



Department of
Education

Shaping the future

Marmion 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

Located in a coastal suburb of Perth, Marmion Primary School is approximately 20 kilometres from the Perth central business district. Established in 1956, the school has been an Independent Public School since 2012.

The school has an Index of Community and Socio-Educational Advantage rating of 1120 (decile 1)

It currently enrolls 384 students from Kindergarten to Year 6.

The school has strong community and parental support and is beneficiary of a dedicated School Board and active Parents and Citizens' Association (P&C).

The first Public School Review of Marmion 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:

- School leaders have a strong understanding of self-assessment processes and are united in their commitment to school improvement.
- The preparations for the Public School Review included processes and procedures that ensured staff input was broad-based, reliant on contemporary school performance information and shared with the School Board.
- The Electronic School Assessment Tool submission provided a transparent and detailed account of the current school context, performance and planning priorities.
- A wide-ranging candid interrogation of National School Opinion Survey data was a notable feature of the range of data analysis presented.
- A cross section of school leaders, teachers, support staff and parent representatives elaborated on the evidence and planning intentions and contributed enthusiastically during the validation visit.
- A memorable contribution from student leaders was a highlight of the validation process. Their understanding of, and belief in, the opportunity to grow and develop their character strengths was compelling.
- There is strong alignment between evidence, identified priorities and planning for improvement.

The following recommendations are made:

- For future Public School Reviews, consider including references to how the school responded to the recommendations of the previous review.
- Include targeted school-based analysis of evidence presented as a demonstration of meeting the Standard.

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Relationships and partnerships

Core to delivering effective school outcomes is having a deep understanding of staff capability and shared values together with building a relational partnership with the community of families and allied agencies.

Commendations

The review team validate the following:

- The level of staff engagement in school activities promotes a sense of belonging and inclusion. This is underpinned by a comprehensive communication policy and the school's relational ethos.
- Staff understand what is expected of them, how their role contributes to the greater good of the school's performance and by extension student wellbeing and academic success.
- The School Board plays an important role as a partner with the school by giving sound advice as advocates for the families they represent. Authentic engagement in the preparation of the school business plan was acknowledged and appreciated by Board members.
- The Principal's visibility, presence, and empathetic disposition to the needs of students, staff and parents was frequently referred to during the validation process and was described as a major factor in the school's positive relational culture.
- The leadership team's strong service ethos featuring trust, transparency and a holistic school perspective, has enabled transformative changes to be introduced intentionally yet respectful of the need for stakeholder understanding and acceptance.

Recommendation

The review team support the following:

- Having developed a comprehensive communication policy, incorporate a bi-annual review process to ensure the policy and procedures remain fit-for-purpose for staff and parents.

Learning environment

Embedding a student development program forged through the 2020 adoption of the Character Strengths program, has been a priority since 2022. This places the locus of control with the student in terms of what motivates them to learn and how they relate effectively with fellow students and their school environment.

Commendations

The review team validate the following:

- Genuine and meaningful staff engagement with the Character Strengths program has ensured a fit-for purpose range of student engagement strategies have been successfully developed and implemented.
- Complementing the Character Strengths program is the school's approach to managing student behaviour. The well-researched Behaviour Education and Self-Management (BESM) Policy includes but is not limited to reflective language, code switching, yarning circles, restitution, and mindfulness.
- All teaching staff have completed Mindful Amygdala and Mindful Education workshops. The focus on student wellbeing has been strengthened through a dedicated 25-minute period every day for students to practice mindfulness.
- Specific attention has been given to improving the physical school environment including, a nature-based playground, upgrading ICT¹ and furniture replacement in teaching areas.
- Staff are supported to meet the diverse needs of students through regular check-ins from the SAER² coordinator and by a highly respected and valued team of education support staff.

Recommendation

The review team support the following:

- Continue to use workshops and follow-up surveys to encourage parent understanding of key school initiatives such as Mindfulness, Character Strengths and BESM.

Leadership

Quality leadership with a strong moral purpose provides the foundation for a strategic and united school direction. Staff appreciate professional growth opportunities and undertake leadership roles enthusiastically. A shared commitment to maintaining student engagement through motivating learning activities is at the core of the school's leadership narrative.

Commendations

The review team validate the following:

- School leaders work together to deliver agreed strategic priorities, operational planning and promote a positive organisational and administrative culture.
- The Principal and staff recognise the centrality of leading with integrity. It follows that decisions are reliably evidence-based, transparent and always student centred.
- The school's well-developed system of staff led committees provide a fertile environment for leadership development.
- Throughout the course of 2022/23 a number of significant changes were initiated. In leading the changes, the Principal was acknowledged for persistence, balanced with a willingness to consider alternative options and/or adjustments without compromising the overarching focus on student social and emotional growth.
- Staff expressed confidence in the processes for monitoring and improving their performance. The school leadership values the importance of providing timely and explicit feedback.
- The School Board is conversant with its governance responsibilities and demonstrates strong understanding of, and involvement in, the school improvement process.

Recommendation

The review team support the following:

- Maintain the focus on presenting staff with the opportunity to develop their leadership skills and attributes.

Use of resources

Anticipating and responding to identified needs and evaluating the impact of programs strengthens the school's capacity to identify workforce needs and allocate financial resources consistent with planning priorities.

Commendations

The review team validate the following:

- Financial controls support the strategic deployment of available school resources. In an evolving resource management environment, the school has effectively reprioritised the allocation of resources.
- The front office administration support team have made a year-on-year contribution to the positive image and reputation of the school throughout the local community.
- Evidence-based decision making underpins high quality resource planning and management. Clear and defensible links exist between budgeting and business plan targets with priority given to quality assurance.
- Governance oversight of strategic and operational deployment of resources is a joint venture involving the Principal, manager corporate services (MCS), Finance Committee and School Board.
- Noting the importance of agile responses to school expenditure needs, the Principal and MCS work to an agreed budget management and review scenario.
- Staff understand that workforce planning aligns teaching and learning priorities for students. It follows that processes involving staff needs are carefully and transparently considered with a focus on student needs.

Recommendation

The review team support the following:

- Continue to invest in staff development and whole-school programs. Apply workforce priorities and the upgrade of physical resources for the benefit of all students.

Teaching quality

At the core of the Character Strengths initiative is teaching students a love of learning framed through the promotion of empathy, wisdom, community, courage, optimism and self-control. By building their self-confidence, resilience and perseverance, students strengthen their capacity to manage their own learning.

Commendations

The review team validate the following:

- Following a review of recent data which highlighted underperformance in reading and spelling, it was determined a change of direction was required. Letters and Sounds is now embedded in the Kindergarten to Year 2 program.
- The priority to build a school-wide digital learning capability, augmented by a heavy investment in ICT infrastructure and teacher professional development, is showing positive outcomes.
- A whole-school lesson structure for teaching mathematics, along with the introduction of Additive and Multiplicative Thinking, addresses the priority of closing the achievement gap with like schools.
- Formalised and comprehensive collaborative committee processes provide quality support and enhance staff reflection, and implementation of consistent school-wide teaching practices.
- The school has taken explicit steps to co-design differentiation strategies for teachers to implement. The focus is on developing a bank of teaching resources to address individual and small cohort student needs.
- The school has maintained a strong emphasis on the National Quality Standard assessment process with all Kindergarten to Year 2 staff involved in the review.

Recommendation

The review team support the following:

- Review the number and use of character strengths for early childhood students and prepare a register to track students nominated.

Student achievement and progress

Research highlights the importance of an unrelenting emphasis on schools questioning their performance. Successful schools test the reliability of their data, the efficiency with which it is collected, and the transparency of decisions made for the benefit of improved student learning.

Commendations

The review team validate the following:

- Achieving greater consistency in teacher judgements drives the school's continuing effort to build a sustainable reservoir of reliable individual student and whole-school data.
- The key assessment principles used by the school focus on regularised mapping of student progress. This enables teachers to draw reliable conclusions about what students know and use informed professional insight to differentiate the individual needs of students.
- Individually and collectively, teachers in close alliance with support staff, continuously evaluate the impact of their programs on student achievement and progress.
- Steps have been taken to strengthen the school's whole-school writing program by implementing the Brightpath assessment tool. Teachers described being more confident during moderation sessions to back their judgement with the assistance of the criteria schedule.
- The use of common assessment tasks provides opportunities for staff to think deeply about the curriculum and in turn shape the preparation of challenging assessment rubrics.

Recommendation

The review team support the following:

- Structure ongoing collaborative time for teachers to moderate student achievement standards by including discipline dialogue, grade allocation alignment, SCSA³ Judging Standards and CAT⁴ rubrics in discussions.

Reviewers

Rod Lowther
Director, Public School Review

William Davis
Principal, Oakwood 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.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Students at educational risk
- 3 School Curriculum and Standards Authority
- 4 Common assessment tasks