



Department of
Education

Shaping the future

Mount Pleasant 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Founded in 1953, Mount Pleasant Primary School is situated approximately 13 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school became an Independent Public School in 2015 and currently enrolls 567 students from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage rating of 1134 (decile 1).

The school is supported by the School Board (the Board) and the Parent and Citizens' Association (P&C).

The first Public School Review of Mount Pleasant Primary School was conducted in Term 3, 2019. This 2023 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 self-assessment that provided an overview of the school's operations.

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

- Discussions and actions involving all staff in preparation for the Public School Review began after the school's 2019 review. This was centred on the commendations and recommendations provided in the report to inform school improvement planning and the development of the business plan.
- The school used the Standard domain foci and elaborations to guide the evidence selected in the Electronic School Assessment Tool (ESAT) submission. The Principal and leadership team provided structured support for staff to engage in school self-assessment, enabling them to work collaboratively and confidently.
- The reflective process undertaken has provided clarity on the future use of data to review the performance of the school and drive student improvement and achievement through high quality teaching.
- Separate tours of the school with the executive leadership and student leaders provided the review team with an extensive overview and insight into the school's learning environment through the lens of both staff and students. This significantly contributed and enriched the validation process.
- Staff, students and parents/grandparents participated enthusiastically in the validation process demonstrating genuine understanding, investment in, and support of their school.

The following recommendations are made:

- Carefully consider the choice of evidence and analysis in each domain to ensure it is the most appropriate to demonstrate meeting the Standard, and accurately describes the impact on student outcomes.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data to support school self-assessment. Continue to review each of the domains, guided by the Standard and domain foci, as part of regular self-assessment processes.

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Relationships and partnerships

This is a school invested in building strong connected relationships with parents, carers, students and each other. Staff model and prioritise mutual respect and trust in their actions and words, contributing to the high reputational regard the school has within the community.

Commendations

The review team validate the following:

- The school seeks feedback from parents to improve and direct future planning and school operations. This was evident in the development of communication protocols in response to requests for greater consistency.
- Partnerships are thoughtfully established and valued as additional resources providing rich learning experiences and promoting a strong sense of community spirit and connection.
- Professional and respectful relationships are fostered through a range of opportunities for staff to collaborate, including specialist teachers meeting regularly with network schools as professional learning communities.
- The School Board proactively engages in their role supporting strong governance and accountability. Strengthening this, the P&C provides considerable resources through fundraising and organisation of events, facilitating avenues for families and staff to reconnect post COVID-19.

Recommendation

The review team support the following:

- Progress the intention to promote and raise the profile and diversity of the School Board.

Learning environment

Purpose in creating physical learning spaces to meet the individual developmental needs of students encourages maximum engagement, a strong sense of belonging and a safe and happy place for all children.

Commendations

The review team validate the following:

- The Wellbeing and Engagement Census identifies learning readiness as an area for growth, providing data and direction for teachers when using the You Can Do It! Education resource.
- Staff are well supported by the project group for students with English as a second language or dialect (EAL/D), together with guidelines, procedures and EAL/D (Progress Maps) to plan, monitor and track 43 different cultures represented at the school. A strong focus on recognising significant cultural days and providing interpreters when required further strengthens and builds inclusion.
- In line with their motto 'working together', processes and practices are prioritised to foster positive staff health and wellbeing. There is regular acknowledgement for the work people do via the 'hats off' reward thank you note system.
- Purposeful leadership opportunities for senior students provide heightened levels of agency in their learning and a voice in school operations through the Years 4 to 6 biannual Classroom Climate Questionnaires, and evidenced in their feedback to the P&C on the Grounds Plan.

Recommendation

The review team support the following:

- Continue to use the findings of the National Quality Survey (NQS) verification report to guide a review on current practices in Kindergarten to Year 2. Aim to develop a vision and belief that teaching and learning is the foundation to lead pedagogical improvement and strengthen practices in the early years.

Leadership

Strategic in approach, the Principal and leadership team are creating a collaborative model of leadership that is building trust and empowering staff to contribute authentically to the school improvement agenda.

Commendations

The review team validate the following:

- The business plan was created in consultation with the Board and staff, and informed by data. Together with the Tandem Teaching Guidelines, this provides staff with clarity and direction at a classroom level.
- Performance development processes established for teaching and allied professionals, foster a culture of reflective practice and structure for future aspirations. SMART goals selected by staff align to school business plan targets and the Pedagogical Framework.
- The executive leadership team work closely together to ensure the school's direction is consistently messaged. Weekly meetings inclusive of a pre-set agenda and topics for discussion, synchronise and outline the operational processes for the school.
- Opportunities are available for staff to adopt leadership roles as year level leaders and within project groups overseeing EAL/D and the Data Club. The distributed leadership model builds and promotes a sense of collective efficacy whilst the provision of professional learning develops skills and confidence to lead.

Recommendations

The review team support the following:

- Continue to build the instructional leadership model to impact directly on the classroom. Embed whole-school processes and programs that create low variability and consistency of teaching practice.
- Led by school leadership and in collaboration with staff, develop operational plans for the core learning areas. Include measurable targets and milestones, focused on improved student progress.

Use of resources

Aware of the need to improve financial practices, the Principal and the manager corporate services (MCS) have worked with the Department to strengthen compliance in the management of school finances.

Commendations

The review team validate the following:

- A well organised and competent Finance Committee provides oversight of the school resources. The MCS delivers information sessions and documentation ensuring Finance Committee members, cost centre managers and the School Board understand their role and responsibilities.
- A detailed justification of buy vs lease and an investigation into Bring Your Own Device, ensures information and communication technologies planning and replacement is strategically focused on supporting classroom learning now and into the future.
- Both human and physical resource allocation decision making is evidenced-based, data led and supports the successful implementation of whole-school programs and initiatives. The MCS and Principal are mindful of the need for financial planning to be agile in reacting to demographic changes and have judiciously reserved funds to respond.
- Occupational Safety and Health resourcing and maintenance for the physical environment, ensures facilities are fit for purpose, safe from hazards and promote the school ethos and culture.
- Student characteristics/targeted initiatives funding is directed to where it is most needed. This includes staffing an EAL/D project leader, co-contributing to the chaplaincy program and additional employment of education assistants to support students with imputed learning needs and delivery of intervention programs.

Recommendation

The review team support the following:

- Continue development of the workforce plan for immediate and future staffing requirements. Ensure staff are selected to fit the profile and skillset required to progress the school improvement agenda.

Teaching quality

An emerging collaborative culture is promoting the exchange of teaching knowledge, experience and skill. This is contributing to a developing understanding of what quality teaching and learning is at Mount Pleasant Primary School.

Commendations

The review team validate the following:

- The school is taking steps in some areas to ensure there is consistency of practice across the school. This is evident in the process undertaken in the introduction and subsequent embedding of Letters and Sounds.
- The request for a NQS verification has provided the school with guidance and direction to review and reflect on practices in the Kindergarten to Year 2 phase.
- Accessing the skills and expertise from staff and outside presenters, including the Applecross Network and Statewide Services, professional learning provides support for teachers to implement whole-school programs and in the analysis of data to inform planning.
- The recently developed Pedagogical Framework provides a considerable step towards building consistency and connected teaching practices across the school.
- Teachers are supported in the delivery of curriculum by collaborative DOTT¹ and year level leaders who coordinate and facilitate the development of term overviews and assessment schedules.

Recommendations

The review team support the following:

- Establish a set of shared beliefs about teaching and learning and progress the development of a Teaching and Learning Handbook to align direction and provide a reference point for staff and induction processes.
- Develop an agreed classroom observation and feedback process to support teachers in the implementation of the instructional model and whole-school programs with fidelity across the school.
- Resourced and aligned with the QTS², strengthen the collaborative planning structure to create a reflective teaching culture delivering impactful, low variance and connected practice across all phases of learning.
- Support further development of staff capacity to interrogate and use data to measure the impact of teaching on student achievement and progress.

Student achievement and progress

Mindful that some students are not making 'year on year' academic growth, the school is consolidating its approach to the collection and analysis of student data in their commitment to improve outcomes for students.

Commendations

The review team validate the following:

- Year 3 NAPLAN³ data for numeracy and reading shows a steady increase in the number of students achieving in the top 20 per cent, attributed to a focus on identifying and providing for students requiring extension.
- Programs in place to support students from EAL/D backgrounds are having a positive impact on progress as indicated in Year 3 numeracy and reading, with most showing moderate, high or very high progress.
- Tracking Progressive Achievement Test and Brightpath data over time and implementing analysis about student progress is providing greater accuracy in identifying students requiring intervention.
- Teachers are proactive and supported by the EAL/D project team to collect evidence for Special Education Need reporting, progress map assessments and reporting to parents.

Recommendation

The review team support the following:

- Further explore using the 3 Tiers of Response to Intervention in providing a visual representation for staff in identifying and tracking the names, numbers and academic, wellbeing and behaviour needs of students.

Reviewers

Maxine Augustson
Director, Public School Review

Jennifer Allsop
Principal, North Cottesloe 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 timeframe for the next review process focusing on the Teaching quality domain only, will be Term 2, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 Quality Teaching Strategy
- 3 National Assessment Program – Literacy and Numeracy