



Department of  
Education

**Shaping the future**

# 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 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opening in 1934, Morley Primary School is located approximately 9 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1024 (decile 4).

Currently there are 212 students enrolled from Kindergarten to Year 6.

In 2017 the school became an Independent Public School.

Community support for the school is demonstrated through the work of the Parents and Citizens' Association (P&C) and the School Board.

The first Public School Review of Morley Primary School was conducted in Term 4, 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 exhibited an ongoing commitment to continuous school improvement and self-assessment through processes that guided the selection of evidence gathered for the Public School Review.
- The Principal, manager corporate services (MCS) and deputy principal led the collection of evidence for inclusion in the Electronic School Assessment tool (ESAT) submission.
- A range of authors from across the areas of the school contributed to the review process by engaging with the ESAT and providing commentary on the impact of the selected evidence on school improvement.
- The ESAT submission featured reflections on the school's efforts to meet the recommendations of the 2020 Public School Review as the starting point for the current self-assessment. Further consistency was added with the inclusion of school culture survey data that pertained to each domain of the Standard.
- A student led tour of the school at the commencement of the validation visit provided the review team with an insight into numerous projects and initiatives outlined in the ESAT. This included the prominence of school-wide PBS<sup>1</sup> and values signage and the innovative use of the former canteen space as a student and family wellbeing space known as 'The Hive'.
- The input of staff, students, families and community members to meetings on the validation visit strengthened the review team's ability to validate the school's self-assessment.

## Relationships and partnerships

Students hold a distinct sense of belonging to their school. They value the opportunity to perform roles as leaders and participate in sports, community events, the arts and the Children's University extension program.

### Commendations

The review team validate the following:

- There is a strong community spirit, recently manifested in the successful celebration of the school's 90<sup>th</sup> anniversary. Parents join students in community singing at assemblies and community partners see the school effectively implement initiatives and agreed shared programs to benefit students.
- Strong communication to staff, including part-time staff, and positive collaboration through phase teams is mirrored in effective and timely messaging to families using ClassDojo, newsletters and emails. Parent workshops are hosted for families by staff and external agencies in areas such as protective behaviours and health.
- Partnerships with the onsite playgroup, City of Bayswater, West Australian Ballet and local shopping centres are in place to enhance opportunities for students. The relationship with the local Rotary club directly benefits student outcomes and school engagement.
- Parents describe the school as welcoming and homely and that staff are held in high esteem. Feedback collected through a school culture survey has been acknowledged and actioned through focus groups.
- The P&C works with the school to connect with families and support them financially. They are culturally responsive as demonstrated by the inclusion of cultural uniform items. Regular parent engagement forums provide valuable feedback to school leaders across a broad range of topics.
- School Board members believe that their contribution to tracking the school's strategic aims is valued. Meetings align to rigorous agendas and feature presentations by teaching staff on data and practice.

### Recommendations

The review team support the following:

- Maintain connections with culturally diverse groups and support networks in the community.
- Continue to seek to re-establish and increase the opportunities to collaborate with nearby schools.

## Learning environment

Student and staff wellbeing are prioritised in school plans and clear representations of the importance of a nurturing environment which is evidenced by the initiatives and actions of staff, families and external agencies.

### Commendations

The review team validate the following:

- The strong PBS program, aligned to the values: be fair; be safe; be kind; and be a learner, is valued by students as providing clear expectations, which are consistently applied by staff.
- A wellbeing officer manages 'The Hive' which is located centrally. Students experience workshops in meditation and mindfulness and parents can seek advice on supporting their children. The breakfast club known as 'Toast Wednesday' regularly attracts a large number of students to share breakfast communally.
- Teachers are allocated time to collaboratively plan for students with additional needs with the psychologist, EA<sup>2</sup> special needs and the SSEN: D<sup>3</sup>. Consulting teachers provide good support for staff in planning.
- To support EAL/D<sup>4</sup> students, the trial of the Language Lift program is providing intervention support alongside MiniLit and MacqLit.
- The school's Community Health Nurse is a valuable resource for students and parents assisting the wellbeing officer in providing positive health messages to students and their families.
- 'Together Tuesdays' and staff shout outs, which recognise exemplary staff commitment and care for colleagues and students, are highly anticipated wellbeing initiatives, sustained by staff with leader support.

### Recommendation

The review team support the following:

- Evaluate the current trial of the Language Lift program to determine its impact supporting the literacy intervention needs of students.

## Leadership

The Principal and deputy principal are highly relational and approachable. 'Calm Progress' is the improvement mantra espoused by leaders and applied by staff when seeking incremental gains in student achievement.

### Commendations

The review team validate the following:

- Clear alignment with the strategic directions of the Department is evidenced through staff engagement with Teaching for Impact and annual Focus planning documents.
- The Principal leads all staff through a combined annual assessment of the school's performance against the School Improvement Tool and individual conversations with SAO<sup>5</sup> examples of their teaching practice.
- Opportunities to lead or undertake second-in-charge roles in phase of learning groups, exemplify the range of distributed leadership roles available to staff. Middle leaders guide staff through teaching sprints, demonstrating support for building the instructional capabilities of teachers.
- Collaborative performance development processes involve the Principal, deputy principal and teachers. An annual shared goal and an individually determined staff development goal are set, aligned to school plans.
- The Morley Schools Network deputy principal group strives to collegially solve complex problems of practice experienced by network schools, with a shared focus on solutions.
- The Department's Future Leaders Framework has enabled staff to participate in action research projects and professional learning to build their leadership skills and better support students.

### Recommendation

The review team support the following:

- Continue to regularly measure progress in the school's plans to meet the target of becoming culturally responsive against the Aboriginal Cultural Standards Framework.

## Use of resources

A 'Big Picture Thinking' activity built a forum for all staff to contribute ideas to help finance the school's priorities. Staff appreciate the empowerment and sense of equity in decision making that this has provided.

### Commendations

The review team validate the following:

- Staff are clear about the purpose of their annual budgets for expenditure in support of student learning. The Finance Committee contains members that represent all areas of the school and Board members note routinely presented financial reports in meetings, fostering levels of resource deployment transparency.
- The workforce plan considers contextual needs and staff development including the establishment of an EA Lead position to support literacy intervention particularly for EAL/D students. Recent workforce renewal has required the school to update induction processes, ensuring that all staff are equipped with the skills and attributes for the environment on arrival.
- The line management and performance development of EAs is undertaken collaboratively between the MCS and deputy principal, recognising the value of the teaching partnership of EAs.
- Use of the multi-tiered system of support planning tool has assisted staff to determine the resourcing required to meet the needs of students with student characteristics funding and disability resourcing.
- The school provides support for student learning with a range of iPad devices distributed between phase of learning teams, which are available to staff for utilisation as part of the teaching program.

### Recommendation

The review team support the following:

- Continue with the intent to work toward funding and supporting a flexible and contemporary ICT<sup>6</sup> model that provides students in Years 4 to 6 with one-to-one device access by 2026.

## Teaching quality

Cohesive and collaborative phase of learning teams espouse the Calm Progress strategy through the provision of a safe space for teachers to adopt new pedagogical skills, tweak practice and reflect on their growth.

### Commendations

The review team validate the following:

- Phase team leaders guide staff through teaching sprints each semester. A focus area determined from the agreed pedagogy receives 5 weeks of classroom trials and coaching feedback for staff from colleagues.
- Moderation activities held through phase of learning teams, using common assessment tasks and Brightpath, assist staff achieving alignment in their judgements on student performance.
- The Be Curious Committee has a student representative from each class and is an opportunity for students to have agency in their learning, providing feedback to teachers on the impact of their teaching.
- Careful attention is taken to the planning for students who learn with EAL/D. Staff approaches privilege the celebration of the linguistically rich language backgrounds of all students while growing their English skills.
- Curriculum planning days are held annually in phase teams. Staff pay particular attention to planning for learning areas outside of literacy and numeracy which receive comprehensive, whole school attention.
- Staff in the early childhood phase team have made a considerable effort to align their approaches to teaching and establishing the classroom environment to meet the priorities of the National Quality Standard implementation plan.

### Recommendations

The review team support the following:

- Continue to use a range of systemic and standardised data to inform planning and build staff understanding of student need with a particular focus on extending identified students.
- Further prioritise access to professional learning and allocate time in phase of learning teams to support staff in meeting the needs of students learning with EAL/D.
- Continue to refine the Morley Teaching Sprint cycle and the embedding of explicit high impact instructional strategies aligned with the Quality Teaching Strategy.

## Student achievement and progress

A feature of the collaborative approach of staff is their willingness to review the selected and agreed programs and approaches for effectiveness, guided by the data evidence presented in student assessments.

### Commendations

The review team validate the following:

- After identifying concerns for the achievement of students in mathematics, staff sourced a new program to close number skill gaps and to enhance the ability of students to use numbers in context.
- Staff are adept at using data to identify the learning needs of students at classroom level using a data platform originally sourced through the Morley Schools Network.
- InitialLit assessments are used to identify students who require literacy intervention. The EAL/D Progress Maps similarly contribute to the selection of students for inclusion in MultiLit and Language Lift classes.
- Staff undertake detailed analysis of a range of student achievement data sources including NAPLAN<sup>7</sup> and a suite of PAT<sup>8</sup> data. Historically, student achievement in the annual NAPLAN tests is strong across all areas.
- The school sources interpreters as a means to provide accessible opportunities for families to discuss student achievement with staff, including at the recently instigated reporting to parent's afternoon.
- Targeted approaches support the needs of cohorts of students. Staff knowledge of students and data are combined to build approaches supporting students with trauma informed and evidence-based practices.

### Recommendations

The review team support the following:

- Use student achievement and progress data to guide the planned development of the new mathematics intervention for trialling with students.
- Develop within existing systems, data tracking that specifically identifies the needs of transient students.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Linda Humphreys  
**Principal, Newton 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**

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## References

- 1 Positive Behaviour Support
- 2 Education assistants
- 3 School of Special Educational Need: Disability
- 4 English as an Additional Language or Dialect
- 5 Situation, Action and Outcome
- 6 Information and communications technology
- 7 National Assessment Program – Literacy and Numeracy
- 8 Progressive Achievement Tests