



Department of  
Education

**Shaping the future**

# North Morley 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 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, 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

North Morley Primary School opened in 1970 and is approximately 9 kilometres north of the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1026 (decile 4).

It became an Independent Public School in 2019 and currently enrolls 165 students from Kindergarten to Year 6.

The school is supported by the work of the School Board and the Parent and Citizens' Association (P&C).

## School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- A School Improvement Team led the reflection of the school's performance and how it aligned with the Public School Review Standard. Evidence to demonstrate the school's performance against the Standard was selected accordingly.
- The Electronic School Assessment Tool (ESAT) covered all key areas of school improvement and featured genuine self-assessment of the school's strengths and areas for growth.
- A broad cross-section of the staff met with the review team on the day of the validation visit and their observations drew authentic links between the self-reflection of the School Improvement Team and the Principal.
- The input of parents and students during validation meetings and a short tour of the grounds before meetings commenced added value to the assessments of staff and leaders.

The following recommendations are made:

- Consider assigning access to the ESAT for all staff in the School Improvement Team to foster ownership of the data, evidence and totality of the self-assessment submission.
- When submitting large pieces of evidence, such as the Annual Report, consider limiting the upload to only those parts or sections that assist the review team to validate the school's assessment against the Standard.

## Public School Review

### Relationships and partnerships

Families report that their children love coming to school and that it is the dedication and care given by classroom teachers at all year levels that has fostered this high level of positive engagement.

### Commendations

The review team validate the following:

- The welcoming reception area and school officer provide a vital link between families and staff. Front office staff support families with an English as an Additional Language or Dialect (EAL/D) background, working collaboratively to address all enquiries.
- Events such as the school musical, led by the music specialist, exemplify the commitment of staff to maintain a community feel to the school and involve all family stakeholders.
- With representative family members from all phases of learning, the School Board and P&C have a sustainable model of support for school strategy and activities.
- Students are enthusiastically involved alongside staff in initiatives in sustainability and reconciliation.
- Partnerships with the local Rotary Club chapter, the Men's Shed, City of Stirling and volunteers from EdConnect, add value to school projects and the learning of students.

### Recommendations

The review team support the following:

- Undertake a concerted marketing campaign informing the community of the school's strengths and strategic initiatives to regain momentum in local student enrolments.
- Adjust school approaches and harness the feedback from parents and students to determine future strategy and better meet the needs of the community.
- Strengthen the transparency of school strategy and operations through the Board, P&C and broader parent body to build trust between the school and its community.

### Learning environment

The school's positive and inclusive learning environment is heralded by a multilingual welcome sign and whole school harmony day projects situated at the school entry point.

### Commendations

The review team validate the following:

- The Positive Behaviour Support (PBS) ethos aligned to the agreed values: Safe, Positive, Organised, Respectful and Tolerant (SPORT) is established and led by staff to provide consistency for students in all years.
- Staff involved in leading the PBS team are adept at locally collecting and reporting on School Evaluation Tool data to evaluate the success and potential emerging gaps in the SPORT ethos.
- Regular National Quality Standard evaluations support the provision of a high-quality learning environment for students in the early childhood learning phase.
- Boys comprise 62% of the student population. Efforts are underway to cater for their learning needs and provide an appropriate physical learning environment.
- The mixture of natural bushland and curated play areas ensures good use of the outdoor environment.

### Recommendation

The review team support the following:

- Implement formal screening processes to identify or confirm students at educational risk (SAER) needs and refer or provide appropriate school-level interventions accordingly.

## Leadership

Over the past year the small staff and multiple acting Principal and deputy principals have retained a consistency in the learning environment and remained focused on maintaining positive student outcomes.

## Commendations

The review team validate the following:

- The priorities of the next Business Plan, 2024 - 26, are aligned to the School Improvement and Accountability Framework to ensure coverage of the strategic expectations of schools.
- The School Improvement Team, formed from staff leaders including the executive team, is responsible for the setting of strategy and processes to achieve agreed objectives.
- There are opportunities for staff to lead, via committees and/or areas of expertise using a distributed leadership model. Phase of Learning team leaders are accessible to staff and responsive to their needs.
- A permanent deputy principal appointment at the start of Term 4 2022, to strengthen instructional and SAER leadership, has been welcomed by the staff and community.
- Change is designed and managed to achieve positive improvements for student learning. Staff workload and research/evidence bases are considered in decision making.

## Recommendations

The review team support the following:

- Implement the WA Future Leaders Framework either through the local network of schools or in direct partnership with the resources of the Leadership Institute.
- Provide instructional coaching support for staff to deliver, under safe and collegial conditions, classroom observations and feedback for improved classroom teaching practice.
- Provide a process of thorough and consistent consultancy in the design and implementation of the 2024 - 26 Business Plan to ensure ownership by all staff, students and members of the community.
- Streamline the number of committees, where possible, to sit beneath the umbrella of the School Improvement Team.

## Use of resources

Staff have a clear picture of the financial strategic direction of the school. Provision of facilities, resources and allocation of staff that meet students' needs are clear priorities for leaders, allied professionals and teachers.

## Commendations

The review team validate the following:

- There is a consistent plan for the use of financial resources led by the manager corporate services (MCS), Principal and Finance Committee.
- The Finance Committee is broadly representative of the staff and take a role in unpacking key financial decision making for staff in phase of learning teams.
- Operational planning is led by the agreed strategic direction of the business plan. Budget amounts are assigned to operational initiatives providing clarity for cost-centre managers.
- The Finance Committee and MCS are committed to exploring the evidence and research base for change before implementing strategic initiatives.
- ICT<sup>1</sup> equipment is leased to ensure a modern suite of devices can be provided for students. There have been recent upgrades to hardware with new wireless access points and cabling.
- Prioritised within the workforce plan is the recruitment of staff with ICT skills and maintaining a balance of new and experienced teachers.

## Recommendation

The review team support the following:

- Ensure that there is a tangible link between the student characteristic funding provided for EAL/D students and the programs and initiatives that support their learning.

## Teaching quality

There is an ongoing effort by teaching staff to implement High Impact Teaching Strategies in classrooms as well as the consistent use of learning intentions and success criteria elements in lesson design and delivery.

### Commendations

The review team validate the following:

- Staff voluntarily participate in peer observations of their teaching practice in classrooms and the Principal undertakes observations of teaching, where practical and invited.
- New staff and graduate teachers are provided with an induction to assist their alignment with school expectations on teaching practice.
- A process of performance management for teachers assists staff to set goals for the achievements of their students at the commencement of each school year.
- Analysis of student achievement data which occurs at whole-staff and phase of learning team levels as well as in moderation activities, ensures that staff are aware of potential gaps in student learning.
- The use of the Special Educational Needs planning tool and Individual Educational Plans identified through Progressive Achievement Tests, NAPLAN<sup>2</sup>, On Entry Assessment and EAL/D (Progress Maps) supports the provision of differentiated teaching practice for students.

### Recommendations

The review team support the following:

- Explore and implement an appropriate evidence-based intervention program to support the learning of students with literacy challenges.
- Align the expectations of staff in pedagogical practice to the Department's Quality Teaching Strategy ensuring consistency and connectedness of teaching practice throughout all phases of learning.
- Recommit to a formalised program of support to teachers with focused classroom observations targeting elements of instructional practice and high impact teaching strategies.

## Student achievement and progress

Setting the benchmark that every child in the school achieves a year's progress academically is the non-negotiable staff expectation for every student.

### Commendations

The review team validate the following:

- A schedule of assessment and associated data is transferred between staff to assist the transition of students between year groups and phases of learning teams at the end of each school year.
- Staff regularly seek the assistance of Teacher Development School expertise and their professional circles of colleagues to assist with the delivery of key improvements to student outcomes.
- Staff undertake to set student achievement and progress targets that are measurable through Hattie's effect size factors.
- School moderation tools such as Brightpath together with pre and post testing and a Reporting to Parents Style Guide are used to achieve consistency of teacher grade allocations.
- NAPLAN test mean scores achieved in 2022 for Years 3 and 5 are above Western Australian Proficiency Standards in reading and numeracy. Year 3 students have demonstrated notable improvements in their NAPLAN writing and spelling data.

### Recommendation

The review team support the following:

- Continue to develop the data literacy of teaching staff to ensure the setting of student achievement and progress targets are appropriate to the potential of the students.

## Reviewers

Rohan Smith  
**Director, Public School Review**

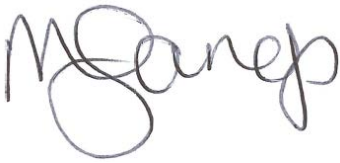
Melanie Langley  
**Principal, Woodvale Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Relationships and partnerships and Leadership domains only, will be Term 4, 2023.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

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