



Department of
Education

Shaping the future

Manjimup 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

Opened in 1911, Manjimup Primary School is located approximately 293 kilometres from Perth within the South West Education Region. The school moved from its original site and is now co-located with Manjimup Education Support Centre and adjacent to Manjimup Senior High School.

The school has an Index of Community Socio-Educational Advantage rating of 971 (decile 7).

Currently there are 248 students enrolled from Kindergarten to Year 6 and the school became an Independent Public School in 2012.

Strong community support is reflected through the strategic work of the School Board and the Parents and Citizens' Association (P&C), which is shared with Manjimup Education Support Centre.

The first Public School Review of Manjimup Primary School was conducted in Term 1, 2020. This 2024 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 school self-assessment was completed collaboratively with high levels of engagement from all staff. Parents and the community actively engaged in the self-assessment process.
- The School Improvement Committee supported a strong culture of reflection and improvement.
- Actions for improvement were identified and well-articulated across the Electronic School Assessment Tool (ESAT) submission. These were enhanced through conversations with leaders, teaching staff, allied professionals and parent representatives during the validation visit.
- Through the ESAT submission and the validation phase, honest and accurate judgements based on reflections, data, anecdotal information and observations were made against the evidence.
- The school has been authentic in an ongoing commitment towards advancing the recommendations they identified through their preceding Public School Review.

The following recommendation is made:

- Continue to refine evidence presented in the ESAT that supports and affirms the school's strategic planning.

Relationships and partnerships

Evoked through the actions and communications between staff and the school community, transparency and a climate of trust are key features of the robust and highly effective relationships between parents, caregivers and the school.

Commendations

The review team validate the following:

- The School Board understands and fulfils its governance role effectively. Board members are well-informed and are strong advocates for the school.
- The P&C forms a vital partnership with the school and raises significant funds to support school needs. The Cube Video Wall for example is a highly valued resource.
- Leaders have facilitated high levels of organisational trust. A strong collegiate staff culture provides a safe, welcoming and supportive environment, where staff feel empowered to commit to and build on their responsibility to the students at the school and the broader community.
- Parents appreciate the availability of teachers to discuss their child's progress and the frequency and quality of communications such as Seesaw ensure families are well-informed.
- Staff engage strongly with the Warren Blackwood Network, promoting alliances such as the VEX Robotics program which is making a significant impact in the area of digital technologies.
- Effective partnerships exist with key external organisations. Initiatives such as the Manjimup Visions Committee, TAFE¹ Certificate III School Based Education Support course, music events at BaptistCare Moonya aged care facility and early childhood partnerships with the State Library of Western Australia have added value to the learning experience of students.
- Opportunities provided for staff to engage with families prior to starting school have promoted close relationships between staff and parents in the early years.

Recommendation

The review team support the following:

- Continue to review and expand on the existing strong relationship with the Manjimup Education Support Centre to maximise use of shared resources and learning for staff and students.

Learning environment

The school exudes a sense of high care for every student where all staff are unfailingly committed to upholding an optimistic and empathetic culture. The school CARER² values underpin a safe and supportive learning environment where parents and staff work closely together to support the continued social and emotional wellbeing of students.

Commendations

The review team validate the following:

- The systematic and visible implementation of Positive Behaviour Support (PBS) strategies underpins an effective school-wide approach. This, along with resources from The Resilience Project provide clear expectations, a common language and supports the explicit teaching of values and behavioural responsibilities. A whole-school approach to managing student behaviour is evident and understood by staff, students and parents.
- Students at educational risk receive the appropriate level of intervention. Planning, management and documentation are explicit and targeted to student needs.
- Students feel empowered and identify with a school culture of respect and empathy.
- A robust student case management approach is well-executed through a triage process led by the school psychologist.
- The exceptionally inviting school environment, including the small group learning spaces, impacts positively on student engagement.

Recommendation

The review team support the following:

- Continue to implement the PBS program to further enhance the positive school culture.

Leadership

The Principal and deputy principal work collectively with high levels of commitment to create a shared sense of responsibility for meeting student needs. A strong focus on distributed leadership, together with established committees provide staff with continuous opportunities for growth and a strong voice in school-wide planning and decision making.

Commendations

The review team validate the following:

- The leadership team have taken a proactive approach to building a cohesive school culture. Transparent, consultative decision making is reflected through high levels of trust, resulting in a unified focus on school improvement.
- The link between school, operational and classroom planning is evident. Programs such as Teach Well and Preventing Literacy Difficulties (PLD) foster a clear alignment between all layers of the school improvement agenda.
- Staff representation across all phases of learning on the School Improvement Committee has created meaningful leadership opportunities whilst ensuring staff ownership and engagement.
- Leadership in the early childhood phase of learning is effectively resourced and supported by the administration.

Recommendations

The review team support the following:

- Build on the development of the 'Timeline for Success' document as a self-reflection and accountability tool.
- Implement the established performance management and development processes which include negotiated goals, aligned to the school's strategic plan and whole-school observation and feedback processes.
- Prioritise the strategic and sustainable integration of Aboriginal cultural perspectives through the implementation of the Aboriginal Cultural Standards Framework.

Use of resources

The manager corporate services is a highly valued member of staff and has a strong working relationship with the principal. Fiscal policies and procedures at the school are sound and both human and physical resources are deployed in such a manner as to maximise success for all students.

Commendations

The review team validate the following:

- An active and informed Finance Committee provide assurance to the school community that processes and practices are well-embedded for managing the school physical and human resources.
- A plan for the prudent expenditure of Targeted Initiatives funding is reflective of school priorities and provides a measurable mechanism for the alignment of resourcing and school improvement planning.
- Education assistants (EAs) time is a highly valued and important resource in supporting the school focus on early intervention and support for Tier 2 students in literacy and numeracy.
- Workforce plans are adjusted to accommodate the evolving needs of the school with consideration of students, staff and resource requirements.
- The school's focus on digital technologies is advanced through the strategic use of resources, plans for the use of ICT³ devices and the investment in training staff to ensure continuity and coherence of practice.
- A commitment to transparency and shared ownership ensures the School Board is effectively trained in the school's financial matters and well-informed of both current expenditure and available funding.

Teaching quality

Staff have created a shared culture of mutual accountability and are highly collaborative and well-supported in the implementation of whole-school programs. Staff enthusiasm and passion for their craft reinforces a school-wide commitment in the journey of consistently improving outcomes for students.

Commendations

The review team validate the following:

- Whole-school approaches are being collaboratively selected for implementation through an effective plan, act and review process. Staff are all committed to the agreed, evidence-based strategies.
- A model of explicit instruction in literacy is well-supported through the implementation of Initialit, MiniLit and MacqLit. Staff have commenced work on an 'Instructional Playbook' to further strengthen and streamline teacher efficacy and consistency in teaching and learning.
- The Teach Well program has strengthened staff collaborative practices, with a team approach for classroom planning and implementation.
- Teacher judgement and moderation practices are focused on student achievement and progress with a range of performance data collected via Brightpath, National Quality Standard and Progressive Achievement Tests used to inform planning and differentiation.

Recommendations

The review team support the following:

- Continue to focus on the High Impact Teaching Strategies, embedding an agreed peer observation process as part of the staff performance management cycle.
- Continue to embed the Manjimup Primary School Effective Teaching Framework and update to include PBS and Teach Well strategies.

Student achievement and progress

There is a school-wide commitment to improving student achievement and progress. The school is proud of its students' high achievement in the reading and writing categories of the 2024 NAPLAN⁴. By analysing student performance data, the school is aware of its strengths and areas for improvement, articulating an increased focus on improving numeracy.

Commendations

The review team validate the following:

- Student NAPLAN achievement data indicates above expected performance in Year 3 reading, writing and spelling and Year 5 reading, grammar and punctuation. Continued implementation of a targeted spelling plan and PLD is focused on further enhancing student achievement and progress.
- The school's intensive literacy strategy has had a positive impact on student performance.
- A strength of the school is the targeted intervention processes, streamlined referral process, the direct instruction of EAs and dynamic and responsive triage practices.
- A central data system (Reporting to Parents) and a well-defined assessment schedule ensure staff appreciate the value of evidence-based decision making. Their analysis of data through disciplined dialogue builds a strong understanding of student performance and progress.
- Reporting guidelines for staff are comprehensive and support school-wide expectations. Every effort is made to ensure parents are provided with information to assist their understanding of student progress.

Recommendation

The review team support the following:

- Identify and implement whole-school strategies to increase achievement in numeracy, including the planned expansion of the Maths Mastery program. Support this through the continued development of a whole-school scope and sequence and widely embedding the PR1ME Mathematics resource.

Reviewers

Joanne Harris
Director, Public School Review

Sarah Durham
Principal, Belmay 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 Cooperation, Attitude to learning, Respect and care, Equity and Responsibility
- 3 Information and communications technology
- 4 National Assessment Program Literacy and Numeracy