



Department of  
Education

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Public education  
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# Millen Primary School

## Public School Review

March 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (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

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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.



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## Context

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Millen Primary School was established in 1956 and is located within the South Metropolitan Education Region in the suburb of East Victoria Park, approximately nine kilometres south-east of the Perth central business district. In 2017, Millen Primary School became an Independent Public School.

Student numbers have been increasing steadily over recent years and there are currently 519 children enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1080 (decile 2).

The School Board is responsible for endorsing the business plan, budget, school policies and programs. The Board also plays a role in reviewing the school's progress against school priorities and targets.

The Parents and Citizens' Association (P&C) supports the school through fundraising for resources, and parents and community members volunteer in classrooms and at school events.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

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

- Leaders and staff demonstrated knowledge of school self-assessment processes and a commitment to ongoing school improvement.
- The school's self-assessment process was facilitated through the establishment of collaborative teams, with the responsibility of reviewing a domain foci area of choice.
- The staff and community were honest and open in their discussions with the review team, demonstrating a desire to use the process to genuinely improve the performance of their school.
- Conversations with staff and community further enriched the validation process and highlighted areas not captured within the Electronic School Assessment Tool (ESAT) submission.
- The leadership team indicated that staff had found the Public School Review process an enjoyable experience, providing an opportunity to come together and work as a team, giving all a voice in the future direction of their school.

The following recommendations are made:

- Continue to promote reflection on the Standard to guide staff engagement in aligning judgements about school performance and supporting evidence, to embed ongoing school self-assessment practices.
- Use the Standard and the ESAT to guide and link ongoing school self-assessment practices to capitalise on the strong staff ethos of reflection resulting from the review process undertaken.

## Public School Review

### Relationships and partnerships

A commitment to building a culture founded on mutual respect and trust has contributed to positive relationships between staff, students, families and the wider community.

#### Commendations

The review team validate the following:

- The school values the thoughts and opinions of staff, students and parents. Feedback is sought through surveys, to inform decisions that affect student learning.
- School Board members are knowledgeable, representing the community perspective and providing strong support and a sense of collective responsibility for school improvement.
- Internal and external communication is clear and responsive. A variety of communication platforms provide accessibility, with documents such as the Millen Way Handbook, Katitjiny weekly communicate and communication guidelines providing additional clarity.
- Sustainable and mutually beneficial partnerships with parents and outside associations such as 'Planet Millen', Town of Victoria Park, CSIRO<sup>1</sup> and Curtin University have been thoughtfully and purposefully developed.

#### Recommendations

The review team support the following:

- Use the Engaging and Working with your Community Toolkit to further develop school community relationships.
- Provide opportunities for school support staff to collaborate.

### Learning environment

An inclusive, welcoming and engaging learning environment has been established, fostering a strong sense of connection and belonging for students, families and staff.

#### Commendations

The review team validate the following:

- The school has been strategic and deliberate in their implementation of the ACSF<sup>2</sup>. The formation of the Aboriginal and Torres Strait Islander leadership team, embedding of Aboriginal histories and culture across the curriculum, and strong visual messages through signage and art, have built a culturally responsive and engaging environment.
- The NQS<sup>3</sup> audit has led to the creation of a Play Policy Committee and Millen's Play: Position Statement. This well-researched and considered approach to play-based learning facilitates a high level of student engagement and child agency in their learning.
- The implementation of PBS<sup>4</sup> has established a common language and whole-school process for the management of student behaviour, resulting in a significant decrease in negative behaviours.
- A wraparound process being implemented by the student services team, teachers and Aboriginal and Islander education officer is leading to a whole-school approach to monitor, track and incentivise regular attendance and heightened levels of student engagement.

#### Recommendation

The review team support the following:

- Review and develop processes for students at educational risk to provide clarity and alignment to the NCCD<sup>5</sup> in the identification of students requiring documented plans.

## Leadership

Led by the Principal, the leadership team has been strategic and deliberate in its development of trusting, positive relationships across the school. This has led to the creation of conditions to support an ambitious school improvement change agenda.

### Commendations

The review team validate the following:

- Leaders model consistent and consultative practices, providing support in the form of induction handbooks, and English/mathematics/STEM<sup>6</sup> and Millen Way operational plans.
- The school leadership team conducts classroom walkthroughs to monitor and provide feedback to teachers on the implementation of whole-school programs.
- Opportunities to lead in the school are thoughtfully scaffolded to support emerging and aspiring leaders through the provision of time and access to professional learning, such as the Western Australian Future Leaders Framework Program.
- A suite of initiatives are provided to increase and diversify student leadership such as STEM Trailblazers, the Fundraising Committee and Planet Millen, resulting in every Year 6 student having a leadership role and an authentic voice.

### Recommendations

The review team support the following:

- Continue to develop the capacity of curriculum leaders to support staff in the implementation of whole-school programs and evidence-informed classroom practices.
- Continue to provide professional learning for Professional Learning Community (PLC) leaders and monitor their impact on classroom practice.

## Use of resources

The school has well-developed processes and procedures for resource management. Strong alignment between school resourcing and student needs is evident.

### Commendations

The review team validate the following:

- A sophisticated understanding of school resourcing focusing on links to school priorities and evidence, is evident and employed by the manager corporate services to maximum effect.
- School planning has clear links to budget and resource allocations and is based on sound evidence.
- A culture of shared responsibility extends across the staff and parent body in resourcing of the school. Substantial resources are provided through the P&C, Planet Millen and the seeking of grants that positively impact on the school's priorities.
- Rigorous recruitment processes are targeted to building the skill set and ensuring new appointees contribute to the ethos of the school.

### Recommendation

The review team support the following:

- Develop a comprehensive workforce plan ensuring it includes leadership succession planning.

## Teaching quality

With high expectations of themselves, staff operate within a culture of continuous improvement. They understand and are committed to the implementation of whole-school pedagogical practices.

### Commendations

The review team validate the following:

- There is a focus on building staff capacity and teaching quality, facilitated through classroom walkthroughs, curriculum leader support and the planned implementation of PLCs.
- Meaningful data analysis has enabled staff to identify and differentiate programs for students requiring educational support and extension.
- Extensive operational plans for English, mathematics and STEM, provide guidance and consistency of practice across the school.
- Reflective practices, based on an inquiry approach and action learning, are used to further develop and refine teaching practice.

### Recommendations

The review team support the following:

- Monitor the newly implemented whole-school programs to measure effectiveness in improving student achievement.
- Continue to review whole-school programs to ensure fidelity and currency across the school.

## Student achievement and progress

A range of school-based and systemic data are used to monitor and track student progress.

### Commendations

The review team validate the following:

- Staff acknowledge and understand their student achievement data and have taken steps to address the decline in NAPLAN<sup>7</sup> performance.
- The engagement of a speech and language support officer and implementation of the Literacy Support Program and writing conference team for Years 2-4, are appropriate steps to address literacy performance issues.
- A detailed and carefully structured assessment schedule has contributed to guiding the implementation of timely data analysis at an individual and whole-school level.
- Documented Education Plans have been created to support students not achieving at the expected level.

### Recommendations

The review team support the following:

- Embed moderation processes across the school to ensure greater consistency and alignment of student reporting grades.
- Continue to refine and embed the processes for interrogation of achievement and progress data to inform planning and enhance data literacy of staff across all year levels.

## Reviewers

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Maxine Augustson  
Director, Public School Review

Vanessa Blythe  
Principal, Springfield Primary School  
Peer Reviewer

## Endorsement

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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 1, 2024.



Melesha Sands  
A/Deputy Director General, Schools

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## References

- 1 Commonwealth Scientific and Industrial Research Organisation
- 2 Aboriginal Cultural Standards Framework
- 3 National Quality Standard
- 4 Positive Behaviour Support
- 5 Nationally Consistent Collection of Data on School Students with Disability
- 6 Science, technology, engineering, mathematics
- 7 National Assessment Program – Literacy and Numeracy