



Department of  
Education

**Shaping the future**

# Midvale 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

## 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 resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opening in 1954, Midvale Primary School is located approximately 20 kilometres north-east of the Perth central business district, in the North Metropolitan Education Region.

The school currently has 350 students enrolled from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 916 (decile 9).

Midvale Primary School has the support of the School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Midvale Primary School was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

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

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

- The Principal acknowledged that the school had been through an operationally difficult time and staff were still grieving over the death of a valued deputy Principal.
- The leadership team led the staff through a process to become familiar with the content of the Standard to facilitate a self-assessment process that considered what was working well and what needed to be improved.
- Information from the Principal, deputy principals and teacher leaders informed a submission outlining assessment of the school's performance in the Electronic School Assessment Tool.
- A broad range of staff enthusiastically engaged during the validation phase, contributing authentic reflections in support of the school's work.
- Staff reported benefits from their involvement with the school self-assessment process and offered a positive endorsement of the future direction planned for the school.
- Parents and community members demonstrated their commitment to the school's improvement journey and their contributions during the validation visit added value to the process.

The following recommendation is made:

- Ensure that evidence selected for further self-assessment demonstrates an impact on student outcomes and aligns the school's analysis of its performance with strong planned actions.

## Relationships and partnerships

A strong culture of care towards students and their families has long been established and is evident in the respectful interactions between staff, students and the community. The community values school events, which include a welcome barbecue, and attend them to demonstrate support for their children and the staff.

### Commendations

The review team validate the following:

- Students are well-supported with strong pastoral care through partnerships with external agencies such as the school nurse and psychologist, therapists and social worker.
- The Midvale Hub provides exceptional community building through the Shining Stars program for potential Kindergarten students, a bus to support school attendance and 2 well attended onsite playgroups. Parents value the advice and support that targets the specific needs of their children and effectively delivers early intervention.
- The role of the Aboriginal and Islander education officer (AIEO) is pivotal to building connections between the school and families. This is complemented by effective relationships with local Aboriginal Elders and their representation on the School Council.
- Efforts to maintain clear communication through a range of media ensures that parents, the School Council and staff are well informed.

### Recommendations

The review team support the following:

- Investigate effective methods to seek the feedback of a wider range of stakeholders to further improve relationships and partnerships.
- Continue to strengthen the structure and purpose of collaboration to drive the professional growth of staff.

## Learning environment

The school community has expressed a strong desire to combine the existing culture of high care family support, with academic success, through a consistently articulated, shared vision for an orderly, instruction focused environment as a first step.

### Commendations

The review team validate the following:

- The Principal has recognised that creating stability and distributing leadership are priorities to ensure that staff are supported to enhance student learning by improving attendance, behaviour and engagement.
- The value of mindfulness in managing student emotional wellbeing is widely recognised across the school with classes participating in daily sessions to calm after breaks.
- The Berry Street Education Model for supporting students with a trauma background sits alongside restorative justice for social problem solving.
- A revised process to triage and support students at educational risk targets behaviours of disengagement, and specific learning needs, with the support of the school psychologist.

### Recommendations

The review team support the following:

- Prioritise the reinvigoration of the school's Positive Behaviour Support program to build consistent language, processes and expectations across the school, with students and their families as part of this process. Measure the impact of these actions through the creation and monitoring of targets.
- Regularly review progress towards cultural competency measured against the Aboriginal Cultural Standards Framework and the school's Reconciliation Action Plan, and link improvement planning to these.

## Leadership

The Principal supports a restructured leadership team with the desire and ability to inspire and contribute to growth in school performance. School leaders understand the need to achieve a balance between professional support for staff and accountability.

### Commendations

The review team validate the following:

- There is recognition that distributing leadership is a priority to ensure staff are provided with sustained, effective instructional support that will drive improved student results measured through standardised assessment. Passionate and capable leaders have been identified and will be supported to build leadership capacity.
- Staff report that the new structure supporting collaboration, based on groups of teachers in blocks, is beginning to shape more consistency and collective responsibility in staff.
- An established disciplined dialogue around student performance data allows staff to work in teams to identify evidence-based improvement strategies. An example is DIBELS<sup>1</sup> assessments being used by staff to identify and address gaps in student learning.
- The vision for improving the ICT<sup>2</sup> capability of the school is strong and enthusiastic work is underway to align the equipment and staff expertise needed to support this.

### Recommendations

The review team support the following:

- Utilise the capability of expert teachers to align strategic, operational and classroom planning that promotes whole-school approaches, a shared instructional language and consistent understanding of the expectations of the school's priorities within the plan, act and assess cycle.
- Adopt a clearly articulated change management process that uses data to empower staff with a collective responsibility towards improving behaviour and instruction. Ensure that change is timed and appropriately resourced to drive sustainable improvement and take staff wellbeing into account.

## Use of resources

The allocation of resources aligns with the complexity of the school and is based on the specific needs of students. There is growing understanding and expertise in the need to directly align resource allocation with the evidence of student performance data.

### Commendations

The review team validate the following:

- Students are supported through the recruitment and training of capable education assistants who facilitate student learning and wellbeing.
- The employment of an AIEO, who is supported to become qualified as a Noongar language teacher, provides valuable family connection and cultural support to the school.
- A concerted effort has gone into improving the website and overall capability of the suite of ICT in the school to empower staff to allow students to successfully engage with digital technologies.
- Supplementary funding is used to provide support to encourage regular student attendance and the work of the attendance officer. Extra time has been provided to extend the valued services of the chaplain and school psychologist.

### Recommendations

The review team support the following:

- Maintain a commitment to replenishing reserve accounts to ensure that long term plans for improved ICT can be supported.
- Measure the impact of financial and human resources on student learning and ensure that allocations are providing maximum impact.

## Teaching quality

Staff understand the conditions under which quality teaching will prosper and are working towards a shared responsibility and a more consistent implementation of low variance in instruction across the school. They described a previous stop-start implementation of programs and approaches that is being reviewed.

### Commendations

The review team validate the following:

- The school has implemented a home reading program that staff feel is making a difference for reading fluency and connection to families.
- Shared beliefs about what constitutes quality teaching practices have been developed and plans are in place to embed these into school-wide practice.
- The ability of staff to cater for the needs of students with imputed and diagnosed disabilities and varying levels of social emotional dysregulation has been the focus of recent professional learning. This includes Zones of Regulation and strategies for supporting students with Autism Spectrum Disorder.

### Recommendations

The review team support the following:

- Ensure that instructional strategies are supported by evidence about how students best learn and are implemented strategically and consistently. Consider the use of the Quality Teaching Strategy and Teaching for Impact resources to embed shared beliefs and approaches.
- Document and share information about agreed whole-school approaches to teaching and learning to ensure all staff can refer to them and implement them with fidelity in all classrooms.
- Review the various ways that differentiation is provided in classrooms for students with specific needs and ensure that personalised planning reflects tailored responses to intervention. Measure the impact of these approaches on student academic outcomes.
- Progress the planned implementation of an instructional coach and classroom observations strategy to continue to build instructional wisdom.

## Student achievement and progress

The school is aware of the urgent need to arrest the declining results in student achievement and have plans in progress to address this trend.

### Commendations

The review team validate the following:

- The leadership team recognises that performance against schools with a similar context needs to improve and has begun preliminary strategic and operational planning to better align progress and achievement with that of like schools.
- The school's assessment schedule provides student performance information to guide improved planning for differentiation.
- There is an understanding that alignment between teacher judgements and school performance in system assessment data needs to be reliable. Moderation activities within the school and network are planned to address this.

### Recommendations

The review team support the following:

- Further develop and implement the instruction and coaching handbook to communicate and model High Impact Teaching Strategies that directly improve results.
- Continue to sharpen the skills of teachers in the use of data to target gaps in student knowledge and monitor the achievement and progress of individuals and groups of students.
- Maintain the focus on potent early identification and intervention given the indications in the Australian Early Development Census data.

## Reviewers

Jennifer Graffin  
**Director, Public School Review**

Guy Hayward  
**Principal, Cable Beach 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 next review process focusing on the learning environment, leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 Dynamic Indicators of Basic Early Literacy Skills
- 2 Information and communications technology