



Department of
Education

Shaping the future

West Morley 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

Context

Opened in 1967, West Morley Primary School is located approximately 10 kilometres from the Perth central business district, within the North Metropolitan Education Region and is co-located with the North East Metropolitan Language Development Centre (NEMLDC).

The school has an Index of Community and Socio-Educational Advantage rating of 1018 (decile 4).

It currently enrolls 306 students from Kindergarten to Year 6.

In 2015 the school was granted Independent Public School status.

West Morley Primary School has the support of a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of West Morley Primary School was conducted in Term 1, 2019. This 2023 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 rigorous school self-assessment.

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

- Reflections of a significant proportion of staff were incorporated in the school's self-assessment leading to the review.
- The Electronic School Assessment Tool (ESAT) submission was prepared under the leadership of 3 Principals who held the role during the period immediately before the review
- Strengths and areas for future growth were articulated clearly in the school's ESAT submission, exemplifying the reflective nature of leaders and staff.
- Evidence that was selected for inclusion in the ESAT submission was succinctly presented, annotated via comments of impact and directly related to the ways in which the school is meeting the Standard.
- Student leaders provided valuable insight about their collective primary school career during their last days as students at the school. They took the opportunity to celebrate all that they appreciated about the school's facilities and staff, while providing potential areas for improvement in the spirit of leaving a positive legacy for their younger peers.
- Staff, parents, community partners and leaders were generous with their time and rigorous in their assessment of the school's improvement journey, both past and future.

The following recommendation is made:

- In preparing for future school reviews, consider strengthening and aligning connections between the reflective practices of staff, the School Board and the language of the Standard.

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Relationships and partnerships

Students are clearly grateful for the staff who they describe as supportive. Music, sports, extra-curricular clubs and the multicultural community are all viewed by students as benefits of their school.

Commendations

The review team validate the following:

- The Cultural Corner Sway platform provides a communication channel where all the cultures embodied in the school community can be celebrated. Seesaw and ClassDojo are used to communicate with parents in the junior and senior years respectively, while Audiri is used to communicate whole-school messages.
- The Aboriginal and Islander education officer (AIEO) provides connections between Aboriginal families and the school. The AIEO fosters a dialogue about improved attendance, connection with the school and takes leadership of reconciliation in collaboration with staff.
- Events such as NAIDOC¹, Harmony Day and the new family picnic evening are eagerly anticipated. Parents are grateful for the addition of the Edu-Dance program to broaden students' learning in the arts.
- The School Board has undertaken a review of its Terms of Reference, completed Department training through online modules and has collected and responded to community feedback.
- Students value and recognise the efforts of the P&C, who work hard to provide the school with events and resources to increase levels of engagement and broaden student experiences.
- Special days that focus on recognising and appreciating diversity are examples of recent efforts to improve relations and collegiality with staff and students of the co-located NEMLDC.

Recommendations

The review team support the following:

- Provide accessible communication for the community through consistent channels to all school years.
- Continue seeking to diversify membership of the School Board to better reflect the community it represents.

Learning environment

Students value their indoor and outdoor learning environment as comfortable, welcoming and a place where they feel they belong. HEART Values (Happiness, Empathy, Aspiration, Respect and Teamwork) are embedded throughout the school and expected behaviours are articulated via a behaviour matrix.

Commendations

The review team validate the following:

- Transitions from playground to classroom are facilitated through MindUP activities and Zones of Regulation check-ins, maximising the impact of instructional time through staff awareness of student wellbeing.
- Attendance is encouraged through strong familial relationships and positive school messaging. Promoting the benefits of punctuality has been a focus area for students in all year groups throughout 2023.
- The learning support coordinator leads the students at educational risk (SAER) management process with the chaplain, Principal, deputy and school psychologist. Assistance is provided to staff in the effective use of SEN² planning. Literacy intervention using MiniLit has recently been introduced and is valued by parents.
- Student behaviour is managed proactively with staff trained in the use of low-key techniques via Classroom Management Strategies, interwoven with a strong shared sense of responsibility for the embodiment of HEART values.
- A culturally responsive environment is being established with goals articulated to ensure proficiency in all domains of the Aboriginal Cultural Standards Framework, supported by NAIDOC events and the installation of a yarnning circle.

Recommendations

The review team support the following:

- Provide classroom instructional support, through the learning support coordinator, for teachers working with SAER.
- Implement a literacy intervention strategy for SAER in the senior years.

Leadership

The pace of change has presented challenges and opportunities for staff throughout 2023 and there is a sense of optimism among staff that the hard work already undertaken is an investment in future rewards.

Commendations

The review team validate the following:

- The Board values the role it plays in assisting to establish strategic direction and is empowered to challenge thinking through respectful debate. Senior leaders are keen to extend this strategic consultation to broadly include all staff.
- Staff participate in the Morley Schools Network Future Leaders Framework cohort and there are opportunities for staff to undertake middle leadership roles in Phase of Learning Teams.
- A 3-year plan is in place to assist staff to understand and apply the suite of Science of Reading research, evidence-based practices within classrooms.
- There is an embedded classroom instructional guide in the form of the iSTAR Framework. An instructional playbook to support this, in conjunction with instructional coaching, is under development.
- The school's planning documents are aligned with the Department's planning documents, including the Quality Teaching Strategy, Focus documents and the Phonics Initiative.
- Performance management and development processes include opportunities for staff to undertake reflection, goal setting, classroom observation and receive feedback on practice.

Recommendations

The review team support the following:

- Complete the school's instructional playbook and its implementation across the school.
- Consider the provision of further opportunities, such as broader access to the Western Australian Future Leaders Framework cohort, to develop aspirant and middle leaders within the school.

Use of resources

The manager corporate services and Principal have formed a close working relationship as they commence the process to align the spending in annual budgets to the emerging strategic needs of the school.

Commendations

The review team validate the following:

- The Board is provided with regular financial reports and serves alongside the Finance Committee in bringing a level of transparency and oversight to the expenditure of funds and management of resources.
- A consultative shared site agreement with the co-located NEMLDC is in place, articulating the equitable distribution of responsibilities for resource management.
- The addition of a process to determine the leave intentions and desired work fractions of staff is leading to the evolution of a workforce plan, which enables the maintenance of programs and supports for students.
- Student characteristics funding, received through the one-line budget, is used to support students learning with English as an Additional Language or Dialect, classroom and intervention support for identified students and the provision of an AIEO.
- Technical support for ICT³ devices is provided by both an external contractor and a skilled staff member. The school has recently undertaken a lease arrangement for iPads, interactive whiteboards and desktop computers, ensuring access to contemporary devices for staff and students.
- Reserve accounts, that support replacement plans for major assets and infrastructure, headline the prudent financial management of resources.

Recommendations

The review team support the following:

- Strengthen the ties between the business plan, operational plans and the allocation of resources.
- Prioritise the recruitment of staff to support the continuation of key programs, including those with working knowledge of the Science of Reading research, and further seek to recruit staff with leadership potential.

Teaching quality

There is a focus on ensuring the implementation of agreed approaches with fidelity across the school. A handbook, specifically for new staff, is being developed for induction into shared and agreed approaches.

Commendations

The review team validate the following:

- Numeracy and literacy blocks are mapped for consistent use by all staff, with explicit expectations of what is to be taught. A curriculum aligned scope and sequence outline is in place for every learning area.
- While many numeracy programs have been trialled to ascertain the best fit for the school, the main programs in use continue to be Think Mentals and ORIGO Mathematics.
- The shared beliefs of staff include the setting of learning intentions using We Are Learning To (WALT) and What I'm Looking For (WILF) and expanding these with worked examples using What a Good One Looks Like (WAGOLL). Students are familiar with these approaches.
- Learning goals for students are differentiated. Students, in collaboration with their teachers and education assistants (EAs), choose from the menu of chillies: mild, hot and extra hot, to establish their desired level of challenge.
- Staff participation in shared planning discussions is voluntary. Meeting agendas for Phase of Learning Teams are mapped to school strategic priorities. The provision of resources, such as greater access to technology, has assisted staff to streamline their planning.

Recommendations

The review team support the following:

- Consistently embed the use of engagement norms throughout the school.
- Provide professional learning to support the implementation plan for Science of Reading research elements.
- Embed a culture of regular classroom modelling, observations and the provision of feedback on teaching.

Student achievement and progress

Student achievement data is interrogated at whole-staff and phase of learning level. A reflective mindset on students' results is evident, with staff clearly aware of the foundations required for high student achievement.

Commendations

The review team validate the following:

- Year 5 students performed above expectations in numeracy in the 2023 NAPLAN⁴, credited to strong instructional coaching. Staff have collectively identified changes of program and evidence-based approaches to support future improvements in student performance in literacy areas.
- There is alignment between the school's assessment schedule and the instructional program, ensuring that assessment supports the progressive profiling of students' levels of understanding to assist staff planning.
- 2023 has provided the opportunity for teachers, leaders and EAs to develop and enhance their processes and practices for the collection and analysis of student achievement data. Dialogue on student achievement data is rigorous and focused on the improvement of students' knowledge and skills.
- Student achievement profiling is aligned to the collection of results from PAT⁵, NAPLAN, Brightpath Writing assessments, testing conducted through the Elastik platform, the On-entry Assessment Program and DIBELS⁶. Outside of literacy and numeracy, PAT Science is administered to ascertain levels of achievement.

Recommendations

The review team support the following:

- Embed the use of the SCSA⁷ Judging Standards to moderate in Phase of Learning Teams, including the ongoing monitoring of Attitude, Behaviour and Effort and grade allocations in Reporting to Parents.
- Continue to develop staff literacy in analysing the data from school-based and systemic assessments to support planning for improvements in students' levels of achievement.
- Monitor the consistency of implementation of agreed approaches and students' results in numeracy from Kindergarten to Year 6.

Reviewers

Rohan Smith
Director, Public School Review

Kevin Hogg
Principal, Mundaring 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 teaching quality and student achievement and progress domains only, is scheduled for Term 4, 2024. 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 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 Special Educational Need
- 3 Information and communications technology
- 4 National Assessment Program – Literacy and Numeracy
- 5 Progressive Achievement Tests
- 6 Dynamic Indicators of Basic Early Literacy Skills
- 7 School Curriculum and Standards Authority