



Department of
Education

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Public education
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Malvern Springs Primary School

Public School Review

October 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board 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

together with the Funding Agreement for Schools.

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.



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Context

Malvern Springs Primary School is located in the suburb of Ellenbrook, approximately 32 kilometres north-east of the Perth central business district. The school is situated within the North Metropolitan Education Region.

Opened in 2012, Malvern Springs Primary School offers state-of-the-art facilities set within attractive and well-maintained grounds. It became an Independent Public School in 2017.

The school has an Index of Community Socio-Educational Advantage of 998 (decile 5). There are 845 students currently enrolled from Kindergarten to Year 6 with numbers rising significantly in recent years as more homes are constructed in the local-intake area.

Support from the school community is demonstrated through the work of the School Board and Parents and Citizens' Association and more generally through involvement with school events, including a range of workshops.

School self-assessment validation

The principal submitted a school self-assessment reflecting the school's perspective of its performance against the Public School Review Standard. Following discussion and the school-based validation visit, additional evidence was presented that enabled the validation of the school self-assessment.

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

- An open, transparent and honest reflection was submitted.
- Staff and community engaged actively in the validation visit, providing further information to support the self-assessment.

The following recommendation is made:

- Consider what evidence can be submitted in the Electronic School Assessment Tool to support future judgements.

Public School Review

| Relationships and partnerships | |
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| <p>The school is committed to building strong relationships and is aware of the contribution community partnerships can make to improving connections for families and educational outcomes for students.</p> | |
| Commendations | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • School Board members are well informed, actively contribute to and advocate strongly for the school's direction. • The school works effectively with parents, outside agencies and community groups to strengthen family relationships. • The commitment of staff to the school's improvement agenda and their engagement in decision making is becoming a feature of school operations. • Professional and supportive staff relationships are focused on improving student engagement and achievement. • The valuable connections that the Aboriginal and Islander education officer and cultural liaison officer make with families help to build trust between families and the school. |
| Recommendations | <p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop a communication strategy to raise the school community's awareness of the role of the School Board and its contribution to decision making. • Enhance the cultural responsiveness of the school by implementing process and practices that promote engagement through mutually respectful relationships. |

| Learning environment | |
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| <p>Leaders and staff are committed to the wellbeing of every student. Intentionally developed organisational structures promote a positive learning environment that encourages and supports students to take responsibility for their own learning and behaviour.</p> | |
| Commendations | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Implementation of whole-school approaches to explicit instruction and lesson design is contributing to consistency of teaching and learning across all classrooms. • The Mental Health and Wellbeing committee is having a positive influence on staff and students across the school. • Students are actively contributing to the creation of a safe, caring and inclusive school environment through the Peer Patrol program. |
| Recommendation | <p>The review team support the following:</p> <ul style="list-style-type: none"> • Align the work of the Mental Health and Wellbeing committee with the operational framework for Positive Behaviour Support. |

Leadership

The school is well along its journey towards the implementation of a distributed leadership model. Staff are enthusiastic and committed to this journey demonstrating a strong commitment to improving student performance.

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| Commendations | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board and staff have a sound understanding of and commitment to the school vision and direction. • Through the Fogarty EDvance transformation framework there is strong alignment with the school's planning, structures and processes. • The leadership team approach to change involves engaging staff in authentic research as the first step. • The school has an emphasis on improving staff capacity and instruction through the sharing of expertise and coaching. • There is a strong connection between school planning, capacity building and the work of staff. |
| Recommendations | <p>The review team support the following:</p> <ul style="list-style-type: none"> • Cultivate a culturally responsive environment to accommodate the diversity of the school population and strengthen engagement. • Continue to explore ways to improve student 'voice' so students develop an even greater sense of belonging in the school. |

Use of resources

Resources are managed through formalised procedures for the Principal, manager corporate services and Finance Committee. These processes oversight of appropriate resource allocation.

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| Commendations | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal and manager corporate services oversee the budget and work collaboratively in their respective areas of expertise. • Student characteristics and targeted initiative funding are directed towards the provision of teaching and learning adjustments, and align with student needs. • Budget and resource management practices support school planning. • Staff data provides the school with a workforce profile. |
| Recommendation | <p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop key staff understanding of school resource management to support succession planning and leave management. |

Teaching quality

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| <p>There are shared beliefs and clear expectations about effective teaching and learning. An explicit instructional model supports the school-wide commitment by all staff to deliver purposeful, engaging and relevant learning opportunities. A selection of strategies are researched and evidence based.</p> | |
| <p>Commendations</p> | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is a strong commitment to building the capability of staff through the provision of whole-school professional learning based on current practice and delivered by eminent international presenters. • Sustained attention is given to lesson design and content focused on developing consistency in teaching quality across classrooms. • Implementation of a coaching model has enhanced collaborative practices and promotion of teacher development and improvement. |
| <p>Recommendation</p> | <p>The review team support the following:</p> <ul style="list-style-type: none"> • Expand the coaching program to further strengthen mathematics leaders in building staff knowledge in the effective teaching of mathematics. |

Student achievement and progress

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| <p>The school collects a wide range of systemic and school-based data, which informs reflection against school targets, teachers' planning and strategic planning.</p> | |
| <p>Commendations</p> | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • NAPLAN¹ 2019 demonstrated progress and improvement in many areas with a positive trend in Year 3 and Year 5 literacy. • Student progress is generally upward with positive academic improvements for lower achieving students, and Aboriginal students making greater progress than that of the cohort. • Data are shared with teachers and used to guide school planning with a focus on continuous improvement. |
| <p>Recommendations</p> | <p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop the school's approach to support English as an Additional Language or Dialect students in NAPLAN reading and numeracy. • Build staff data literacy to enable use of a range of data to inform planning and differentiation, including Brightpath, which is used to support moderation and planning across the school. |



Reviewers

Lou Zeid
Director, Public School Review

Jen Graffin
Director, Public School Review

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy