Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

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East Maddington 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

East Maddington Primary School is located in the South Metropolitan Education Region in the suburb of Maddington, approximately 23 kilometres from Perth.

The school opened in 1974 on a large site that currently includes a Child and Parent Centre, a Language Development Centre and a Dental Therapy Unit.

Currently, there are 432 students enrolled from Kindergarten to Year 6. The culturally diverse community is celebrated and embraced by the school. The school has an Index of Community Socio-Educational Advantage rating of 953 (decile 8).

Aimed at building capacity of leadership to transform and sustain academic outcomes, the school has been involved in the Fogarty EDvance School Improvement Program since 2018.

A comprehensive range of partnerships between stakeholders, agencies and community groups actively support the students, families and the school to provide positive outcomes for students.

A supportive and active School Council works together in the best interests of children and the school community.

School self-assessment validation

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

The following aspects are confirmed:

- The school engages in regular and ongoing cycles of self-assessment, with practices aligned to the Fogarty EDvance School Improvement Program.

- The principal provided opportunities for staff to collaborate and engage in the selection and analysis of data to inform the school's self-assessment.

- A detailed overview of each domain and multiple sources of credible evidence were submitted as part of the school's self-assessment.

- There was a strong alignment between evidence provided, the analysis of performance and planned actions for improvement.

- A range of staff and community members engaged positively in the validation visit, providing an open and honest account of the school's performance.

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Relationships and partnerships

A language of trust, respect and connection underpins a school-wide commitment to improving outcomes for all students at the school. Cohesive, comprehensive and positive partnerships exist with a range of stakeholders in order to provide support and programs.

Effectiveness	The review team validate the following: • The School Council understands its roles and responsibilities, and is presented with data and financial information to support decision making processes. • The school genuinely embraces and acknowledges its cultural diversity. Evidenced through survey data and school practices, families report they feel respected, welcomed and supported. • Tell Them From Me surveys and the National School Opinion Survey are undertaken regularly with staff, community and students. Whilst satisfaction levels are high, the school is committed to understanding strengths and addressing areas for growth. • Communication strategies between the school community, parents and staff are multi-faceted, regular and effective.
Improvements	The review team support the following action: • Continue to build collaborative practices through the Professional Learning Team meeting structure.

Learning environment

The provision of a positive and engaging learning environment is underpinned by shared school-wide policies and processes that ensure students access what they need to thrive.

Effectiveness	The review team validate the following: • Outdoor learning environments are engaging and provide an opportunity for students to embrace authentic sustainability practices through gardens, nature play and kitchens. • Social and emotional learning for students is supported through the PAThs[1] program, Be You resources and protective behaviours curricula. • In addition to programs facilitated through the leadership team, the chaplain delivers a range of valued support programs for students and families. • Policies that support students to make positive behaviour choices, underpin school-wide processes. • Students at educational risk are explicitly supported through sound identification processes, regular monitoring and comprehensive intervention strategies.
Improvements	The review team support the following actions: • Review the current behaviour plan and consider implementation of the Positive Behaviour Support framework. • Continue to explore and implement strategies to improve regular student attendance across the school.

Leadership

Staff are empowered to take on active leadership roles beyond the classroom, leading a range of initiatives throughout the school. The principal is viewed as transformational as she leads a united leadership team and committed staff to embed whole-school approaches and change.

Effectiveness	The review team validate the following:
	• A comprehensive suite of planning documents, frameworks and overviews aligns to the strategic vision and school-wide directions to achieve targets.
	• The leadership team capitalises on the strengths and interests of staff and provides targeted support to build and maintain a distributed leadership structure.
	• Engagement in the Fogarty EDvance School Improvement Program has established and supported an improvement journey for the school. Aligned to milestones, the program provides an enhanced understanding of evidence-based practices and school improvement processes.
	• Regular reviews aligned to the *Aboriginal Cultural Standards Framework* inform an action plan, with strategies for ongoing growth towards cultural responsiveness. The school embeds Aboriginal education in the curriculum and maintains strong relationships and partnerships to maximise learning outcomes.
	• Student voice is authentically captured through student leaders and a school-wide 'Kids Council'. Both initiatives build leadership confidence and provide opportunities for students to share perspectives and lead change.
Improvements	The review team support the following action:
	• Continue to mentor and support curriculum leaders in order to build on existing distributed leadership structures.

Use of resources

The allocation and provision of physical, human and financial resourcing is strategic and targeted to meet the needs of students and staff and to maximise learning outcomes.

Effectiveness	The review team validate the following:
	• The Finance Committee meets regularly to provide sound financial oversight and monitoring of school budgets and expenditure.
	• Resourcing allocations are explicitly linked with planning for school improvement in the areas of: success for all students; quality teaching; and conditions for learning.
	• Student characteristic funding is used to provide targeted student support and delivery of the evidence-based intervention programs MiniLit and MultiLit.
	• Effective timetabling of specific school and intervention programs is underpinned by evidence-based decision making. Funding allocations privilege the provision of an EAL/D[2] specialist teacher, education assistants and AIEO[3]s, and professional learning for all staff.
Improvements	The review team support the following actions:
	• Continue to refine and monitor asset replacement schedules.
	• Continue to explicitly link funding allocation to staffing in priority areas.

Teaching quality

High standards and expectations are underpinned by an ethos of school-wide, shared responsibility and commitment to improving outcomes for all students.

Effectiveness	The review team validate the following:
	• A school-developed agreed practice framework outlines comprehensive pedagogical approaches and staff commitments.
	• Lesson design, consistency of practice and teacher capacity are enhanced through the provision and targeted support of CMS[4] coaches.
	• Aligned to the AITSL[5] Australian Professional Standards for Teachers, comprehensive performance management processes support teacher development through regular meeting cycles, classroom observations and feedback mechanisms.
	• Teachers use data effectively to inform planning, differentiated teaching approaches and handover processes.
	• Professional Learning Teams (PLTs) meet regularly and address strategically aligned agenda items. Literacy and Numeracy PLTs analyse specific data sets to determine targets and plan for ongoing improvement.
Improvements	The review team support the following actions:
	• Strengthen teacher capacity in the early years through engagement with an oral language expert.
	• Investigate evidence-based programs and implement a consistent whole-school approach to phonics instruction in the early years.

Student achievement and progress

Student achievement and progress is informed by the analysis of systemic and school-based data. There is shared commitment to, and focus on, understanding current academic achievement. Appropriate interventions are implemented to address identified needs and support maximum progress.

| Effectiveness	The review team validate the following:
	• A reporting, assessment and monitoring schedule underpins moderation approaches and the school-wide collection, analysis and tracking of data.
	• Fine grained analysis of NAPLAN[6] occurs through disciplined dialogue approaches.
	• On-entry Assessment Program data are used to inform planning for interventions and monitor yearly progress of identified students.
	• Reported ABE[7] teacher judgements are collated, tracked and moderated to inform effectiveness of school programs and support.
	• With alignment to NAPLAN and the EAL/D progress map, school-based data is tracked and colour coded to support analysis and facilitate grouping.
Improvements	The review team support the following action:
	• Conduct an audit of current whole-school assessment expectations with a view to prioritising key assessments for continued implementation.

Reviewers

Rebecca Bope
Director, Public School Review

Joanne Stewart-Magee
Principal, Orelia 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.
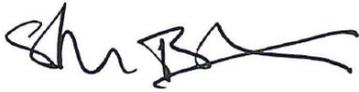
Stephen Baxter
Deputy Director General, Schools

References

1   Promoting Alternative THinking Strategies
2   English as an additional language/dialect
3   Aboriginal and Islander education officer
4   Classroom Management Strategies
5   Australian Institute for Teaching and School Leadership
6   National Assessment Program – Literacy and Numeracy
7   Attitude, behaviour and effort