



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Maylands Peninsula Primary School

Public School Review

November 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

Maylands Peninsula Primary School is located within the North Metropolitan Education Region in the Perth suburb of Maylands, approximately six kilometres from the central business district.

The school opened in 2004 and became an Independent Public School in 2011. Maylands Peninsula Primary School has a culturally rich and diverse population with students from 40 different countries enrolled. More than half of the students speak a language other than English, with around 69 other languages spoken.

Currently there are 655 students enrolled at the school from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1087 (decile 2).

Community support is demonstrated through the work of the active Parents and Citizens' Association (P&C) and the dedicated School Board.

School self-assessment validation

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

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

- Members of the executive team used an ongoing and embedded focus on self-assessment, planning and reflection to prepare for the Public School Review.
- Opportunities for staff contribution were provided at staff meetings and learning area level meetings, in conjunction with ongoing self-assessment processes.
- Identification and interrogation of evidence was conducted to determine judgements made, and contributed to the observations, analyses and impact statements in the Electronic School Assessment Tool submission.
- The school reported that the process of self-assessment proved affirming and the validation visit provided an opportunity to celebrate successes.
- The validation visit provided an opportunity to distil, from the broad narrative provided, the ongoing process to determine key and strategic planned intentions to support the school's continuous improvement journey.

The following recommendation is made:

- Continue to embed and monitor the impact of whole-school approaches to ensure the sustainability of established improvement strategies.

Public School Review

Relationships and partnerships	
The school is well regarded within the community and recognised for fostering relationships that are respectful and responsive, creating a culturally inclusive environment for its students and families.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board builds purposeful relationships with external stakeholders and advocates strongly for the school to ensure the needs of the school are acknowledged and considered by the wider community. • The P&C provides a visible and committed partnership through planning and facilitation of events that enhance the strong sense of community. • Diversity is embraced by the school community, fostering positive interactions and acceptance of all cultural groups among parents, staff and students.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build a greater understanding of the role of the School Board across the school community.

Learning environment	
The school has an inclusive ethos and provides a safe and caring learning environment for students and staff.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student and staff wellbeing is a priority and is monitored to maintain positive social interaction and a supportive school culture. • Processes are in place that provide both academic and non-academic support to address individual student needs. • A range of support services are available within the school. These resources are used to good effect to support students and families. • Students with English as an Additional Language or Dialect are well supported, with a focus on early intervention. • Student behaviour is well managed, providing a safe, orderly and supportive environment.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Promote and communicate the positive approach to behaviour management within the school's behaviour management policy. • Implement the plan to encourage and recognise students' positive behaviour through a range of processes, including the faction system. • Strengthen identification of high ability and gifted and talented students, and differentiate programs to support them.

Leadership

The leadership team demonstrates a unified purpose and articulated a vision for the essential elements of school improvement. Whole-school planning processes are established and understood by staff.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The leadership team is supportive and approachable, and decision making processes are open and transparent.• Year level learning area coordinator positions provide leadership opportunities, with staff taking greater ownership and responsibility for key initiatives.• Level 3 classroom teachers support programs across the school and within the network, in areas of interest.• Staff new to teaching appreciate the targeted support from experienced staff.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none">• Continue to consider ways to provide leadership opportunities for staff within the school.• Explore the Western Australian Future Leaders Framework to build leadership capacity.

Use of resources

Resources are managed by the Principal, manager corporate services and the Finance Committee through formalised processes that provide oversight of appropriate resource allocation.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Sound processes and methodical budget and resource management practices ensure the best use of school resources.• Finance Committee members are well informed and involved in financial planning and decision making.• All staff are provided with clear guidelines for budget management and share responsibility for monitoring budget expenditure.• Student characteristics and targeted initiative funding are directed towards the provision of teaching and learning adjustments and align with student needs.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Establish a workforce plan and develop a succession plan that considers the ongoing needs of staff capacity to address predicted change.

Teaching quality

The school has invested in teaching quality for the purpose of developing whole-school approaches and consistency in the delivery of purposeful, engaging and relevant learning opportunities for students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A high priority is placed on staff professional learning and capacity building. A number of staff are taking up opportunities to participate in peer observations. • New staff and beginning teachers are well supported through peer mentoring and coaching. • The Maylands Peninsula Primary School Writing Program is evidence based and guides whole-school practice. • Consistency of teaching practice has been reinforced through the introduction of the iSTAR Pedagogical Framework. • In the early years, the Promoting Literacy Development program provides clear targets and expectations around teaching and assessment.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Expand peer observations to support teacher self-reflection and professional learning. • Examine collaborative structures for staff in order to enable more focus on discussion of teaching practice. • Continue to build a common understanding of teaching practice and further strengthen whole-school approaches.

Student achievement and progress

Staff engage with both system and school-based data to reveal and analyse performance of student sub-groups. Based on the data, realistic and achievable targets at both the cohort and individual level are set.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student NAPLAN¹ data indicate that progress has been sound over a number of years. • Staff are familiar with, and undertake interrogation of, NAPLAN data to support planning. • On-entry Assessment Program data are used to support planning and monitor student progress from Pre-primary to Year 1. • The school is monitoring the preparedness of children entering Kindergarten and considering implications for future planning.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Build staff capacity in moderation to improve consistency of judgements against the School Curriculum and Standards Authority's Judging Standards. • Continue to engage with the Midvale Hub Parenting Service and investigate additional community partnerships to support families in preparing students for schooling.

Reviewers

Lou Zeid
Director, Public School Review

Alexander Cameron
Principal, Dalyellup 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.

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



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy