiatives. • Culturally responsive practices and programs are embedded throughout the school.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Formalise effective practice and implementation of the ACFS⁴ through documentation and a whole-school approach. • Provide structure, support and opportunities for identified leaders to lead through mentoring, driving change and sharing expertise.

Use of resources

Resources are deployed and referenced strategically as areas of investment that best support outcomes for students. There is clear alignment between the school budget and plans for raising standards and outcomes for students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal and MCS⁵ seek input from the community, P&C, staff and the leadership team when reviewing plans and allocating resourcing to programs. • Student transiency is high and provides complexity with budgeting and staffing of programs. The school manages this effectively through careful planning, consultation and communication in key areas. • The Finance Committee comprises of key staff members and operations are underpinned by sound financial processes. • Student characteristic funding is acquitted strategically to provide explicit support for engagement and learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Actively seek School Council members to reflect the cultural diversity and perspectives of the school community. • As part of the implementation of the explicit instructional model, provide professional learning opportunities and support for senior teachers, to enhance their mentoring capacity.

Teaching quality

Aligned to a shared vision for student achievement, staff are committed to reflecting on their impact. There are high levels of personal and professional responsibility that reflect a strong culture of pastoral care together with high expectations of achievement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Fogarty EDvance program outlines a strategic focus on improving teaching and learning programs with outcomes and owners identified. • The leadership team has sought feedback around current performance management and development processes aligned to the AITSL⁶ Australian Professional Standards for Teachers. • Communication processes are varied and include electronic signage, Class Dojo, memorandums, meetings with agendas and emails. • Staff are experienced, committed and passionate about working together in order to improve outcomes for students. • The capacity of staff to provide targeted interventions and support for students through language and literacy, numeracy and remedial programs is evident.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Implement the performance growth document, with a focus on classroom observations. • Refine collaborative meetings to ensure greater consistency and accountability in key areas of data analysis and moderation.

Student achievement and progress

Ongoing reflections against the current level of progress and achievement has driven the school improvement journey. Planning highlights a strong focus on evidence-based decision making and consistency of whole-school approaches.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers access Brightpath, MTS⁷ and a range of classroom data to inform decision making in their teaching and learning programs. • Early intervention programs are in place as one measure to address vulnerability factors highlighted in AEDC⁸ data and school-based assessment. • Self-assessment against OEAP⁹ data highlights a focus on analysis, ongoing tracking of achievement and implementation of interventions. • With the exception of numeracy, NAPLAN¹⁰ data indicate high progress of the stable cohort when comparisons are made against like schools.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Analyse whole-school data regularly to determine areas of need and provide support with targeted learning programs reflecting intervention and extension. • Continue to review and implement the provision of programs that support early intervention and community engagement.

Reviewers

Rebecca Bope
Director, Public School Review

Lisa Criddle
Principal, Allendale 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
A/Deputy Director General, Schools

References

- 1 Positive Behaviour Support
- 2 Students at educational risk
- 3 Special Educational Need
- 4 Aboriginal Cultural Standards Framework
- 5 Manager Corporate Services
- 6 Australian Institute for Teaching and School Leadership
- 7 Mathematics Today Series
- 8 Australian Early Development Census
- 9 On-entry Assessment Program
- 10 National Assessment Program – Literacy and Numeracy