



Department of  
Education

**Shaping the future**

# Maddington 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Maddington Primary School was established in 1914 and shares a site with Maddington Education Support Centre (ESC). The school is approximately 20 kilometres south-east of Perth in the South Metropolitan Education Region.

Currently there are 206 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 964 (decile 7).

Maddington Primary School is supported by the School Council and parent volunteer group.

The first Public School Review of Maddington Primary School was conducted in October 2018. This 2023 Public School Review report provides a current point of reference for the school's 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:

- Self-assessment processes at the school are well developed.
- The school's strategic plan 2020-2024 has been developed from data gathered from the K-6 assessment and data collection schedule. This was articulated in the Electronic School Assessment Tool (ESAT) and provided a guide to the Public School Review team of the school's timelines for improvement activities.
- There was evidence of a strategic response to the 2018 review recommendations, with engagement and reflection against the Standard.

The following recommendation is made:

- Continue to utilise the ESAT to reflect on each domain of the Standard, guided by domain foci, to support the school's regular process of review.

## Public School Review

### Relationships and partnerships

Teachers and allied professionals, with the support of school leaders, have made a significant contribution to nurturing and maintaining a caring and supportive relationship among staff, students and families. Professional relationships have been embedded through strong collaborative structures and processes in recent years.

### Commendations

The review team validate the following:

- A strong and supportive professional culture exists and was evident in school community surveys. Teaching and support staff willingly share with colleagues and support one another to enhance the engagement and learning of students.
- Opportunities to share best practice with the schools in the network as well as celebrate positive outcomes for students and families are in place.
- The school engages in high levels of collaboration with Maddington ESC and the South East Language Development Centre. This contributes to the sharing of resources for events such as Harmony Day and targeted support for students at educational risk, maximising available resources and expertise through the provision of onsite professional learning.
- High degrees of trust exhibited by school leaders are central to the consistent engagement of staff in collaborative processes across the school and the valuable involvement of parent volunteers.
- There is a strong commitment to strengthen interagency relationships with East Maddington Child and Parent Centre and Mission Australia.

### Recommendation

The review team support the following:

- Expand the representation on the School Council to take account of the cultural diversity within the Maddington community.

### Learning environment

School leaders have led the development and maintenance of caring and supportive relationships among staff, students and families, laying the foundation for a safe and nurturing learning environment for all students.

### Commendations

The review team validate the following:

- Staff uphold high standards in the belief that success is possible for all students. Staff create an environment that is conducive to learning to support the high proportion of students at educational risk.
- Staff demonstrate care and professional commitment to the wellbeing and diverse needs of individual students. This starts with how families are positively welcomed when they first visit the school.
- The Aboriginal Islander education officer (AIEO) and school leaders support classroom teachers to better understand cultural diversity and its impact on language and the learning needs of students.
- The AIEO and chaplain have close connections with the local community and understand the families and cultures. Their willingness to provide advice and counsel on such matters is genuinely appreciated by colleagues.

### Recommendation

The review team support the following:

- Continue to develop consistent school-wide approaches that support positive student behaviour and the identification of students requiring intervention.

## Leadership

The school leader's attention to balancing their management obligations and instructional guidance has created a sense of ownership with staff and the community as to the school's direction.

### Commendations

The review team validate the following:

- The expectations of the Department's strategic directions are clearly at the heart of the school's strategic and operational planning.
- Instructional leadership is provided by school leaders and expert teachers who investigate, implement and monitor school-wide approaches identified through comprehensive data analysis to meet students' needs.
- Professional learning is clearly aligned to strategic and operational planning with the intent to enhance staff capability to improve student outcomes.
- A valued process for performance management and development includes observations and feedback on classroom teaching to drive professional growth.
- Staff are committed to allocating time to implement school-based strategies aligned with the Aboriginal Cultural Standards Framework. This includes liaising with Coolabaroo Neighbourhood Centre, Derbarl Yerrigan Health Service, Ruah Community Services, Clontarf Foundation and Yule Brook College.

### Recommendation

The review team support the following:

- Maintain focus on implementing operational plans to ensure staff are tracking milestones and reviewing the data that supports the meeting of strategic targets.

## Use of resources

The Principal is acutely aware of enrolment trends and the emerging needs of future students who reside in the local intake area. This ensures resourcing and workforce plans are flexible in accommodating projected student enrolments.

### Commendations

The review team validate the following:

- Allied professionals including education assistants, AIEO's and the chaplain are trained, allocated with resources and ultimately empowered to take ownership of innovative and highly effective initiatives that support student learning and create a welcoming environment for families.
- A flexible approach to workforce planning enables the school to adjust the staffing profile as needed when enrolments fluctuate.
- Targeted initiative funding is thoughtfully deployed to ensure Aboriginal students and those from linguistically diverse backgrounds are well supported by teachers, education assistants and the AIEO.
- The planning for assets such as ICT<sup>1</sup> and computing equipment ensures reserve accounts are adequately funded to replace items as required to meet student needs and administrative requirements.

### Recommendations

The review team support the following:

- Complete the process of appointing a substantive manager corporate services to lead resource management in the school.
- Foster an integrated resource management team where all members are clear about their role in managing the key elements of payroll, invoices, taxation obligations and the Department's compliance requirements. This team should encompass part-time and newly appointed staff.

## Teaching quality

Quality teaching is evident throughout the school. Teachers and allied professionals are extremely competent, reflective and strive for excellence in their classroom practice.

### Commendations

The review team validate the following:

- Staff are committed and demonstrate a professional approach, taking pride in their performance.
- Professional learning and collaboration about teaching practice are highly valued. This positive culture, which complements the diverse expertise in the school inspires quality school-based professional learning.
- The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations.
- Integral to the effectiveness of the school planning process are the shared beliefs that are understood and practised in the teaching and learning of literacy and numeracy. The implementation of the Talk for Writing and Sound Waves programs reflect the planning the school has undertaken.

### Recommendation

The review team support the following:

- Expand existing moderation processes to engage like schools or schools within the network of local schools to share and reflect on current practice.

## Student achievement and progress

Staff have given considerable attention to establishing and implementing a systematic plan for the collection, analysis and use of student achievement data.

### Commendations

The review team validate the following:

- School leaders and teachers, through well-established collaborative processes, are routinely involved in the analysis of whole-school, class and individual student data.
- The passion of staff for the use of data is harnessed through the Classroom Monitoring Tool. This central database is used to inform classroom and whole-school planning for learning. Phase of learning team meetings provide a valuable forum for data dialogue.
- The analysis of On-entry Assessment Program and NAPLAN<sup>2</sup> data has shaped school-based professional learning with support from staff at the South-East Metropolitan Language Development Centre.
- Teachers are consistent in their professional judgements about the quality and standard of student work.
- School performance, based on system and school-based student achievement data, is demonstrably the collective responsibility of all staff who share and celebrate an improvement focus.

### Recommendation

The review team support the following:

- Maintain analysis of longitudinal data to assess teacher impact and the success of teaching strategies.

## Reviewers

Ken Perris  
**Director, Public School Review**

Todd Clark  
**Principal, North Dandalup 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 Use of Resources 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 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy