



Department of
Education

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Public education
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Makybe Rise Primary School

Public School Review

March 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Makybe Rise Primary School is located in Baldivis, a semi-rural and rapidly growing residential suburb 46 kilometres south of Perth. Opened in 2011 and gaining Independent Public School status in 2013, the school offers state-of-the-art facilities to a culturally diverse community.

A Defence School Transition Aide program in the school provides support to students of Australian Defence Force (ADF) members, particularly during transition into the school or during parental absences due to deployment, exercises or training.

With an Index of Community and Socio-Educational Advantage rating of 1019 (decile 4), the school currently enrolls 970 students from Kindergarten to Year 6.

In the time the school has been in operation, school leaders have established an inclusive and welcoming environment to complement the developing surrounding community.

The school is supported by a dedicated School Board and a proactive Parents and Citizens' Association (P&C) that work closely together. The commitment of the School Board and P&C to support the school, its students and their families, extends beyond the school gates as evidenced by the annual provision of Christmas hampers, Community Wellness Fair and the School Board Community Movie Night.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- A culture of reflective school assessment as the foundation for effective planning and continuous improvement was evident at the strategic, operational and classroom levels. This involves: rigorous collection and analysis of performance data; well-researched, supported and planned intervention strategies; and consistent review to determine their impact.
- A broad scope of performance evidence was selected for the review with planned actions aligned to judgements made.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- High levels of staff engagement and collaboration in the school assessment process is evidence of an embedded culture of reflection and improvement.
- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations understood.

The following recommendation is made:

- Prioritise the selection of data for submission on the ESAT to most effectively and efficiently represent the school's performance.

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Relationships and partnerships	
Respectful and proactive community relationships and partnerships are founded on a high level of trust in the school's leadership. Parents, staff and Board members report there is a collective responsibility for, and commitment to, student development and care.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Engaging and respectful relationships are evident between staff and students with the 'student voice' acknowledged.• Quality professional relationships underpin high levels of staff morale.• School Board representatives engage actively in consultation about school direction. They are well trained, committed to their role and add value to the school improvement process.• Relevant industry and school representatives are invited to Board meetings to add depth and rigour to discussions and feedback.• Communication processes are well established and respected by the school community.• Student, staff, parent and community feedback is sought routinely to shape improvement policy.• Effective partnerships have been established with Youth Care, Down South Therapy Services and the ADF to complement student support programs.• Acknowledgement of the school as a healthy worksite was provided by a Gold Standard Healthy Workplace award by Healthier Workplace WA.• Advancement Via Individual Determination (AVID) provides a school-wide framework to create a shift in students' expectations for themselves and then offer strategies for them to achieve these expectations effectively.

Learning environment	
Leaders and staff are deeply committed to the 'complete care' of students at Maybe Rise Primary School. A culture of wraparound support is embedded in the operations of a highly proficient student services team.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A safe, friendly, calm and orderly learning environment is embedded.• Student services staff have identified and provided quality intervention programs and support strategies for SAER¹.• There is a commitment to ensuring high levels of attendance for all students. Attendance levels are above like schools and Western Australian public schools, with management both proactive and reactive as required.• Personalised behavioural learning with attention to 'zones of regulation' plays an important role in effective behaviour management.• A school-wide SEL² model integrates a range of evidence based systems and programs: 'Tribes'; 'Responsive Classrooms'; 'Morning Meeting'; 'First Six Weeks of School'; 'Restorative Practice'; '123 Magic'; 'Friendly Schools'.

Leadership

Leaders have created and embedded a highly organised, structured, collaborative and supportive work environment where staff are provided clarity about the purpose for all actions. This is complemented by explicit: expectations; support for implementation; and accountability.

Effectiveness

The review team validates the following:

- The Principal leads staff in embedding the school vision and values.
- Staff actively share various leadership opportunities, roles and responsibilities as part of a structured distributed leadership model.
- The 'Aspire Program' is an effective school-based opt-in coaching program that accelerates the capacity building of teachers by developing their instructional expertise and leadership skills.
- Quality performance management systems ensure staff development is aligned to individual and school needs.
- A rigorous professional learning calendar linked to school priorities, supports staff development and school-wide consistency in instruction, leadership, and school culture.
- Formalised and explicit induction processes and ongoing support enhance staff transition and engagement in consistent school-wide practice.
- Staff expectations for layered planning include yearly, termly and unit planning to maintain high standards reflective of agreed beliefs about effective teaching.

Use of resources

The strategic alignment of resource deployment to long-term and short-term planning and reflective of identified need, ensures effectiveness. Statements such as 'no stone is left unturned' and 'nothing is done in isolation', epitomise the school's approach to focus on 'every child, every day'.

Effectiveness

The review team validates the following:

- Evidence-based decision making underpins high quality resource management and deployment.
- Student characteristics funding is used to implement a range of evidence-based programs successfully, to support improved outcomes for groups of students.
- Workforce management is strategic, providing sustainable teaching and learning programs and informing short-term and long-term budget planning.
- The MCS³ plays a key role in strategic resource management and is recognised as an integral part of the leadership team.
- Finance committee members are well-informed and plan proactively for short-term and longer-term needs.
- Clear and defensible links exist between school budgeting and business plan targets. This is supported by the considered overview of reserves.
- Resourcing is targeted to support essential personnel and programs aligned to school priorities.

Teaching quality

Annual surveys on instructional competence inform coaching and professional learning to ensure quality practices are embedded school-wide. A high performance culture is sustained through the commitment of staff to shared beliefs in school-wide approaches to curriculum. The implementation of AVID has had a significant impact on the teaching quality for this passionate and competent staff team.

Effectiveness

The review team validates the following:

- The curriculum coach provides quality instructional professional learning, feedback and support aligned with school-wide improvement priorities.
- Student performance data are organised, analysed and interpreted to monitor and set measurable targets for improvement for individuals, sub-groups, cohorts and the whole-school.
- An important component of this process is structured collaboration using an effective framework for disciplined dialogue.
- The school's moral purpose and beliefs about the teaching and learning of English and mathematics is well-understood, accepted and reviewed annually by the leadership teams and staff.
- Agreed non-negotiables for teachers in English and mathematics are documented explicitly and monitored effectively.
- The school's 'observation-conferencing-feedback-reflection' process provides teachers with advice on their professional practice.

Student achievement and progress

High levels of data literacy ensure staff understand and appreciate the value of evidence-based decision making. Year level assessments including: class and cohort averages; individual and class effect sizes; performance against school targets; and longitudinal data are shared and analysed by all staff to inform cohort and classroom planning for improvement.

Effectiveness

The review team validates the following:

- Positive trend lines are evident in most NAPLAN⁴ assessments 2013-18.
- School means in 2018 were higher than the State mean for Year 3 reading, writing and spelling and Year 5 reading, writing, spelling and grammar and punctuation.
- School means were higher than like school mean in all assessments except Year 5 numeracy.
- Student progress and achievement is consistently higher than like schools on most assessments.
- School performance is owned by all staff who share responsibility for making performance improvements.
- Comprehensive guidelines are provided for developing, assessing and reporting on individual and group plans which are reviewed on an ongoing basis to ensure differentiation.
- A 'supplementary learning plan' is used to establish learning objectives, effective strategies, and the detailed reporting on goal achievement for specific intervention with individual students.

Reviewers

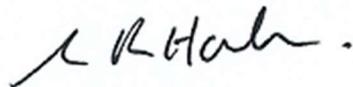
Brett Hunt
Director, Public School Review

Janice Cuculoska
Principal, Camboon Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Students at educational risk
- 2 Social and Emotional Learning
- 3 Manager corporate services
- 4 National Assessment Program – Literacy and Numeracy