



Penelope Reynolds
Principal
Malvern Springs Primary School
3 Chandala Turn
ELLENBROOK WA 6069

Dear Penelope

I am pleased to advise that the Public School Review of Malvern Springs Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The performance of your school, determined through your self-assessment submission and validated by the review team, has been confirmed to be exceptional.

The timeframe of return for the next Public School Review of your school will be 5 years. You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2029.

I acknowledge the efforts of you and your staff in optimising the conditions for successful students. The commendations and recommendations for your school against each of the domains are noted.

It is clear from your report that a culture of high aspirations for students is driving staff expectations of themselves. It is also evident that authentic relationships with the community and within the school reflects the high levels of trust and mutual respect that exists amongst all stakeholders.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

Steven Watson
Deputy Director General, Schools

19 NOV 2024

cc Raechelle Lee, Executive Director, Strategy and Policy
Cheryl Townsend, Director of Education, North Metropolitan Education Region
Lou Zeid, Assistant Director of Education, North Metropolitan Education Region
Carolyn Press, Assistant Director of Education, North Metropolitan Education Region
Chair, School Board, Malvern Springs Primary School



Department of
Education

Shaping the future

Malvern Springs 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 2012, Malvern Springs Primary School is located in the suburb of Ellenbrook, approximately 32 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 981 (decile 6).

There are 765 students currently enrolled from Kindergarten to Year 6 and the school became an Independent Public School in 2017.

Support from the school community is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C) and more generally through involvement with school events, including a range of workshops.

The first Public School Review of Malvern Springs Primary School was conducted in Term 4, 2020. 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:

- An embedded self-assessment methodology, inclusive of regular check-ins on school performance, provides the school with confidence they are meeting the Standard.
- A broad range of interrelated and credible evidence was provided for analysis.
- There is clear alignment between performance evidence, judgements about priorities and planned actions for future improvement.
- Staff were invested in the collaborative development of the Electronic School Assessment Tool submission, writing to and collecting evidence for, the domains of the Standard.
- Students, School Board, P&C members, parents and grandparents contributed enthusiastically to the validation discussions.
- Well informed and enthusiastic staff, students, parents and community members provided genuine reflections in support of the school's self-assessment, reflecting a strong sense of engagement and investment in the school's improvement journey.

Relationships and partnerships

A culture of kindness and care within the school is evident, expressed by both staff and students alike who describe feeling respected and appreciated, underscoring a supportive environment where individuals' needs and strengths are acknowledged and valued.

Commendations

The review team validate the following:

- Authentic and embedded collaborative practices exist across the school and consistently prioritise student need with a unified approach.
- Communication is the oxygen of the school, ensuing all exchanges serve to keep everyone informed, fostering a sense of confidence, trust and reassurance that all members of the school community are included and valued.
- Feedback is gathered through both informal means and formal surveys such as the School Culture Survey and Tell Them from Me Survey, which in turn drives school improvement.
- A stable School Board, comprising staff, parents, and community members, supports governance through ethical decision making and ongoing training.
- The Community Voice Aboriginal Advisory Body, with representation from staff, families and local community organisations such as Koordak Aboriginal Corporation and Ngala, is fostering collaborative partnerships between the school and the local Aboriginal community.

Recommendations

The review team support the following:

- Further evolve culturally responsive practices to appreciate cultural and linguistic diversity within the community.
- Continue with the intent to engage the Fathering Project, bringing male role models into the school.

Learning environment

Staff agency is cultivated within well-defined structures and processes, providing clarity, guidance and a shared commitment towards fostering an inclusive atmosphere.

Commendations

The review team validate the following:

- Streamlined processes, shared responsibilities and the support of a responsive and well-coordinated student services team, consisting of a learning support coordinator, student services officer, a school psychologist, chaplain and an Aboriginal and Islander education officer, ensures students at educational risk have their needs met and the wellbeing of all students is considered and addressed.
- Positive Behaviour Support, inclusive of rewards, educative actions around identified behaviours and the values of 'Be respectful, Be safe, Be your best and Be responsible', underpin the creation of a safe and orderly environment to behaviour and student engagement.
- Staff employ restorative practices when managing disruptive student behaviour, supported by professional learning in classroom management strategies and clear expectations as outlined in the behaviour policy.
- The Aboriginal and Islander education officer, with the support of a local Aboriginal Elder, conduct a range of meaningful activities that are fostering cultural awareness within the school and community.

Recommendations

The review team support the following:

- Review and enhance transition programs to ensure they provide sufficient support, especially for students with special needs, facilitating smoother adjustments and fostering a sense of belonging.
- Strengthen student voice by introducing meaningful opportunities for students to actively participate in school decision making, empowering them to shape and contribute to the school community.

Leadership

Cohesion and trust are strong across all layers of distributed leadership, supported by transparent processes and clear expectations for effective communication. This enables leaders at every level to collaborate confidently, ensuring alignment with the school's goals and direction.

Commendations

The review team validate the following:

- The school's vision of 'Connect, Engage, and Flourish' is deeply embedded, reinforced by ongoing recognition and celebratory practices. Staff actively highlight and publicly acknowledge individual and collective achievements that embody these core themes, ensuring the vision remains a vibrant and integral part of the school's culture.
- The impact team, consisting of Teach Well Master Class alumni, work with staff reinforcing the delivery of high-impact teaching strategies in every classroom, benefitting students and promoting consistency and alignment with the Department's Quality Teaching Strategy.
- Instructional support is multi-faceted, inclusive of classroom walkthroughs, an instructional coaching team and English and mathematics curriculum leaders, supporting individual performance development.
- Performance management and development processes are embedded and provide an opportunity for self-reflective discussions on staff performance and the impact of school and personal professional learning opportunities.

Recommendation

The review team support the following:

- Further refine the Transformational Framework to support the school's self-assessment methodology and school improvement process.

Use of resources

Leaders' collaborative and transparent behaviours and embedded financial management practices ensure resources are targeted and aligned to meet identified school and student needs.

Commendations

The review team validate the following:

- Operational plans are established concurrently with the budget, allowing for clear and transparent alignment of resource allocation to meet school targets.
- Budgeting and resource management practices are embedded and effective, including oversight by a trained and representative Finance Committee, ensuring the prudent procurement and alignment of resources to school planning.
- Asset management and replacement planning is comprehensive, focused on preparedness for resource renewal.
- An acute awareness of enrolments and the impact on funding ensures detailed planning is in place to manage staffing and resourcing needs. A deep understanding of what the school requires to progress student learning enables targeted recruitment.

Recommendation

The review team support the following:

- Continue with plans to revise the manner in which reserve accounts are managed, including the development of plans with greater alignment to school priorities and processes.

Teaching quality

Purposeful teaching through the use of evidence-based best practices, shared school-wide expectations, and reflective practices around personal performance guides the approach of teachers across the school.

Commendations

The review team validate the following:

- Shared beliefs, practices and expectations are reinforced through the annually refined school rulebook.
- The impact team identifies school improvement goals and works with small groups to support teachers to implement evidence-based strategies in their classrooms.
- Clearly documented expectations and professional learning around lesson structures and associated components has resulted in connected practice and low variability in teaching across the school.
- Effective differentiation ensures the curriculum is accessible for all students. From applying the 30/40/30 approach to daily warmups, through to aligning cognitive load theory into practice, lessons are tailored to assist students to achieve and progress.
- Guided by a 3 year professional learning plan and individually identified needs that are aligned to school goals, professional learning is viewed as central to building staff capability.

Recommendation

The review team support the following:

- Further enhance staff capacity to support the diverse needs of students for whom English is an additional language or dialect.

Student achievement and progress

High levels of analysis and awareness of student achievement and progress is viewed as everyone's responsibility. Data analysis of system and school-based assessments, guides planning and the monitoring of student progress to identify areas for growth.

Commendations

The review team validate the following:

- Staff have a genuine commitment to improving student learning and engaging with collected data.
- The use of Elastik as a tool for supporting data analysis has strengthened staff ability to identify concept gaps and develop targeted lessons.
- A wide range of assessment data, including Progressive Achievement Tests, the Narrative Language Measures assessment, MiniLit and MacqLit and NAPLAN¹ are collected to support teacher judgement and determine student achievement and progress.
- Moderation processes within the school and across the Valley-Brook Network are in place providing essential guidance and acknowledgement for teachers to develop consistency in judgments.
- NAPLAN and Brightpath results demonstrate a strong upward trend in writing capabilities, validating the effectiveness of the Talk for Writing program that is delivered with fidelity across the school.

Recommendation

The review team support the following:

- Increase opportunities for moderation, including the use of the suite of School Curriculum and Standards Authority resources to ensure accuracy and consistency around grade allocation.

Reviewers

Darren Greaves
Director, Public School Review

Noelene Mason
Principal, West Byford 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2029.



Steven Watson
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy