



Department of
Education

Shaping the future

Middle Swan 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

Middle Swan Primary School is located in the suburb of Stratton, 24 kilometres north-east of Perth, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 939 (decile 8) and currently has 333 students enrolled from Kindergarten to Year 6.

Established in 1949, Middle Swan Primary School became an Independent Public School in 2011.

The school is supported by a School Board and a recently established Parents and Citizens' Association (P&C).

The first Public School Review of Middle Swan Primary School was conducted in Term 1, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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 gathered feedback from staff and the school community and highlighted strengths, progress and areas for improvement.
- Designated school leaders shared the responsibility for entering submission data into the Electronic School Assessment Tool (ESAT), with staff participating in identifying and selecting appropriate evidence.
- Planned actions shared in the ESAT were honest and provided a clear insight and understanding of the school's current reality and areas for future improvement.
- A broad selection of staff, School Board members, P&C representatives and parents provided insights and further elaborations on evidence submitted adding value to the review process.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants delivered strong and consistent messages throughout the domain meetings, which built on claims made in the submission.

The following recommendations are made:

- Use the Summary section of the ESAT to share with the review team the school's self-assessment methodology and engagement opportunities provided to staff and community members.
- Consider targeting improvement actions towards the identification of the 'Big Rocks' for improvement in each domain of the Standard.

Relationships and partnerships

Inclusive, respectful and collaborative practices underpin a welcoming school culture. Positive and respectful relationships exist across the school and are actively nurtured through fostering trust and collaboration.

Commendations

The review team validate the following:

- Driven by compassion and a shared desire to make a difference, staff consistently model the values of the Staff Charter, which is audited every year. The team lives the charter daily through respectful relationships, charter cards and a strong commitment to wellbeing and staff voice.
- Strong community partnerships with The Smith Family, Curtin University's Moombaki project, Child and Parent Centre and Sporting Challenge Australia support families through trauma-informed practices. Staff recognise the challenges many families face and actively engage with a wide network of services to provide meaningful support.
- Alternating weekly communication, via Monday's Murmur, Tuesday's Twitters, Wednesday's Warts, Thursday's Thoughts, or Friday's Facts, keep staff informed and connected. The MSPS News Flash strengthens family engagement and ensures the school community stays connected and informed.
- The School Board, with consistent leadership from the Chair and representation from The Smith Family, reflects a strong, sustained partnership and ensures purposeful governance that supports the school's focus on quality teaching and learning for all students.
- The annual Mother's Day and Father's Day breakfasts are valued by the community and support a welcoming environment for families. Promoted through multiple channels, staff engagement and planning reflects the commitment to connection and the creation of joyful school events.

Recommendations

The review team support the following:

- Implement a parent and carer engagement plan through Creating Communities to guide further connection.
- Enhance School Board transparency through the publication of meeting minutes in the newsletter.

Learning environment

Underpinned by genuine care for students, school processes and approaches proactively provide the conditions for students to engage and thrive in an inclusive, culturally responsive learning environment.

Commendations

The review team validate the following:

- The Australian Student Wellbeing Framework underpins the school's wellbeing plan for students who are monitored through Sporting Australia Self Esteem assessments. Every student is assessed resulting in a program of self-esteem building for students highlighted as at risk.
- A proactive student services team is committed to early intervention, collaborative case management and sustained implementation of SSSEN: BE¹ strategies to ensure students at educational risk receive effective support to meet their needs.
- The Supporting Student Behaviour plan drives all facets of school practice and is reviewed regularly to monitor its effectiveness. Tier 2 and Tier 3 students are receiving tailored support using a responsive and reflective Positive Behaviour Support approach to adjust priorities and identify behavioural focus areas.
- The Aboriginal Cultural Standards Framework supports an ongoing commitment to cultural awareness. Engagement with the Moombaki Cultural Learnings, school yarning circle, indigenous uniform shirt, and NAIDOC² and Reconciliation Weeks celebrations confirms ongoing growth in culturally responsive practice.
- A strong culture of student leadership, creativity and wellbeing is provided through initiatives like the Green Team, buddy program, Barking Gecko Theatre and Binar Futures organisation. These programs empower student voice, build resilience and nurture a sense of belonging and personal growth.

Recommendation

The review team support the following:

- Develop a whole-school plan to embed Berry Street Education Model practices.

Leadership

A leadership culture of trust, respect, transparency, visibility and collaboration drives an unwavering focus on empowering and supporting staff with a clear direction and targeted plans that support teaching and learning.

Commendations

The review team validate the following:

- Performance management is valued by staff and promotes a professional culture. Accountability meetings for teachers ensure clarity in the implementation of whole-school practices and provide collaborative two-way feedback.
- Explicit direct instruction (EDI) coaching provides instructional support through data-driven cycles focused on core practices, including engagement norms and checking for understanding. Staff discussions, guided by the EDI team, embed these strategies into daily teaching with the use of Ryppe³ data supporting classroom management.
- The Fogarty EDvance School Improvement Program guides a collaborative relationship between administration staff to promote consensus on strategic thinking and planning prioritisation. Consensus underpins decision making on whole-school strategies and includes input from all staff.
- Leadership is highly visible and responsive. The Principal delivers a face-to-face alignment message to all staff to provide clarity of expectations for whole-school practice, the embedding of the Staff Charter, and to set a tone of certainty and connectedness as a united team.
- Regular meetings between education assistants and the Principal are highly valued and support a strong representative staff voice across the school.

Recommendations

The review team support the following:

- Continue to promote, encourage and resource staff engagement in identified leadership opportunities.
- Document the embedded change management processes to further reinforce staff agency.

Use of resources

School resources are managed strategically to maximise learning outcomes, using and adapting established systems to identify student needs and involving staff in resource management and decision making.

Commendations

The review team validate the following:

- Strong financial management is led by the manager corporate services and supported by strategic planning and transparent collaboration with staff. A focus on minimising the booklist and providing financial support strategies for parents reflects a commitment to equity and the meeting of all students' learning needs.
- Budget processes prioritise school planning with investments in speech pathology, chaplaincy and diagnostic testing, endorsed by the Finance Committee, reflecting a commitment to student support. The School Board receives clear, detailed financial data each term, strengthening informed decision making.
- Workforce planning and resource allocation consider both student and staff needs. Proactive succession planning, early identification of vacancies and reliable relief staff ensure smooth transitions and continuity.
- Thoughtful timetabling and targeted education assistant full-time equivalent allocations, such as early years literacy support, reflect a responsive and needs-based approach to resource management.

Recommendations

The review team support the following:

- Progress the recruitment of an Aboriginal and Islander education officer to further the continued development of support for Aboriginal students and engagement with the Aboriginal Cultural Standards Framework.
- Continue to encourage staff engagement with the Finance Committee to grow staff knowledge of school budgeting processes.
- Develop a transition plan for the deployment of Program Kaartdijin.

Teaching quality
Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of whole-school pedagogical practices that support high quality teaching.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Evidence-based teaching, with explicit instruction, daily reviews and a deep focus on oral language in the early years is supported by trauma-informed practices such as brain breaks and meditation. Tailored adjustments for students with ADHD⁴ and ASD⁵ are embedded school-wide, supporting engagement and wellbeing alongside academic growth. • Implementation of the Rypple coaching program has embedded a data-driven, teacher-led approach to professional growth. The program's cyclic model, encompassing data collection, mentoring and professional learning, drives consistent, high-quality teaching practice school-wide, with measurable gains in positive feedback ratios and a growing bank of exemplary teaching to share across classrooms. • A strong culture of collaboration where teachers use collaborative DOTT⁶ to plan, assess, and moderate within year groups is evident. Shared documents, assessment timelines and a central data monitoring tool ensure consistency, support targeted interventions and reduce workload. This approach strengthens continuity of practice, supports new staff and ensures consistent and informed reporting across the school. • Introducing Elastik has strengthened data-informed teaching, identifying learning gaps across assessments, supporting targeted instruction and complementing tools like Brightpath to enhance student outcomes. • Differentiated learning through flexible grouping, targeted individual education plans and evidence-based intervention programs is evident. Spelling Mastery levels, special educational needs planning, the gradual release model and the delivery of MiniLit by trained education assistants is guiding responsive teaching to improve student outcomes.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop a whole-school assessment, using the school's scope and sequence of 'place value', to better identify student learning gaps in mathematics. • Continue whole-school Berry Street Education Model professional learning for all staff.
Student achievement and progress
Whole-school approaches to curriculum delivery are supported by the focused collection and use of data to inform student performance and progress.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NAPLAN⁷ preparation is structured and strategic, with daily practice in reading, writing, language conventions and numeracy. In Term 4, teachers focus on sample tasks, simplified rubrics and targeted feedback, ensuring students are confident and well prepared across all test areas. • NAPLAN achievement for Years 3 and 5 students is above like schools with all areas performing above expected levels, reflecting successful implementation of explicit teaching strategies and a sustained focus on striving to support students to reach their full potential. • Staff data literacy embraces an embedded discipline dialogue approach across the school. Analysis of data is focused on identifying names, numbers and needs, which are shared with the phase staff to identify and remediate possible learning gaps and to reflect on the efficacy of school programs and practices. • Student achievement and progress information is provided to families via a range of reporting and interactive events, including Reporting to Parents documents, three-way conferences, and open classroom opportunities. The Term 4 Open Night features student work displays, food and family-friendly activities, to foster engagement in student learning and achievement.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Build teachers' capacity to provide opportunities for students to demonstrate A and B Grade outcomes in science and humanities and social sciences.

Reviewers	
Steve Dickson Director, Public School Review	Janine Muir Principal, Koorana 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 School of Special Educational Needs: Behaviour and Engagement
- 2 National Aborigines and Islanders Day Observance Committee
- 3 Raising young people in positive learning environments
- 4 Attention deficit hyperactivity disorder
- 5 Autism Spectrum Disorder
- 6 Duties other than teaching
- 7 National Assessment Program – Literacy and Numeracy