



Department of  
Education

**Shaping the future**

# Melville 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 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 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, as well as the Professional Performance Review of the Principal.

## 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Melville Primary School is located approximately 14 kilometres south of the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1116 (decile 1).

It currently enrolls 677 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

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

The first Public School Review (PSR) of Melville Primary School was conducted in September 2018. This 2023 PSR report provides a current point of reference for the school's next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment, highlighting the school's current operations and plans for improvement.

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

- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged, and incorporated the perspectives of, a range of staff and school community representatives.
- The school's Electronic School Assessment Tool (ESAT) submission provided a clear and broad account of school operations. Annotations to evidence sources submitted contributed to the clarity of the school's analysis of its performance against the domains of the Standard.
- A significant representation of enthusiastic staff, students, and community members engaged in discussions with the review team, contributing authentic reflections in support of the school.
- A culture of reflection and continuous improvement is developing, strongly led by the school leadership team, leading to consideration of the impact of school operations on student achievement. There was significant evidence of staff buy into the school's current improvement agenda.
- The school's leadership reported the review was a positive experience that has extended their understanding of the school's performance and enabled them to plan for future improvements.
- Student leaders provided the review team with a tour of the school, which further enriched the validation process, providing a greater understanding of evidence presented in the ESAT submission.

## Public School Review

### Relationships and partnerships

The community are highly engaged in the school and value the authentic and productive relationships developed between staff, parents, and the wider community. Staff display high levels of positivity and motivation to work collaboratively with a focus on student success.

### Commendations

The review team validate the following:

- The Board is highly effective and professional, with strong processes in place to develop the combined capabilities of its members to assist the school. The Board supports the school's strategic direction by analysing student achievement data, contributing to school plans, and helping to guide decision making and policy.
- Extensive partnerships have been established with a variety of agencies and organisations that support the learning program for students. These include the Dyslexia-SPELD foundation (DSF), Whiz Kids Speech Therapy, Inside Out Occupational Therapy, School of Special Educational Needs: Disability, and the Riverside Network of schools.
- The new middle leadership structure provides opportunities for staff to collaborate and plan for school improvement.
- An active P&C work with commitment to enhance the school's development through a range of initiatives including fundraising, community events and the Men of Melville Primary School initiative.
- Feedback from parents, students and the community, via the School Culture Survey tool, informs the planning and effectiveness of current school processes and practices.

### Recommendations

The review team support the following:

- Progress intentions for School Board members to access training to support their ongoing effectiveness during membership transitions.
- Finalise the Communication Guidelines and distribute to the community ensuring all communication is clear and transparent.

### Learning environment

Students enjoy coming to school, supported by a sense of belonging through the establishment of a welcoming and safe environment. The students are enthusiastic advocates for the school's caring and inclusive ethos.

### Commendations

The review team validate the following:

- The school-developed, Melville Primary School Online Student Services Information System provides a platform for staff to access all relevant information pertaining to students at educational risk (SAER).
- A policy outlines school-wide processes that support the identification and monitoring of SAER. A well-trained and enthusiastic education assistant delivers an intervention program using evidence-based practice, which is implemented with validity.
- The physical environment adds value to the student learning experience. Well-maintained grounds, natural play spaces and engaging classrooms support the academic, social and emotional learning of children.

### Recommendations

The review team support the following:

- Clarify the Response to Intervention processes implemented across the school to support SAER so that all staff have a clear understanding of the support required for students within each tier of intervention.
- Continue to upskill staff in their knowledge and integration of the Aboriginal Cultural Standards Framework.
- Progress the intention to reinvigorate the You Can Do It program to ensure a consistent language is used across the school to support student social and emotional wellbeing.

## Leadership

Staff and the community value and trust the new Principal and executive team. The Principal is leading a culture of improvement established through a clear intent and high levels of staff consultation and collaboration.

## Commendations

The review team validate the following:

- Change is considered and implemented strategically using a recognised change management matrix. Staff are supported with professional learning, and mentoring. Feedback is welcomed throughout implementation with support provided in a timely manner.
- The purpose, impetus and support for change is articulated and based on analysis of school data and clear evidence centred around current research.
- Newly developed committees, including literacy and numeracy, along with a changed leadership structure, provide staff with opportunities for leadership and to develop their skills and attributes.
- A unique and highly valued feature of the school is its student parliament system, which provides an opportunity for all Year 6 students to contribute to school operations and have a voice in decision making.

## Recommendations

The review team support the following:

- Continue the intention to establish shared beliefs about teaching and learning. Prioritise the completion of the business plan with supporting operational plans in collaboration with staff, and consultation with the School Board.
- Strengthen class instruction through the development of instructional leaders. This will support the implementation of whole-school, evidence-based pedagogical practices with a focus on consistency and low variance teaching practice.
- Support consistent practices through performance development including coaching and peer observation.

## Use of resources

A trusting and productive relationship between the Principal and manager of corporate services ensures planning, management and monitoring processes for the use of resources are aligned to school operations. Resources are deployed in a targeted way to optimise learning outcomes for students.

## Commendations

The review team validate the following:

- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes.
- A detailed and clear Staff Finance Handbook ensures accountability and sound financial management at all levels of the school.
- Cost centre managers are provided with tools and skills in financial management practices through formal and informal training opportunities.
- In response to data, the allocation of targeted resourcing enables the implementation of intervention approaches and support provision.
- An effective partnership between the school and the P&C adds value to the school's priorities.

## Recommendations

The review team support the following:

- Ensure resourcing is aligned to the new business and operational plans with close consideration given to the professional learning needs of staff, to ensure sustainability of school supports and programs.
- Review the terms of reference for the Finance Committee to ensure membership reflects the school structures and priorities.

## Teaching quality

A commitment to establish a performance culture around low variance, evidence-based, whole-school approaches is apparent. All staff have a shared ownership for the success of all students.

### Commendations

The review team validate the following:

- The delivery of Letters and Sounds to support literacy development in the early years, has been strengthened through the delivery of professional learning in Enhanced Letters and Sounds provided by the DSF.
- Staff are being supported to use Elastik, which analyses student data from multiple sources, to inform planning and teaching.
- Staff reported that they feel supported to improve teaching quality through the provision of high-quality evidence-based professional learning.
- Collaboration and enthusiastic engagement by teachers in phase of learning and committee meetings is evident.
- Planning is advanced to engage with Shaping Minds with a view to consolidating a school-wide, evidence-informed, low variance, pedagogical model.

### Recommendations

The review team support the following:

- Ensure staff fully understand that data-informed practice involves systematic collection and analysis of high-quality, evidence-based data, and use of that data to inform planning and practice.
- Strengthen staff ability to provide consistent, whole-school processes for in-class differentiation to cater for the learning needs of Tier 1 students.
- Ensure staff can demonstrate alignment of their planning with the Western Australian Curriculum.

## Student achievement and progress

Successful schools afford high priority to the collection and analysis of, and response to, data and what it is telling them about student performance. The school is striving to create a culture where the importance of data informed decision making is embedded across classrooms.

### Commendations

The review team validate the following:

- Overall, NAPLAN<sup>1</sup> achievement for Year 3 and Year 5 has been consistently close to like schools. Staff acknowledge lower levels of progress as students move through the school when compared to like schools.
- School and network moderation processes are in place to support the accuracy of grade allocation and reporting.
- Staff are being supported to understand and value system and school-based student achievement data including; NAPLAN, teacher judgement, Progressive Achievement Tests and On-entry to inform school improvement and teacher planning.

### Recommendations

The review team support the following:

- Develop a whole-school assessment schedule to ensure a comprehensive set of systemic and school-based data are collected and used to assess, track and monitor student achievement and progress.
- Analyse current and longitudinal data, to set aspirational general and cohort specific targets in business and operational plans, particularly in relation to student progress.
- Continue the use of Brightpath reading and mathematics, to provide an additional valid student achievement data set, that supports school planning and comparability of grade allocation.

## Reviewers

Craig Skinner  
**Director, Public School Review**

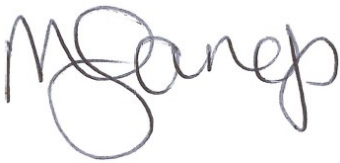
Anne Alford  
**Principal, Sorrento Primary School**  
**Peer Reviewer**

## Endorsement

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

The timeframe for the next review process focusing on the Leadership and Teaching quality domains only, will be Term 1, 2024.

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**

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## References

1 National Assessment Program – Literacy and Numeracy