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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 School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto: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 1119 (decile 1) and currently enrolls 670 students from Kindergarten to Year 6.

Opening in 1957, Melville Primary School gained Independent Public School status in 2015.

Support is provided by the School Board and the Parents and Citizens' Association (P&C).

The last Public School Review of Melville Primary School was conducted in Term 1, 2023. This 2026 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 purposefully structured, authentic and reflective school self-assessment.

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

- The Public School Review was viewed positively as an opportunity to reflect on the school's rigorous school improvement journey since the last review process, giving cause to celebrate the united sense of purpose propelling the school forward, and shared optimism for the next phase of improvement.
- The executive team worked collaboratively to compile a representative summary of evidence for submission through the Electronic School Assessment Tool. The submission demonstrated progress against the Standard, with lines of inquiry and statements of impact supporting the judgements made about the school's progress.
- The self-assessment process privileged consultation with all teaching staff and allied professionals, the School Board and P&C. It was evident that staff are accustomed to reflective practice and a focus on the domains of the Standard strengthened purposeful professional dialogue, centred upon 3 reflective questions, 'How are we going?', 'How do we know?', and 'What are we doing to improve?'.
- The engagement of staff in collaborative reflection has led to a strong sense of unity of purpose and a deep understanding of the improvement agenda, and subsequently a collective responsibility for student success.
- Staff shared a high level of understanding of the value of their involvement in self-assessment processes and avowed judgements about the effectiveness of school operations, seeking affirmation and challenge from the process to support continued improvement.
- Committed School Board, P&C members and parents provided passionate reflections in support of the school's self-assessment and added value to the validation process. They described their individual and collective dedication to the school, acknowledging its connection to community, quality of education, and strategic and transformational leadership.

## Relationships and partnerships

High quality relationships underpin the effectiveness of school improvement processes. This fortifies the foundation for ensuring consistent actions are embedded with an authentic and unrelenting commitment to the core business of teaching and learning.

### Commendations

The review team validate the following:

- As custodians of the culture, all actions are intentional at Melville Primary School. A strong, collaborative culture is embedded, with staff engagement in reflective practices sharply focused on the continual development of teaching practice for enhanced student outcomes.
- Phases of learning teams and collaborative duties other than teaching are the foundation for intentional collaboration and are pivotal in creating and sustaining the high care and high expectations culture that exists. Phase of learning teams focus on solving challenges collaboratively and building collective teacher efficacy.
- Intentionally nurtured relationships foster inclusion, respect and trust to ensure students and staff thrive in a supportive environment. The school is known and appreciated as a hub of belonging and trust and passionately attested as such by parents.
- The intentional cadence of communication practices and self-reflection processes build shared understanding and confidence in the school and informs the community of improvement progress. Multiple communication and feedback modalities, including parent education cafes, ensure internal and external clarity, and transparent and aligned expectations.
- A highly active and effective School Board plays a vital role in school governance and maintains a clear focus on school improvement. The Board's governance strengthens the school's strategic direction, reflects community perspectives and maintains community confidence.

### Recommendation

The review team support the following:

- Develop an approach to succession planning for School Board and P&C leadership positions to ensure continuity of effective governance and engagement structures.

## Learning environment

The values of the school are directly reflected in the actions of the school. Students are provided with a voice and agency to flourish both collectively and individually and supported through a high care culture.

### Commendations

The review team validate the following:

- A shared responsibility and targeted support mechanisms for students at educational risk, founded on multi-tiered systems of support, underpin a positive school culture. The interconnectedness of strategies reflects a whole-school commitment to continuous improvement and successful outcomes for all students.
- The initiation of a reconciliation action plan, storytelling, and on-Country learning opportunities for staff demonstrates the school's genuine commitment to transition to truth. The acknowledgement and celebration of identity is highly valued by the community.
- Students are encouraged to play an active role in maintaining the safe and inclusive learning environment that exists. Opportunities provided to Year 6 parliamentarians enhance the student leadership development approach to building connections with peers and community groups.

### Recommendations

The review team support the following:

- Strengthen staff knowledge and understanding of the multi-tiered systems of support model, with a focus on the engagement and wellbeing domains, to ensure a balanced approach that extends beyond learning supports.
- Intentionally build longitudinal data sets to measure and evaluate the impact of social and emotional interventions and initiatives on student achievement.

## Leadership

The Principals expectations profoundly influence team dynamics and individual development. Expectations are embedded into staff practice with professionalism and purpose, and collective adherence to these expectations drives team success.

### Commendations

The review team validate the following:

- The highly respected, visible and approachable Principal leads intuitively and strategically, providing clarity about the purpose of all actions. This is complemented by explicit expectations and support for implementation and accountability, largely, but not exclusively, through coaching processes.
- The school's middle leadership team, including instructional coaches and phase of learning leaders, is pivotal in actualising the school's strategic direction. They ensure teaching practices are contemporary, student-centred and effective, through aligned and coherent strategic planning and collaborative efforts.
- A structured, multi-layered, distributed leadership model exists. Developing future leaders is considered a priority and the school invests effectually in staff development. Consequently, there is a deep understanding of, and buy-in to, the school's improvement agenda.
- The methodology of change processes is deliberate and strategic. Change is guided by a roadmap of improvement, ensuring that implemented changes yield the desired improvements. Articulation of the school's strategic direction focuses on continual and aspirational improvement.
- Allied professionals are highly valued for their impact on student achievement, and the respect teachers have for them is palpable. Opportunities for professional development are proactively sought to enhance their leadership skills.

### Recommendations

The review team support the following:

- Maintain a focus on building strategic and instructional leadership capacity to support sustained implementation of whole-school pedagogical approaches and succession planning.
- Develop an instructional coaching framework to ensure low variability coaching practices and feedback mechanisms.

## Use of resources

The school demonstrates transparent and strategic resource management, with funding decisions evidently aligned to the needs of students and school priorities.

### Commendations

The review team validate the following:

- Resource allocation is strategically aligned to business plan priorities, with significant investment in evidence-based programs and human resources focused on strengthening instructional consistency and improved student outcomes.
- The highly collaborative and supportive P&C work strategically and purposefully. Their impact is evident through improved physical environments and the provision of targeted funding that directly supports student learning, including staff engagement in Shaping Minds professional learning and instructional coaching.
- Recruitment processes are targeted and support the school's improvement agenda, maintaining a focus on the development of sustainable internal instructional supports.
- Reserve accounts are intentionally structured to ensure long-term sustainability of school resources, particularly information and communications technology and high use items.

### Recommendation

The review team support the following:

- Maintain fiscal financial management aligned to school priorities to ensure the continuity of teaching and learning programs and support student outcomes.

## Teaching quality

Underpinned by a culture of professional growth and driven by high expectations, the school's pedagogical platform is focused on the application of evidence-based instructional practices. This optimises student opportunities and provides the foundation for teaching excellence to thrive.

### Commendations

The review team validate the following:

- Propelled by a strong sense of collective responsibility and the continual pursuit of improvement, the expectation of high quality instruction is abetted by comprehensive support. This is underpinned by shared beliefs, common language and clear expectations on effective collaboration.
- Prioritising collective teacher efficacy and sharing of practice is evident. Impact coaches support the fidelity of delivery of evidence-based approaches such as engagement norms, daily reviews and TAPPLE<sup>1</sup> with committed staff who are compelling advocates for the school's commitment to Shaping Minds.
- There is a palpable sense of staff holding knowledge of the power of data and its ability to inform classroom practice. With the support of instructional coaches, teachers have become increasingly adaptive and responsive to data and student needs.
- Staff understanding of differentiation is evident. Individual education plans, targeted programs such as MiniLit and MacqLit, and support from skilled education assistants ensures student learning is focused on individual academic levels.

### Recommendations

The review team support the following:

- Embed consistent implementation of whole-school evidence-based instructional practices.
- Develop a school-wide approach to rigorous challenge and depth of learning for high potential learners performing at the upper achievement levels, informed by data and supported by professional learning for staff.
- Maintain a focus on developing staff data literacy to increase proficiency in the application of systemic and school-based data to identify and address learning gaps, inform targeted intervention strategies, and determine the impact of instructional approaches.

## Student achievement and progress

The school is committed to the continual development of staff data literacy, routine whole-school data collection and analysis expectations and evidence-based decision making.

### Commendations

The review team validate the following:

- A culture of continuous improvement is evident with impact coaches and phase of learning leaders facilitating data-informed collaborative conversations and planning. Staff recognise the need to share responsibility for comprehensive data tracking and analysis, using platforms such as Elastik, to support targeted performance improvements.
- The school recognises the need to be responsive to longitudinal student achievement and progress data, and is committed to the implementation of data-informed explicit teaching and learning to address gaps in the learning of students.
- Momentum for change in the school comes from student achievement data and is supported by collaborative complex problem solving processes. The impact of learning sprints in response to causal hypotheses has proven successful, evidenced by pre and post gap analysis data.
- Consistent judgements aligned with the Western Australian Curriculum, supported by moderation processes and the School Curriculum and Standards Authority Judging Standards, are evident and contribute to a shared understanding of student success.

### Recommendation

The review team support the following:

- Embed consistent, school-wide processes for structured self-assessment cycles and the analysis and review of student performance data aligned to school priorities and targets.

Reviewers	
Kate Wilson <b>Director, Public School Review</b>	Nicole West <b>Principal, Inglewood Primary School</b> <b>Peer Reviewer</b>

## 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 to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback