



Department of
Education

Shaping the future

Millen 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Millen Primary School is located in the suburb of East Victoria Park, approximately 9 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

The school currently has 531 students enrolled from Kindergarten to Year 6 and has an Index of Community Socio Educational Advantage of 1093 (decile 2).

Established in 1936, Millen Primary School became an Independent Public School in 2017.

Millen Primary School is supported by an active School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Millen Primary School was conducted in Term 1, 2021. This 2025 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 school self-assessment.

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

- Staff lead an annual review during Term 4 of each school year, with information used to inform the annual report and identify steps for ongoing strategic planning and improvement.
- In preparation for the Public School Review, staff were provided opportunities to reflect on the school's performance, set against the Standard.
- An improvement planning framework aligned to the domain foci and previous review recommendations was used to identify evidence of improvement and planned actions for the future.
- A school tour conducted by student leaders provided the review team with valuable information about the learning environment and aspects of the relationships and partnerships domain, positively contributing to the validation process.
- During the validation visit, a range of staff, leaders and parents contributed openly to discussions, offering elaborations on evidence submitted.
- Validation discussions with the student Aboriginal and Torres Strait Islander leadership team, student council representatives and faction captains provided a valuable opportunity for student voice to contribute to the review. Students spoke confidently about their diverse roles, and the school's strengths and improvement areas.

The following recommendations are made:

- Continue to mature the collaborative analysis of student achievement and progress data as part of clearly defined self-assessment processes. Use information to identify strengths and pinpoint next steps for improvement.
- For future Electronic School Assessment Tool submissions, ensure that a range of student performance data and accompanying succinct analysis is included in the student achievement and progress domain.

Relationships and partnerships

Positive staff relationships are embedded across the school, evident in a wide variety of informal and formal collaboration opportunities. Staff demonstrate a strong connection to the school's moral purpose and a clear understanding of the importance of building positive relationships with students as the basis for success.

Commendations

The review team validate the following:

- Embedded PLC¹ structures are valued by staff with designated time used to plan and share practice.
- Effective internal communication is facilitated through staff meetings, the timely distribution of minutes, and the newsletter, Katitjiny, which also provides school information and operational updates.
- Links with community partners are contributing to improved student outcomes, including Clontarf Aboriginal College, Curtin University Volunteers program and the South East Language Development Centre and Outreach Service, who facilitate speech and language support.
- The school is active in celebrating its cultural diversity through a range of events and displays including Harmony Day.
- A strong advocate for the school, the School Board chair demonstrates a clear understanding of the board's governance role. A written update on board discussions is shared through the Katitjiny following meetings. The P&C provide extensive support for the school through fundraisers and planned events.

Recommendations

The review team support the following:

- Progress plans to build the School Board's membership profile to be representative of the school community. Create opportunities for members to engage in Board training and self-assessment.
- Continue to build open communication with families, including clarity on key school contacts for families to share information, ask questions or request support for their child.

Learning environment

The school's vibrant physical environment has been thoughtfully shaped in the interest of supporting student wellbeing, learning and engagement. This includes a range of playgrounds and newly resurfaced basketball courts. Student voice is well established with opportunities for students to provide feedback and advice evident.

Commendations

The review team validate the following:

- Aboriginal cultural responsiveness is prioritised through the work of the AIEO², links with Aboriginal families and community members, and the Aboriginal and Torres Strait Islander leadership team, who promote Aboriginal cultures and languages and lead the organisation of the school's NAIDOC³ celebrations, valued by staff, students and families.
- A whole-school approach to support positive student behaviour through the PBS⁴ framework has been implemented, leading to a well-established matrix around whole-school values. Engagement with SSEN: BE⁵ has contributed to the development of plans and interventions for students with complex needs.
- The school psychologist engages in case management processes and works closely with the deputy principal and staff to provide support for students through a problem solving approach that facilitates the development of documented plans and interventions in line with students' needs.
- A student wellbeing committee is active in developing a whole-school approach to support students including the implementation of the Friendly Schools Plus initiative and Zones of Regulation.
- Students with special educational needs are identified and IEPs⁶ are developed in line with their needs.

Recommendations

The review team support the following:

- Provide professional learning for staff in understanding disability, including neurodiversity and Autism Spectrum Disorder. Support staff to implement strategies, interventions and opportunities for students to have input into their plans.
- As part of the school's whole-school processes for identifying and supporting SAER⁷, further progress collaboration with families and the embedding of stakeholder engagement and communication process.

Leadership

The Principal's relational leadership style is valued by staff who feel they are listened to and have opportunities to build their leadership skills aligned to their interests.

Commendations

The review team validate the following:

- The Future Leaders Framework has been instrumental in shaping the development of aspirant leaders, providing opportunities for professional learning and support. This approach is creating a pipeline of leaders who are committed to embrace change and actively participate in the school's improvement agenda.
- Clear processes have been established for staff and the School Board to monitor progress against the targets of the business plan using a traffic light system. Operational plans are developed in alignment with the business plan, utilising a Gantt chart framework.
- Two trained instructional coaches have provided support for teaching staff to build their instructional practices, aligned to elements of the Teaching for Impact statement.
- Teachers engage in performance management meetings which they report contributes to their professional growth and development.

Recommendations

The review team support the following:

- Further strengthen consistency and low variance pedagogical practices through coaching and targeted observations, tightly aligned to agreed whole-school instructional practices.
- Provide clear expectations for collaborative duties other than teaching, focused on teaching, learning and student achievement. Support staff to leverage collaboration to drive consistent practices and improve student outcomes.
- Further refine operational plans aligned to the new business plan and link leadership roles to drive whole-school literacy and numeracy development.

Use of resources

With a clear commitment to aligning resource deployment to student needs, the Principal and manager corporate services work collaboratively with the Finance Committee to provide sound oversight of financial management decision making.

Commendations

The review team validate the following:

- Priorities outlined in the school's business and operational plans inform human resource deployment, financial planning and budget allocation.
- A financial management handbook guides staff in understanding their financial management expectations and the practices and processes that support them.
- The school is transparent in its deployment of student characteristics funding to improve outcomes for students, including the employment of education assistants and an AIEO to support students in line with their needs.
- A literacy support program has been funded to enable delivery by trained education assistants to students with Tier 2 needs.
- The proactive sourcing of grants to facilitate school initiatives and projects is evident, adding value to students' educational experiences.
- Workforce planning is well considered with a focus on succession planning and building the capacity of staff to meet the diverse needs of students.

Recommendations

The review team support the following:

- Collect data to identify the impact of student characteristic funding on the achievement and progress of target student groups, including Aboriginal students.

Teaching quality

Staff demonstrate a clear commitment to ensuring quality teaching throughout the school with a view to maximising student success. A range of whole-school programs have been implemented and there is a commitment to explicit teaching in all classrooms.

Commendations

The review team validate the following:

- Informed by data and working in collaboration with the support officer speech and language, kindergarten teachers have implemented a phonemic awareness scope and sequence and evidence-informed teaching strategies to support students' early literacy acquisition.
- The implementation of literacy and numeracy blocks together with PR1ME Mathematics and the recent introduction of UFLI Foundations are examples of the school's investment in whole-school literacy and numeracy programs with aligned professional learning evident.
- Based on assessment, the Literacy Support Program, encompassing small groups, draws on evidence-based programs to target student learning with evidence of student progress apparent.
- Families are provided with information about their child's progress through formal reporting processes and informal updates as required.

Recommendations

The review team support the following:

- Progress plans to further embed whole-school literacy and numeracy programs with fidelity, including PR1ME in the early years. Further refine professional learning and structured whole-school walkthroughs with clear feedback at the individual and whole-school level.
- Use student performance data to measure the effectiveness of the Years 3 - 6 spelling program and inform decision making on the most suitable approach to maximise its impact on student progress.

Student achievement and progress

The school has implemented processes for the collection and analysis of assessment data and has been working to build the data literacy of staff to analyse and use their findings to inform classroom decision making.

Commendations

The review team validate the following:

- An assessment schedule outlines the expectations for collection of systemic and school-based data to assess student progress and achievement.
- Staff utilise student achievement data including DIBELS⁸ and Progressive Achievement Tests to inform classroom planning and delivery and ascertain the impact of pedagogical approaches.
- Working in PLCs, staff engage in moderation linked to the Judging Standards using common assessment tasks and the Elastik Writemark platform.
- NAPLAN⁹ achievement data for Year 3 in writing and reading is similar to like schools.

Recommendations

The review team support the following:

- Further engage in robust data analysis, including the triangulation and disaggregation of data to identify gaps, monitor progress and set targets for improvement.
- Progress plans to further engage the support officer speech and language to support the implementation of literacy programs and intervention in the early years.

Reviewers	
Kim McCollum Director, Public School Review	Christy Craig Principal, Beaumaris 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Professional learning community
- 2 Aboriginal and Islander education officer
- 3 National Aborigines and Islanders Day Observance Committee
- 4 Positive Behaviour Support
- 5 School of Special Educational Needs: Behaviour and Engagement
- 6 Individual Education Plans
- 7 Students at educational risk
- 8 Dynamic Indicators of Basic Early Literacy Skills
- 9 National Assessment Program – Literacy and Numeracy