



Department of
Education

Shaping the future

Marangaroo 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 1987, Marangaroo Primary School is located 16 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

The school's endorsed Specialised Learning Program supports the individual learning needs of Kindergarten to Year 6 students with Autism Spectrum Disorder to enhance academic engagement and achievement, organisational skills, social cognition development, positive peer relationships and emotional self-regulation.

The school has an Index of Community Socio-Educational Advantage of 978 (decile 6).

Currently, there are 188 students enrolled from Kindergarten to Year 6.

In 2012, the school was granted Independent Public School status.

The first Public School Review of Marangaroo Primary School was conducted in Term 1, 2021. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

- In readiness for the Public School Review (PSR), the acting Principal identified the need to be frank and fearless about issues and concerns that were evident.
- Evidence submitted addressed each domain of the School Improvement and Accountability Framework.
- The quality of the evidence presented was variable and the purpose behind its selection was difficult to ascertain.
- Staff who attended sessions during the validation stage of the process provided useful feedback and amplified the key themes of the Electronic School Assessment Tool (ESAT) submission.
- Parent representatives from the School Board and P&C participated in the review process with both groups adding value to the validation process.

The following recommendations are made:

- Ensure when preparing all future ESAT submissions, they include a targeted use of the Standard's domain foci and elaborations and specifically references the previous PSR report.
- Maintain the focus on building an evidence-based decision making ethos using the 3 tests of an effective self-assessment methodology by asking, 'is the evidence reliable, efficient and transparent?'
- Broaden the direct engagement of school leaders with one-on-one staff meetings to hold data-informed disciplined dialogue conversations as part of the preparation for the review.
- Use the Standard's elaborations for each domain to initiate and maintain self-assessment discussions with staff about the level of school performance.

Relationships and partnerships

Relational trust between the school and the community it serves has seen some improvements with a more open and transparent level of engagement.

Commendations

The review team validate the following:

- Leadership has correctly identified the need for a review of its school-family communication processes. There are indications the regularity, timeliness and transparency of communication is improving.
- References to the existence of some positive internal relations and improving external partnerships are well intentioned with the need for greater strategic intent under consideration.
- Leaders, together with most staff, acknowledge the value of adhering to policy, strengthening school operational procedures and facilitating greater transparency in decision making.
- Parent representatives are advocates for the school's recent efforts to improve its image and reputation. The School Board collaborates with leaders to enable their governance role to be fulfilled.

Recommendations

The review team support the following:

- Consult widely with parents to develop communication processes that reflect reliable and accurate methods of sharing information.
- Engage the School Board more deeply in school improvement priorities, incorporating genuine levels of trust when discussing and planning budget management and targets for student performance.
- Build a team culture based on professional obligation, public accountability and personal responsibility to each other.

Learning environment

Schools with a strong strategic focus on behaviour education, disengagement issues and students at educational risk are best placed to create more positive and proactive learning environments.

Commendations

The review team validate the following:

- Recent efforts to create an organised, calm and orderly learning environment with clear expectations have been commendable. The Behaviour Matrix provides guidelines for students and staff to follow, and some positive indications of consistency of application of agreed processes are emerging.
- The work of the Positive Behaviour Support (PBS) Committee has initiated behaviour education lesson strategies and introduced modelling for teachers. For those consistently using them in their classes, they are reporting notably greater engagement in student learning.
- Education assistants (EAs) are effective in the provision of individual student support both in the mainstream and Specialised Learning Program (SLP) classes.
- Planning for the SLP is aligned with mainstream school expectations to facilitate transition between the 2 programs. There is evidence of staff from both the SLP and mainstream school collaborating effectively for the benefit of the students.

Recommendations

The review team support the following:

- Improve communication between the school and SLP families.
- Emphasise the urgency of staff in using common language for student behaviour expectations as outlined in the PBS Matrix. Promote the value of staff accountability to each other to achieve the aims of the program.

Leadership

School improvement is judged by the impact on students. Change will deliver improved outcomes for students when structures, controls and a strong collaborative will, exists between all stakeholders.

Commendations

The review team validate the following:

- There are school leaders with a quiet disposition but strong determination to confront challenges and be a force for change.
- Staff acknowledge and appreciate leaders' commitment to creating greater opportunities for staff to lead, using attributes from the Department's Future Leaders Framework.
- From this initiative, English, National Quality Standard and PBS leaders have been established. All described the opportunity to make a difference for students as their main motivation.
- Leaders have initiated professional learning opportunities as a precursor to re-setting the accountability mindset of staff and establishing regular formal performance management.

Recommendations

The review team support the following:

- Determine, document and articulate an agreed change management process. Ensure all new initiatives proposed are, well researched, accepted, planned, resourced, communicated, implemented and reviewed.
- Identify pathways for staff to upskill themselves to undertake leadership roles in curriculum professional learning committees. Ensure team leaders meet regularly to share ideas and information to build a collective ethos for cultural change and school improvement.
- Develop staff communication protocols that are understood and adhered to, as part of an ethos of professional obligation and commitment to colleagues.

Use of resources

Financial management compliance with the Funding Agreement for Schools, underpins the expectation that schools deploy resources to create and sustain the conditions for student success.

Commendations

The review team validate the following:

- The Principal and the manager corporate services (MCS) have combined to effectively reset the standards of financial probity and prudently deploy resource allocations that focus on the needs of students.
- Appropriate measures have been taken to address adverse findings from a recent financial compliance audit.
- School Board members acknowledged the improved transparency of recent school budget discussions.
- The workforce plan provides a comprehensive set of workforce management priorities required to address existing workforce management issues.
- Targeted funding allocations for both SLP and mainstream at risk students drive the deployment of EAs, allowing students to be as independent as possible and maximise their potential.

Recommendations

The review team support the following:

- Establish greater alignment between resource allocations and the monitoring of operational plans. Ensure resource allocations are evidence-based.
- Ensure staff have an understanding of, and appreciation for, the need to implement requirements of the Funding Agreement for Schools, with the needs of students as the first priority.
- Work closely with the Department's senior finance consultant to address areas including, governance, asset management, levels of staffing and key roles responsible for financial compliance.

Teaching quality

A unified approach to curriculum planning and teaching practice, integrated with targeted student engagement programs is required for sustained whole-school student success.

Commendations

The review team validate the following:

- There are pockets of good teaching practice, reflecting contemporary approaches to the implementation of research-based student learning programs.
- There is evidence of effective collaboration between some teachers and EAs to assist with differentiation strategies used to support students with additional needs. This includes one-on-one and small group work.
- Staff who are actively seeking to create opportunities for collaboration and cooperative practice between classes are encouraged by the support received from colleagues who have undertaken leadership roles.
- Students in the SLP are supported with individual plans across all areas, including social and emotional needs, literacy and numeracy.
- Following phonics tests, any student not achieving the school benchmark is placed on the UFLI¹ Foundations intensive small group intervention program.

Recommendations

The review team support the following:

- Engage staff in setting agreed explicit teaching strategies. Specify required standards relating to the consistent delivery of agreed pedagogical approaches and sources of support.
- Ensure that data analysis drives daily classroom planning.
- Confront the challenge of building connected, rigorous teaching practice across all phases of learning.
- Engage in a consultative change management process with staff to establish a program of observations and feedback on teaching practice.
- Ensure all data sets remain fit for purpose, inform impactful planning and are relevant to assessing the goals for student success.

Student achievement and progress

Successful schools recognise their obligation to establish high expectations, ensuring that every student achieves success, while at the same time understanding that success looks different for every student.

Commendations

The review team validate the following:

- Efforts to strengthen moderation processes are a positive step towards reducing differences and providing greater cohesion in the standards of teacher judgements about student achievement of grade allocations.
- There are positive indications of staff identifying common areas for sharing understandings, knowledge and skill in selecting assessment tools, collaborating with data analysis and engaging in disciplined dialogue.
- The leadership team's aim to improve staff data literacy to inform class planning is acknowledged. The appetite from elements of staff to engage in professional learning in the critical area is very encouraging.

Recommendations

The review team support the following:

- Deploy further targeted moderation practices to ensure low variance in teacher judgements and comparability of student achievement with grade alignment across all year levels.
- Leverage the existing student achievement levels to drive a school-wide urgency for deeper, accountable analysis of systemic and school-based data.
- Establish an effective school self-assessment methodology encompassing key characteristics of reliability, efficiency and transparency of data selection and analysis.

Reviewers

Rod Lowther
Director, Public School Review

Rebecca Burns
Principal, Southern Grove 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 recommendations in all 6 domains is scheduled for Term 2, 2025. You will be formally notified in the two terms leading up to your school's scheduled follow up review.

Should the school meet the Standard in each domain at the next review, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 University of Florida Literacy Institute