



Department of  
Education

**Shaping the future**

# Millars Well 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

Millars Well Primary School opened in 1981. Located in Karratha, the school is approximately 1700 kilometres north of Perth in the Pilbara Education Region.

The school has an Index of Community Socio-Educational Advantage of 957 (decile 8).

Currently there are 251 students enrolled ranging from Kindergarten to Year 6.

Support for the school is demonstrated through the work of the School Council and the Parent and Citizens' Association (P&C).

The first Public School Review for Millars Well Primary School was conducted in Term 4, 2018. 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 comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided a clear account of the school's context and its improvement agenda, including the recent changes in leadership and current focus on building a culture of collaboration and shared decision making.
- Led by 2 teacher leaders, all staff were provided a range of opportunities to engage authentically in reflection on the school's performance against the Standard. Staff valued the collaborative process, viewed as growth and future focused, enabling staff to see the connections between school priorities.
- Leaders articulated their appreciation for the opportunity the review provided to validate the positive work of staff. It also led to identifying areas that can be further developed through the next school business plan.
- As part of the ESAT submission, the school prepared and attached an overview document for each domain outlining the school's perspective on commendations and recommendations.
- A tour of the school contributed to the review team's contextual understanding of the school and provided further clarity on aspects of the evidence submitted.
- Staff and leaders, together with parents, community members and students, provided elaborations on evidence submitted adding value to the school's ESAT submission.

The following recommendation is made:

- In future ESAT submissions, include a final review and refinement of the planned actions to sharply focus the school's improvement agenda and understanding of what matters most in ensuring the conditions for student success.

## Public School Review

### Relationships and partnerships

A fundamental feature of the school is the investment of staff in knowing and caring for each child and the building of strong connections with students and families.

### Commendations

The review team validate the following:

- The School Council understands its governance role and is active in supporting school/community engagement. Open and transparent communication and the collaborative relationship between the Principal and School Council Chair are notable features.
- The active P&C and Council are effectively contributing to the school's improvement journey.
- Parents and community value the school's high level of care and the open family/school communication. Students expressed their appreciation for the range of learning opportunities and supportive staff.
- Internal communication is supported through staff consultation and collaborative structures, including a range of teacher and education assistant (EA) meetings.
- The newly appointed Aboriginal and Islander education officer (AIEO) is contributing to connections with local community members, students and families. In addition, a yarning circle is providing a culturally responsive opportunity for families and community members to engage in discussion with the school and provide feedback on key priorities.

### Recommendations

The review team support the following:

- Continue to develop connections and partnerships with Aboriginal families and community members.
- The School Council to continue to develop its membership representative of the diverse school community.

### Learning environment

The school has established a learning environment that is student centred and supports students to feel a strong sense of connection and belonging that is recognised and valued by the school community.

### Commendations

The review team validate the following:

- The school is currently reinvigorating Positive Behaviour Support (PBS) to ensure a clear, shared understanding of behaviour expectations and processes. Staff reported that the recently implemented 5 step behaviour management process across all classrooms is contributing to more consistent practices.
- Staff outlined the school's process for the identification of students at educational risk and the referral of students for Tier 2 interventions, case management and the development of documented plans.
- The implementation of MacqLit intervention is coordinated by an EA (Lead) who works collaboratively with staff to support students with additional needs.
- The school has commenced work to collect survey data on staff wellbeing with a view to also collect student wellbeing data to inform decision making on programs and provision of support.
- Supported by the AIEO, Aboriginal cultural responsiveness is developing through a range of initiatives including the student group Deadly Mob, arts projects and developing community engagement.

### Recommendations

The review team support the following:

- Continue to develop and embed PBS across the school to support consistent practices.
- Develop a comprehensive whole-school approach to student wellbeing, including the school-wide implementation of Zones of Regulation and a social and emotional development curriculum for students.
- Continue to develop Aboriginal cultural responsiveness guided by the Aboriginal Cultural Standards Framework.
- Drawing on the role of Key Teacher Autism, further develop Individual Education Plans through RTP SEN<sup>1</sup>.

## Leadership

The Principal is leading and engaging staff in a highly collaborative and strategic approach to school improvement. Staff voice and consultation are privileged as the foundation for creating a united and shared vision and agreed strategic foci owned by all. Staff report that they are all working towards the same goals and understand the reasons for strategic decision-making.

### Commendations

The review team validate the following:

- Linked to strategic priorities, operational plans are collaboratively developed within Phase of Learning Teams.
- Distributed leadership roles, some of which are in the initial stages, are developing across the school. These include phase leaders, EA leadership and leadership roles for PBS, student services, teaching and learning, Aboriginal cultural responsiveness and the National Quality Standard (NQS).
- Developing a coaching culture to support the instructional practice of staff is a school focus. Plans to provide coaching support in Years 1 and 2 have commenced with a view to extending this across the whole-school.
- Staff are provided with performance feedback and classroom observation has been initiated with positive engagement by staff evident.

### Recommendations

The review team support the following:

- Progress intentions to develop the school's pedagogical framework guided by the Quality Teaching Strategy and Teaching for Impact. Further develop the school's coaching culture and the capacity building of staff to coach through the provision of professional learning and support.
- Continue to implement classroom observations as part of the school's cycle of observation and feedback, linked to the school's pedagogical framework with a focus on consistent practices and low variance teaching.

## Use of resources

Open communication and collaboration between the Principal and the manager corporate services (MCS) is contributing to the development of a transparent and systematic approach to financial management and resource allocation.

### Commendations

The review team validate the following:

- A school officer has been engaged to oversee the development of a nature playground with a focus on enhancing the physical environment and student learning experiences.
- Student characteristics and targeted initiative funding are used to support student learning and wellbeing, including the allocation of funds for the AIEO, a student services coordinator and EAs.
- A designated ICT<sup>2</sup> officer has completed an audit of ICT infrastructure and resources to inform decision making including a move from buying to leasing of ICT equipment.
- The Principal and MCS outlined actions and processes linked to the school's financial improvement plan that are focused on embedding effective and sustainable financial management practices.
- The school provides professional learning to Finance Committee members and all staff are provided with a financial management booklet. Cost centre managers are provided further support from the MCS to ensure appropriate financial practices are followed.

### Recommendations

The review team support the following:

- The MCS and Principal to progress intentions to review the workforce plan, including ongoing measures to maintain the sustainability of corporate services management.
- The Principal to continue to work collaboratively with the MCS and Finance Committee to provide transparency, ongoing monitoring and embedding of practice and processes for the effective management of school finances.

## Teaching quality

The school is committed to the ongoing development of quality teaching and learning through agreed practices and connected learning supported by professional development, reflection and feedback. A committed staff demonstrate a willingness to share practice, learn and develop professionally.

### Commendations

The review team validate the following:

- A range of whole-school programs have been implemented to support student learning including, Talk for Writing, Top Ten Maths, Sounds-Write, Heggerty Phonemic Awareness and Spelling Mastery. The implementation of whole-school approaches with fidelity is supported through staff professional learning.
- With a focus on consistency, a scope and sequence document has been collaboratively developed by staff and a literacy block review is being undertaken by each Phase of Learning Team. A Year 1 and Year 2 literacy block is currently in development.
- Early years staff have been working collaboratively with the K-4 deputy principal to develop a shared philosophy and an NQS implementation plan to support quality teaching and learning in the early years.
- An array of classroom strategies are utilised by staff to differentiate their practise in order to meet the individual needs of their students.
- Staff meet and collaborate fortnightly in newly reinvigorated Professional Learning Communities to analyse data and share information on student achievement.

### Recommendations

The review team support the following:

- Continue plans to develop an early year's philosophy and implementation of the NQS improvement plan.
- Progress intentions to further refine and develop a whole-school approach to reading in line with student needs as identified in assessment data.
- Continue to build staff understanding of differentiation and implications for decision making in the classroom in order to meet the individual needs of students.

## Student achievement and progress

The school is building a culture of data and evidence-based decision making and is committed to the development of whole-school systems and processes for the collection and analysis of data.

### Commendations

The review team validate the following:

- Positive trends in Year 3 reading data are attributed to an increased focus on oral language and the implementation of Heggerty Phonemic Awareness. Staff report widespread student progress demonstrated in Heggerty Assessment data.
- The phonics initiative leader is working collaboratively with the K-4 deputy principal to create whole-school targets for year groups as a benchmark for high expectations.
- Teachers have opportunities to engage in internal moderation through work samples, the School Curriculum and Standards Authority Judging Standards and by analysing data from pre and post testing.
- The MiniLit and MacqLit intervention programs have led to evidence of student progress and increased levels of student self-confidence and engagement.

### Recommendations

The review team support the following:

- Continue to increase staff data literacy through access to professional learning and support provided through Phase Leaders.
- Progress plans to build a data base for school-wide monitoring of student achievement and identification of student improvement targets and interventions to address learning gaps.
- Progress intentions to collaboratively develop a whole-school assessment schedule for the systematic collection, analysis and sharing of student achievement and progress data.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Noelene Mason  
**Principal, West Byford 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 2026. 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 Reporting to Parents Special Educational Need
- 2 Information and communications technology