



Department of  
Education

**Shaping the future**

# Mingenew 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## 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

Mingenew Primary School has a long history in education, opening in 1894. The school is part of the Midwest Education Region and is located approximately 380 kilometres north of Perth.

Mingenew's economy is based on agriculture with a large number of local businesses supporting the farming of grain, sheep and cattle.

Currently, there are 71 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1036 (decile 3).

The Parents and Citizens' Association (P&C) actively supports the school through extensive fundraising activities. The School Council contributes to the school's strategic direction and provides a wide range of perspectives from the local community.

## 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, and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- Multiple sources of evidence were used to confirm judgements about school performance. As a result of their involvement in the preparation of the domain overviews, staff were well prepared for the meetings they attended.
- The purpose of evidence-based self-assessment is embraced by the leadership, staff, School Council and P&C, ensuring a positive approach to the validation phase of the review process.
- Judgements submitted as part of the school self-assessment were shared and discussed at Council meetings prior to the validation day.

The following recommendations are made:

- Continue to use the Standard to augment the existing high levels of staff reflective capacity.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data for information that may be used for handover or ongoing school self-assessment.

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### Relationships and partnerships

Nurturing an environment of relational trust between staff and the community is a key school focus. Highly motivated staff, School Council and P&C representatives visibly add value to the school and what it means to its parents and more broadly, the local community.

### Commendations

The review team validate the following:

- Members of the School Council and P&C indicate high levels of confidence and trust in the direction the school is currently taking. Parent Forums provide an avenue for wide-ranging discussions with the school.
- In partnership with other members of the leadership team, the Principal models a highly collegial and supportive style, using the strengths of staff to work collaboratively with the School Council.
- The relational quality of engagement between teachers and students, ensures that students feel they are acknowledged and valued for their individual strengths and personalities.
- The Principal demonstrates a strong understanding of community needs and the community's disposition towards its local school. This, in combination with a belief in the capacity of staff to deliver high quality education programs, has resulted in significant levels of optimism for the future of the school.
- The school's communication strategy sets out a range of agreed communication practices that maximise the understood and accepted value of staff engaging proactively with parents.

### Recommendations

The review team support the following:

- Continue to use social media and school publications, along with events such as assemblies, to share local Aboriginal cultural histories.
- Continue to explore ways to capitalise on the strengths of School Council members and P&C representatives to further strengthening engagement in governance processes.

### Learning environment

Third party partners located in the local community and beyond, add value to support programs, engagement initiatives and tailored strategies to meet the needs of students at Mingenew Primary School.

### Commendations

The review team validate the following:

- Staff have an elevated understanding of the importance of creating the conditions for student success by ensuring classrooms are motivating, exciting and engaging environments.
- The whole-school culture of collaboration ensures that staff are supported as adult learners, and engage in reflective practice that promotes professional growth. This energises staff collaborative processes.
- For students at educational risk, there are both procedures and structures in place to apply intervention strategies. These assist staff and support families to meet student needs in a timely way.
- Students have embraced the values the school has promoted. This is evident throughout their interactions both in the class and in the playground. They are confident, articulate advocates for their school.
- The students' influence and leadership in the changing of faction names and colours impressed both the staff and community.

### Recommendations

The review team support the following:

- Investigate the Be You program and gauge parent sentiment as to the effectiveness of school support programs via surveys.
- Consolidate the development of individual profiles of students with special educational needs for monitoring and handover.

## Leadership

After teaching quality, the next greatest effect on student learning is school leadership. Deploying inclusive change management processes, the Principal has significantly enhanced staff efficacy in driving student progress and achievement.

### Commendations

The review team validate the following:

- A spirit of collective leadership ensures that leaders in the school collaborate authentically to achieve a unifying vision. Staff feel confident and competent to take on leadership roles at the encouragement of the Principal.
- Staff who have an appetite for leadership are given the opportunity to share their knowledge and skills for the benefit of newly appointed staff, and the implementation of whole-school initiatives.
- The Principal understands her role and responsibilities in leading staff and supporting the community to achieve the common goal of high outcomes for students.
- Staff understand and accept that school success is based on the principle of a two-way professional obligation and shared accountability. This reflects their positive approach to professional review.
- The Principal's well-developed skills in instructional leadership are manifested in documents such as the school's Pedagogical Framework, driving the implementation of Teach Well and the staff guide to NAPLAN<sup>1</sup> data analysis.

### Recommendation

The review team support the following:

- Maintain the investment of time and resources into developing the professional potential of staff.

## Use of resources

A school business plan, underscored by its budget, is a key organisational tool for ensuring the deployment of resources meets the needs of students. Re-setting the standard of financial and workforce management practices has been a key priority for the Principal.

### Commendations

The review team validate the following:

- Financial decision making processes, including Terms of Reference, have been explicitly outlined in guidelines and manuals to inform staff about compliance with financial policies and procedures.
- Through the work of the Principal and the newly appointed manager corporate services, staff appreciate the complexities of managing cash and salary budget priorities to reflect the needs of students.
- Working collaboratively, the Principal and manager corporate services ensure transparency of information shared with School Council members. They report feeling fully informed to be able to participate in discussions relating to planning, budget management and student performance outcomes.
- A workforce plan has been carefully prepared to respond to staff exercising leave options and progression to retirement, by maintaining staff demographic balance and a range of skill sets.
- The importance of having 'healthy' reserve accounts to cover unforeseen expenditure in critical areas such as ICT<sup>2</sup> is the centrepiece of future proofing student learning options.

### Recommendations

The review team support the following:

- Maintain the existing strategic approach to achieving a balance of skill, experience and gender as part of the school's workforce planning agenda.
- Continue to explore options for the development of environmental improvements; both within the class, drawing upon the National Quality Standard and Zones of Regulation; and beyond the class utilising funding initiatives such as the Garden Project.

## Teaching quality

Creating and finding ways to measure and assess the impact of effective teaching practice is evident in successful schools. The establishment of unequivocal standards for student achievement, balanced with their social wellbeing needs, is a feature of the instructional belief at Mingenew Primary School.

### Commendations

The review team validate the following:

- Whole-school approaches to teaching and learning are led by staff, and embedded across the school. Its non-negotiable pedagogical framework ensures consistency and sustainability of teaching practices.
- The use of an internal coach to support staff in developing their skills and confidence in using a range of High Impact Teaching Strategies, together with participation strategies and new programs, has created a strong sense of staff ownership of the school's pedagogy.
- *Effective Teaching – What does it look like at Mingenew PS*, is a compelling example of the school's determination to deliver high quality, connected and predictable teaching practices across the school.
- There is a strong, positive and proactive approach to reviewing the use of data to inform teaching practice. This means staff genuinely reflect on the impact of their teaching practices as part of their professional obligation to their students.
- Differentiation of teaching and support strategies is instinctive to this school. Staff, including education assistants and specialist staff, authentically collaborate in the best interests of students.

### Recommendation

The review team support the following:

- Continue to engage in external moderation activities, with schools nearby or further afield, through the use of technology where possible to facilitate connection and collaboration.

## Student achievement and progress

Careful deconstruction of student performance data provides a clear guide for staff to use evidence to inform classroom planning. By taking ownership of data, staff are empowered to set explicit improvement targets, make informed decisions on grade allocations and confidently discuss student progress with parents.

### Commendations

The review team validate the following:

- Staff engage in comprehensive data collection and analysis. Data is used throughout the school to inform decision making processes at a whole-school, classroom, student cohort and individual level.
- The use of pre and post unit testing provides explicit data for teachers to reflect on their effectiveness, as well as identify gaps in student achievement and progress across subject areas.
- Staff understand and accept the positive impact of using whole-school processes and sophisticated data tracking to monitor student success.
- The school applies critical thinking processes to identify the appropriate number and range of assessment tools necessary to be confident about judgements on student performance.

### Recommendations

The review team support the following:

- In addition to literacy and numeracy, continue to explore different ways to collect useful data from other learning areas.
- Connect with like schools to analyse a larger set of data in relation to student wellbeing, and academic progress and achievement.
- Promote staff discussion on the benefits of ensuring there is a balance between 'what the data says' and 'professional judgement', when assessing student achievement and progress.

## Reviewers

Rod Lowther  
**Director, Public School Review**

Emma Grant  
**Principal, Koorda 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 scheduled for Term 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Information and communications technology