



Department of
Education

Shaping the future

Mullaloo Beach 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 1986 Mullaloo Beach Primary School is located approximately 28 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1064 (decile 2).

Currently there are 287 students enrolled from Kindergarten to Year 6.

Mullaloo Beach Primary School achieved Independent Public School status in 2013. Support is provided by members of the school community through the Parents & Citizens' Association (P&C) and representation on the School Board.

The first Public School Review of Mullaloo Beach Primary School was conducted in Term 2, 2019. This 2024 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 comprehensive and rigorous school self-assessment.

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

- In preparing for the Public School Review, the school embraced the opportunity to reflect on its performance in an inclusive and collaborative manner, with staff working in teams in the domain of their preference.
- Staff demonstrated a sound awareness of the Electronic School Assessment Tool submission during the validation discussions.
- Evidence was provided for each foci and, where appropriate, was accompanied by annotations, written by the administration team and a number of selected staff.
- A diverse representation of participants were included in the validation day conversations, including previous and current School Board Chairpersons, allied professionals and representatives from the Mullaloo Community Kindergarten and out-of-school care facility.
- Staff preparation and contributions to the Public School Review was supported through the allocation of additional time during staff meetings and teacher relief provided when necessary.

The following recommendations are made:

- Use the Standard to underpin school performance discussions when conducting the school's self-assessment processes.
- For future self-assessment processes, including Public School Reviews, consider the three key questions that drive quality self-assessment: How are we going? How do we know? How are we going to improve?
- Ensure that the evidence identified to validate the judgements made are challenged by the 2 selection guiding questions: Why do you think this piece of evidence supports your judgement? Why do you think this evidence meets or exceeds the Standard?

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Relationships and partnerships

There is strong community support for the school with respectful relationships being enhanced through transparency, responsive behaviours and clear communication. The school is seen as a focal point of the community.

Commendations

The review team validate the following:

- Members of the School Board and the Parents and Citizens Association expressed strong support and affirmed that the school reflects the community's values and expectations.
- Staff and community members acknowledged the executive team for their approachability, presence, and active engagement with the students, staff and wider school community.
- Through supportive and inclusive behaviours, the school has fostered robust partnerships with the community Kindergarten and the onsite out-of-school care facility.
- Education assistants are highly valued partners in students' educational journey. There is respect for their knowledge, support and collaboration.
- Taking action from feedback received, ensures communication is accessible, timely and available through platforms such as Connect, social media and through the network of parent class representatives.

Recommendations

The review team support the following:

- Influence school culture by refining whole-school approaches to professional learning teams, through the development of consistent meeting norms, structured dialogue and a team approach with staff input.
- Proceed with the intent to increase the profile of the School Board and their role throughout the school and the community.

Learning environment

There is a strong sense of everyone working to support the academic and social and emotional needs of all students at Mullaloo Beach Primary School. Students and staff demonstrate the school's values of honesty, respect and knowledge in their daily behaviours and interactions.

Commendations

The review team validate the following:

- The physical environment embodies care and pride, with educative features including a yarnning circle, frog pond, and raised garden beds that provide opportunities to engage students.
- Staff are undertaking professional learning in Classroom Management Strategies, following Team Teach upskilling, to help build their capacity and refine and develop whole-school approaches.
- Student-led clubs offer diverse activities, enhancing student engagement during lunchtimes.
- The Wellbeing Committee provides resources for classrooms including flexible seating, sensory resources, and a toolbox for self-regulation, promoting and supporting student wellbeing.
- Under the guidance of the deputy principal, students at educational risk have their needs identified and supported through the development of individual and group education plans.

Recommendations

The review team support the following:

- Collaboratively develop a behaviour policy that embraces a restorative approach, aligning with Department expectations, to enable a consistent and effective whole-school approach.
- In conjunction with staff, create a students at educational risk policy that clearly articulates transparent processes for identifying, and supporting students.
- Inclusive of community input, develop a planned approach to embracing the culturally responsive intent of the Aboriginal Cultural Standards Framework.

Leadership

The school administration team work to foster collaboration and collegiality amongst staff through opportunities to share ideas and strategies, mentor and support one another and engage in disciplined dialogue.

Commendations

The review team validate the following:

- Opportunities to take leadership roles in curriculum areas are provided through a systematic process of identifying aspirants during performance management, and providing short-term opportunities on a rotational basis as they arise.
- Operational plans are influenced by the business plan and developed by curriculum leaders, who provide opportunities for whole-staff feedback and refinement.
- Decision making is guided by surveys and feedback forms to engage staff in decision making processes and consensus.
- The introduction of an instructional coach was embraced by staff due to its significant positive impact on refining teaching skills and opportunities for professional development.

Recommendations

The review team support the following:

- Embed Inclusive, transparent and consistently applied decision making processes for managing change.
- Develop a clearly defined distributive leadership model that is inclusive of purpose, roles and responsibilities and opportunities for staff, underpinned by the Western Australian Future Leaders Framework.

Use of resources

A positive and effective working relationship between the Principal and manager corporate services enables genuine collaboration in ensuring decision making processes are transparent and evidence-based.

Commendations

The review team validate the following:

- Clear processes are embedded, inclusive of cost centre manager submissions for budgeting and allocating funds annually.
- Funding allocation is determined through the curriculum operational plans and finalised in Finance Committee meetings.
- The School Board understand their governance responsibilities in relation to school finances and undertake training opportunities on appointment.
- Positive working relationships between the administration and staff assists in the development of responsive workforce planning and meeting the needs of the school.
- Reserve accounts, coupled with detailed planning, ensure effective resource management.
- The P&C work with the school to provide financial support, ensuring identified resourcing needs including the installation of shade sails, a yarning circle and iPad purchasing.

Recommendations

The review team support the following:

- Continue to focus on upskilling Finance Committee members to enhance their competencies and decision making skills.
- Maintain the approach of focusing support and intervention to those groups identified through the targeted initiative funding.

Teaching quality

The school emphasises building collective efficacy, centred on delivering quality teaching and ensuring success for every student. Staff exhibit motivation and reflectiveness in their practices, demonstrating a strong eagerness for continuous development and improvement.

Commendations

The review team validate the following:

- Whole-school programs include Talk for Writing, Dr Paul Swan Milestones and Literacy Based Units (LBU) text study.
- Implementation of LBUs has established explicit connections with the curriculum and facilitates teacher planning of specific language skills identified through data analysis.
- The school's schedule of assessment ensures data is collected as a whole-school, assisting in collaborative analysis.
- An explicit approach to reading has been developed by the early childhood team and is delivered in Kindergarten and Pre-Primary classes.
- Aligned to identified needs, targeted professional learning provides the necessary support to confidently implement whole-school programs and instructional approaches.

Recommendations

The review team support the following:

- Develop an instructional framework that embraces the Department's Quality Teaching Strategy in order to deliver a low variance teaching approach.
- Formalise an instructional coaching model to embed the school's pedagogical framework, broadening peer observations and feedback practices.

Student achievement and progress

The school is dedicated to data-driven decision making. The Principal and key teacher leaders are collaborating to establish comprehensive whole-school processes for collecting and analysing student achievement and progress data.

Commendations

The review team validate the following:

- Elastik serves as a repository of student data, empowering teachers to analyse information and tailor their teaching accordingly.
- Staff access data from student achievement in the school's dashboard, Reporting to Parents as well as using Progressive Achievement Tests and the On-entry Assessment Program to determine student needs and trends.
- In-school moderation has clear processes and timetabling to ensure consistent delivery and participation.
- Brightpath is used to assess and analyse writing, supporting teacher planning, grade allocation and Reporting to Parents.
- Moderation occurs both in school and with the Ocean Reef Network of schools. Staff reference School Curriculum and Standards Authority Judging Standards when participating in moderation.

Recommendations

The review team support the following:

- Revise the school's assessment schedule to determine the essential data sets necessary for identifying areas of need across the school, as well as year group and cohorts of students.
- Implement a disciplined dialogue process that requires quality data be interrogated to identify gaps in learning, determine measurable goals and make necessary adjustments to teaching.

Reviewers

Darren Greaves
Director, Public School Review

Lee Bates
Principal, Kalamunda 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 learning environment, leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 2, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools