



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Melville Primary School

Public School Review

September 2018



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 focussed 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

Melville Primary School is located in the City of Melville, 15 kilometres south of the Perth central business district. As a result of collaboration with the local council, it has many public art features, as well as unlimited access to the adjacent park featuring trails and play areas in a natural bush setting.

Melville Primary School has an excellent reputation for its gifted and talented educational provisions, including the 'twice exceptional' students. All students have access to a wide variety of program options.

The school became an Independent Public School in 2015 and currently enrolls 686 students from Kindergarten to Year 6. It has an Index of Community and Socio-Educational Advantage rating of 1117 and enjoys strong and productive relationships with a supportive and engaging community.

School self-assessment validation

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

The following aspects are confirmed:

- Authentic collaboration and engagement of staff in the school assessment process exemplifies a strong culture of self-assessment.
- A comprehensive suite of evidence underpinned high quality analysis and effective judgements of the school's performance.
- Appropriate actions for improvement were described in the school's self-assessment documentation. These were enhanced through conversations with staff during the validation visit.
- The insightful thinking shared with the review team by staff demonstrates a deep understanding of, and commitment to, their responsibilities as professionals.

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Relationships and partnerships	
<p>Melville Primary School displays a respectful, productive and mutually supportive relationship with the local community. Benefits of these positive relationships impact such that student engagement and inclusivity are a focus.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The School Board and Parents and Citizens' Association (P&C) work with the school as true partners to identify and support future directions.• Parents and staff report high levels of satisfaction with the school's communication processes.• Recently developed staff leadership teams have contributed to providing a staff voice in whole-school planning.• The school is proactive in seeking and responding to feedback.• A strong collegiate staff culture provides a safe, welcoming and supportive environment that extends to relief and support staff.• Negotiations with the local council have secured school access to an outstanding adjacent natural environment that the school uses effectively as a play area and outdoor classroom.

Learning environment	
<p>A strong moral purpose underpins the creation of a learning environment characterised by robust and coherent systems of support. The standard of the teaching profession is enhanced by outlining explicitly what defines good classroom practice and sharing this with parents.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A personalised focus on teaching and learning characterises the approach at Melville Primary School.• A bank of need-specific interventions developed by the learning support coordinators supports teachers to implement appropriate learning adjustments.• Attendance rates are outstanding. This results from a strong inclusive culture where students are intrinsically motivated to attend school every day.• A comprehensive approach to case management supports all students requiring intervention. This extends to gifted students, those in need of learning adjustments and students with social and emotional support requirements.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Ensure continuity of the delivery of school psychology services.

Leadership

There is an authentic distributed leadership model at Melville Primary School. Staff benefit from the opportunity to take part in leading and supporting directions at the school. Feedback suggests that high levels of trust exist between the leadership team, staff and the community.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A strong and cohesive leadership team comprising the Principal, deputy principals and manager, corporate services are highly regarded by staff and parents for their ability to unite stakeholders to a common direction. • Clear and well-communicated leadership responsibilities provide clarity of roles and certainty of support across the school. • The school has initiated a peer observation program that is currently individualised according to each teacher's readiness for engagement. • The school applies best practice when implementing change. New initiatives are introduced with due diligence given to research, connection to school priorities, effective communication and feedback. • A unique and highly valued feature of the school is its student parliament system, which provides an opportunity for the student voice and clarity of roles through defined portfolios.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continued development of peer observations to become more streamlined and connected to improving teacher practice through adopting an agreed language of what constitutes high quality teaching. • Provision of additional support to teachers to embed new programs through peer coaching by Level 3 classroom teachers.

Use of resources

The school's leaders ensure that resources are used appropriately to address the current needs of students. Financial management processes are strengthened by the alignment between the school's improvement plans and the role of the school's finance committee.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The strategic use of student characteristic funding ensures targeted support for all students with identified needs. • A highly effective finance committee includes representation from all year levels. They adhere to protocols that include referencing the business plan priorities when making decisions. • The leadership team has given significant thought to the selection and development of teachers according to the needs of the school, including attracting, developing and retaining a pool of quality relief teachers who complement the existing profile. • A dedicated and committed P&C provide strong support, evident through a range of initiatives and improvements across the school.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Develop targeted succession planning to ensure sustainability of whole-school programs.

Teaching quality

It is evident that the teaching staff are highly skilled, committed to further honing their skills and dedicated to the students they teach. This is complemented by a strong culture of pastoral care and a personalised approach from teachers.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Innovation among staff is encouraged and supported. Staff are recognised for their individual strengths and are supported to develop unique teaching and learning programs that suit the needs of their students. • The school views technology as a tool to enrich the teaching and learning program. • ‘The Red File’, a curriculum support document, is highly valued by all staff and provides clarity of what to teach and when. • Embedded whole-school programs are recognised for their impact on improved student achievement. • Staff appreciate the support and shared expertise of their phase of learning teams.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Adopt a whole-school common language with regard to target setting.

Student achievement and progress

The performance of students informs decision making at the whole-school, classroom and individual levels. Staff collaborate to analyse and use data and are committed to the concept that the success of every child is every teacher’s responsibility.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school’s 2017 performance has generally been comparable to or above like schools. • The recent performance of Year 3 students in particular has been positive. • High expectations for all students, together with close monitoring of student achievement and progress, builds rigour in the teaching process. • There is a strong connection to system and whole-school data. This is complemented by a comprehensive school-developed tracking system, which provides staff with easy access to achievement and progress data.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to develop grade allocation moderation processes.

Reviewers

LAURA O'HARA
Director, Public School Review

KIM PERKINS
Principal, Edgewater Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS