



Department of
Education

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Marangaroo Primary School

Public School Review

February 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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.



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Context

Opened in 1987, Marangaroo Primary School is located 16 kilometres north of the Perth central business district, within the North Metropolitan Education Region. Situated on expansive grounds, the school has ample play spaces, a large oval and purpose-built early childhood facilities.

Marangaroo Primary School became an Independent Public School in 2012. It has an Index of Community Socio-Educational Advantage of 970 (decile 7).

There are currently 217 students enrolled from Kindergarten to Year 6. The student population is culturally diverse and the school aims to have strong links with the many different cultures in the school community through social and educational interaction.

The School Board takes an active role in reviewing and shaping strategic planning, and the Parents and Citizens' Association is dedicated to assisting the school with fundraising for facilities and resources.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- Leaders and staff demonstrated knowledge of school self-assessment processes and a commitment to ongoing school improvement.
- The school's self-assessment process was facilitated through a range of conversations with staff, parents and community representatives.
- The validation visit provided an opportunity to distil, from the broad narrative provided, the ongoing process that determined key and strategic planned intentions supporting the school's continuous improvement journey.
- A number of key staff and community representatives engaged actively during the validation visit and added value to the information submitted via the Electronic School Assessment Tool (ESAT).
- There is a strong commitment to establishing an agreed improvement agenda, most notably in relation to enhancing consistent approaches to teaching and learning.

The following recommendations are made:

- Consider the most appropriate evidence to submit in the ESAT to support the Principal's judgements.
- Reflect on the Public School Review process as a staff group, to guide future school self-assessment.

Public School Review

Relationships and partnerships

There has been a significant improvement in community perception of the school, staff and student morale. The school is recognised for fostering relationships that are respectful and responsive. An inclusive environment for all students and families has been created.

Commendations

The review team validate the following:

- The Principal has been instrumental in building strong, positive relationships with the community, staff and students.
- The School Board fulfil their governance role enthusiastically and support the Principal in leading the strategic intent of the school.
- Staff, families and students all report a sense of pride in their school and its progress.
- The school has successfully integrated the Specialist Learning Program for students with autism into the mainstream school, which has been met with acceptance and understanding by students and families.

Recommendation

The review team support the following:

- Consider the opportunities provided by the wider school network to strengthen and support school improvement.

Learning environment

Marangaroo Primary School has developed a caring and culturally responsive learning environment. Evidence indicates students, families and staff feel a strong sense of connection and belonging to the school.

Commendations

The review team validate the following:

- The development of a multi-tiered behaviour management program has resulted in a safe and inclusive place for learning where students want to attend.
- Establishment of the Specialist Learning Program has provided opportunities for increased capacity of staff to differentiate and cater for students with special learning needs.
- Education assistants are regarded as pivotal to the success of the support provided to students at educational risk.
- The school has created a welcoming and accessible physical environment, demonstrating symbolically the commitment to inclusive, positive wellbeing and care.

Recommendation

The review team support the following:

- Progress implementation of the Aboriginal Cultural Standards Framework, with consideration given to the employment of an Aboriginal and Islander education officer.

Leadership

Led by the Principal, the leadership team has been strategic and deliberate in its development of trusting, positive relationships across the school. Staff and community engagement is evident in the development of the school vision, values and strategic directions.

Commendations

The review team validate the following:

- The school has entered into an ambitious change program implementing effective change management processes to support and progress school improvement.
- The provision of targeted professional learning for the executive leadership team has built their capacity to lead school improvement.
- Establishment of distributed leadership roles has empowered staff and created a sense of ownership, resulting in capacity building of self and others.
- A collaborative and consultative process of communication has ensured all staff have input to, and understanding of, the school's vision and priorities.

Recommendation

The review team support the following:

- Ensure there is continuity and alignment between the teams within the school.

Use of resources

The school is developing sound processes for resource management, including budget development and monitoring, in combination with astute asset management. There is evidence of alignment between school resourcing and student needs.

Commendations

The review team validate the following:

- The office reception atmosphere is friendly and respectful, making the first encounter with the school a positive experience for parents and visitors.
- Staff are developing an understanding of the significance of decision making based on the needs of students. They are willing to adapt and adjust to ensure the budget is prudently managed and student needs are met.
- Transparency and probity of decision making by the School Board is strengthened through the timely provision of information, enabling informed consensus.
- Considered planning around the disability resourcing allocation supports the school's efforts to meet complex student needs.
- School planning has clear links to budget and resource allocations and is based on sound evidence.

Recommendation

The review team support the following:

- Continue to build a workforce with personal attributes and skills that match the identified needs of students in order to impact learning optimally.

Teaching quality

A feature of the school is the high level of professional accountability and commitment of staff to providing opportunities for every child to achieve their potential.

Commendations

The review team validate the following:

- Opportunities to plan and reflect on teaching practice through the establishment of collaboration teams has been embraced and highly valued by staff.
- The development of a distributed leadership model aligned to the improvement plan is incrementally building the capacity and capability of all staff.
- The visual display of 'Learning Intentions' and 'Success Criteria' in classrooms has impacted positively on teaching practice and is widely appreciated by staff.
- Scaffolded, structured professional learning and support is developing a unified understanding about teaching and learning. This is evidenced through a growing school-wide commitment to shared programs and pedagogy.

Recommendations

The review team support the following:

- Continue to develop whole-school processes and procedures to support the continuity and sustainability of student learning, through the development of instructional leaders.
- Continue to build a school-wide understanding and application of data-disciplined approaches.

Student achievement and progress

A range of school-based and systemic data are used to monitor and track student progress.

Commendations

The review team validate the following:

- Emerging, collaborative data-driven conversations demonstrate a growing understanding by staff of how disciplined dialogue and interrogation of data informs planning.
- Staff acknowledge and understand their academic data and have taken steps to address the decline in NAPLAN¹ achievement.
- Teachers are gaining a greater awareness of the alignment between grade allocation and student achievement through opportunities for moderation.
- The establishment of a consistent whole-school approach to collecting and analysing spelling and phonics data has led to heightened levels of teacher accountability.

Recommendations

The review team support the following:

- Consolidate the capacity of staff to use data to inform and progress the improvement agenda.
- Continue to refine and embed the processes for interrogation of student progress and achievement data to inform planning across all year levels.
- Continue to build staff accuracy in target setting.

Reviewers

Jen Graffin
Maxine Augustson
Directors, Public School Review

Adam Marchant
Principal, Avonvale 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.

Your next school review is scheduled for Term 1, 2024.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy