



Department of
Education

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Millars Well Primary School

Public School Review

October 2018

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

Located 1700 kilometres north of Perth in the town of Karratha, Millars Well Primary School is part of the Pilbara Education Region. With an Index of Community and Socio-Educational Advantage rating of 971 (decile 7), the school currently enrolls 287 students from Kindergarten to Year 6.

Students are from diverse backgrounds, primarily with families working within the mining sector, government, private enterprise and the Australian Army. The school has an Indigenous population of 20 per cent, as well as a number of overseas families. Approximately 30 per cent of students have a language background other than English.

The school cultivates collaborative partnerships with other schools in the Karratha Network, promoting leadership and mentoring opportunities for staff.

Supported by an active Parents and Citizens' Association, the school has fundraised to enable the purchasing of extra resources and equipment. Facilities include an Early Childhood Teaching Centre, a new Performing Arts area and improved sporting amenities for students.

School self-assessment validation

The Principal submitted an informative school self-assessment.

The following aspects are confirmed:

- A range of credible evidence was selected for analysis.
- The staff and community engaged positively in the school review.
- Staff and parents noted that the teachers and administration are very approachable and work together with parents to resolve issues.

The following recommendation is made:

- The school needs to build a whole-school practice of consistent, collaborative self-assessment to inform school planning and improvement that has been recognised for achieving sustainable change.

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Relationships and partnerships	
Parents and staff speak highly of Millars Well Primary School and express the view that it is the school of choice in Karratha.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The community value the welcoming school environment and the 'small country school' feeling.• Staff relationships are trusting, supportive and caring.• The School Council focuses on improving communications and increasing engagement with parents in the community.

Learning environment	
A culture of empathy and inclusivity is evident. The school makes a concerted effort to ensure that the families and visitors feel welcome.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Support programs in literacy are well established and record student progress.• There is pride in the school environment as evidenced by the clean and well maintained school.• A whole-school behaviour management policy is embedded at the school.• A schedule of weekly home visits for students with severe attendance issues has established productive working relationships between home and school.• A true celebration of NAIDOC¹ demonstrates knowledge and understanding is embedded in the school culture. Local community partnerships support the Aboriginal education programs with Clontarf Football and Roebourne basketball clubs.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Staff in the Kindergarten to Year 2 phase of learning need to regularly engage in reflection against the National Quality Standard.• The <i>Aboriginal Cultural Standards Framework</i> requires progression past the familiarisation stage.

Leadership

The leadership team is cohesive and supportive of staff and students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• To better establish whole-school planning in literacy and numeracy, scope and sequence support materials are being developed.• Teachers report that the leadership team are supportive and enable staff to follow their interests.• Performance management is based around teacher self-assessment against the AITSL² Australian Professional Standards for Teachers.• The leadership team seeks feedback from the school community every two years using the National School Opinion Survey.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continue to seek community feedback and demonstrate responsiveness to survey results and other feedback sources.• In collaboration with staff, the leadership team needs to develop a clearer alignment between strategic, operational and classroom planning.• Achievement targets need to be measurable, reviewed and reported on to the community through avenues like the school's newsletters, website and annual reports.

Use of resources

As one of the older schools in Karratha, Millars Well Primary School takes pride in presenting an inviting school environment with manicured gardens. There is school-wide commitment to providing additional assistance to students at educational and behavioural risk.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Significant financial and human resources have been directed to supporting identified students at risk.• Funds have been allocated to improve both the classroom learning environments and the school grounds.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• An increased focus on providing sufficient contemporary digital technology access for all students is a priority.• Consider development of a resourcing plan aligned with the identified needs in the strategic plan.

Teaching quality

Teachers are content working at Millars Well Primary School and support each other personally and professionally.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • There is evidence of a celebration culture for student success. • Teachers moderate and share good practice during the phase of learning meetings. • The School Curriculum and Standards Authority Judging Standards are referenced by teachers for accurate student grade alignment. • A flowchart for students at educational risk (SAER) is used to track the flow of student support processes. • Whole-school programs and resources are established including Talk4Writing, Minilit and Multilit, and Cracking the Code. • Individual education plans are currently written for students who receive 'A', 'D' and 'E' grades in addition to those with diagnosed learning difficulties, attendance and behaviour concerns. • Teachers report that the gradual release of responsibility model is used in most classrooms.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Review current practices for SAER planning and reporting to ensure alignment with Department guidelines.

Student achievement and progress

Millars Well Primary School has achieved consistently high system data results.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • NAPLAN³ longitudinal evidence for Years 3 and 5 over the last three years shows achievement within an expected range across all learning areas. • Measures are being taken to arrest the downward trend in Year 3 writing through the Talk4Writing program. • Using the Australian Council for Educational Research Progressive Achievement Test, mathematics testing has been implemented. This contributes to the suite of data gathered in numeracy to guide teacher planning.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to pursue STEM⁴ opportunities for students to broaden curriculum opportunities, such as Robocup.

Reviewers

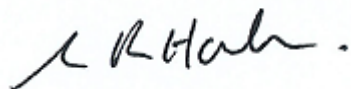
LAURA O'HARA
Director, Public School Review

GARY BROWN
Principal, Settlers Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy
- 4 Science, technology, engineering and mathematics