



Department of
Education

Shaping the future

East Hamersley 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 in student achievement and progress.

The Statement is between; the Department of Education, 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

Context

East Hamersley Primary School is located approximately 15 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school opened in 1979 and gained Independent Public School status in 2015. Facilities include a library, music room and undercover assembly area set in mature and well maintained grounds.

Currently, there are 237 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1065 (decile 2).

Inclusive partnerships are fostered between the school and the community, supported through the work of the School Board and Parents and Citizens' Association (P&C).

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:

- Self-assessment and analysis of data and information are strengths of the school, informing ongoing planning and implementation of school and system initiatives.
- Collaborative processes have underpinned the school self-assessment in preparation for the Public School Review.
- The school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. Evidence submitted addressed domains of the School Improvement and Accountability Framework.
- The ESAT submission provided a detailed account of the school's current context, performance and the planning of focus areas in the business plan.
- A broad range of inter-related and credible evidence was selected for analysis, with alignment between performance, judgements about priorities and planning for improvement.
- A significant representation of staff, student, parent and community members engaged in discussions with the review team, contributing authentic reflections in support of the school.

The following recommendation is made:

- Continue to engage all staff and stakeholders in ongoing and regular self-assessment processes aligned to school planning.

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Relationships and partnerships

Viewed as inclusive, engaging and supportive, the school effectively enables and empowers positive staff and parent engagement. Partnerships are fostered and add value to learning programs by bringing together community resources to enhance student outcomes.

Commendations

The review team validate the following:

- Partnerships with parents are established, with effective communication processes in place. Opportunities to share student learning progress and discuss forward planning goals are enhanced and valued.
- The School Board has a sound understanding of its governance role and responsibilities. Members are engaged in and value important strategic deliberation discussions, offering opinions and asking questions that help guide school decision making and policy.
- Collaboration is a strength and priority of the school. Staff hold themselves accountable, ensuring a culture of quality collaboration, empowerment, feedback and an attitude of going above and beyond.
- The school values its community and is responsive to feedback. National School Opinion Survey data indicates positive levels of community, staff and student satisfaction, with data analysed to identify specific priority areas.

Recommendation

The review team support the following:

- With School Board engagement, develop the communication policy with a focus on inclusive strategies designed to engage the culturally diverse school community.

Learning environment

The staff understand that student voice, agency and leadership are interrelated factors that contribute to the notion of empowerment and school pride. There is a shared commitment to building a cohesive learning environment that enables staff and students to be supported and thrive.

Commendations

The review team validate the following:

- The school acknowledges and values its diversity. On a journey of building a culturally responsive environment, there are processes developing that address the implementation of the Aboriginal Cultural Standards Framework.
- Processes and procedures for students at educational risk are established, with staff developing their knowledge and understanding of the Response to Intervention (RTI) model. Underpinned by policy, support for students ensures early identification of students at risk with interventions provided at point of need.
- A committee with school-wide representation, plans and supports staff wellbeing initiatives that foster a healthy and supportive workplace.
- Student leadership is valued. There are opportunities for students to be actively involved in the direction and improvement of the school.
- Education assistants are trusted colleagues, and work in partnership with classroom teachers to provide targeted support and deliver evidence-based interventions to address students' learning needs.
- Staff, students and the school community have a clear and concise understanding of the school's approach to the implementation and expectation of behaviours through Positive Behaviour Support.

Recommendation

The review team support the following:

- Progress implementation of the Aboriginal Cultural Standards Framework to build continued cultural inclusivity. Prioritise the development of a Reconciliation Action Plan and authentic community engagement.

Leadership

Leaders foster a culture of positive relationships through articulation of a clear vision. This supports school planning, communication, performance development processes, Professional Learning Communities, distributed leadership and the collection and rigorous analysis of student data.

Commendations

The review team validate the following:

- Leadership is distributed and there are opportunities to lead across the school. Capacity is built by creating a culture of empowerment and growth at all levels of experience.
- Leadership support privileges the quality teacher improvement agenda through data analysis, coaching, pedagogy development and the embedding of curriculum improvement plans.
- Change is managed carefully with leadership support to effect sustainable change which is data informed.
- Performance management and development foci are aligned to school plans and directions. Teachers are engaged in regular coaching meetings with the Principal to review, plan and assess progress towards teaching and personal development goals.
- Strategically aligned, a School Improvement Team was created in 2021 to oversee and evaluate the effectiveness and impact of school planning.

Recommendations

The review team support the following:

- Continue to develop a coaching and mentoring culture across all levels of the school, to further enhance observation and feedback processes.
- Continue to elevate all leaders' pedagogical knowledge and skills to model and demonstrate expert knowledge of evidence-based teaching strategies.

Use of resources

The Principal and manager corporate services (MCS) work in partnership to ensure resource allocation is reflective of improvement planning foci. A range of grants and P&C funding has provided access to resources that promote creative play, student and staff wellbeing, ICT¹ enhancements, sustainability initiatives, and building improvements.

Commendations

The review team validate the following:

- The Finance Committee meets regularly and provides oversight and management of financial resources. Planning and monitoring of expenditure through the Finance Committee supports transparent and evidence based decision making.
- Budget planning and expenditure reports are provided to the School Board to ensure transparency and alignment to the business plan, with a focus on raising standards and attainment for all students.
- Performance data collected through the school's assessment schedule and MiniLit and MacqLit intervention programs monitors the improvement of students benefiting from targeted school initiatives.
- Workforce planning is linked to strategic plans and direction, ensuring a balanced staffing profile. There is a focused approach to utilising staff skills, knowledge and experience to meet student needs.

Recommendations

The review team support the following:

- Review current reserve accounts and develop planning and associated allocation of budgets to further enhance asset and resource replacement.
- Provide support for the MCS to build capacity through access to professional learning opportunities.
- Provide staff with professional learning opportunities aligned to school priorities and pedagogy inclusive of MiniLit, MacqLit and the RTI model.

Teaching quality

An unwavering and strategic focus on embedding a school-wide pedagogical framework is strengthened by high levels of staff professional responsibility and personal commitment.

Commendations

The review team validate the following:

- Phase of Learning Teams (POLTs) meet regularly, with a negotiated agenda that aims to develop and sustain the school-wide focus on improving student educational outcomes.
- All classrooms are implementing an explicit instruction framework, with a focus on daily warm-ups and delivery of High Impact Teaching Strategies.
- Underpinned by curriculum, assessment and instruction, Professional Learning Communities are driven by four critical self-reflective questions in POLT meetings.
- Brightpath writing has strengthened and improved validity of teacher judgements. Students are supported to understand personal levels of achievement and areas for growth through classroom data walls.
- Teachers are mindful of the need for a differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences.
- Instructional rounds, voluntary peer observations and moderation practices are highly valued and support the implementation and expectations of school-wide pedagogical practices.

Recommendations

The review team support the following:

- Define, document, and deliver a whole-school pedagogical framework that encapsulates the explicit teaching and High Impact Teaching Strategies focus.
- Develop Special Educational Need planning and reporting processes through professional learning for teachers to support identified student needs. Enhance the delivery of key pedagogical and moderation approaches by networking with other schools.

Student achievement and progress

Systemic and school-based data are used to effectively monitor levels of achievement and progress. Teachers are guided to interrogate data in order to identify trends and areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- System assessments are supported by a detailed whole-school assessment schedule that enables teachers to gather, monitor and evaluate student performance and teaching practices. Students performing below an expected level of progress and performance are supported by intervention programs.
- Aligned to defined benchmarks, comprehensive Progressive Achievement Tests data is analysed for evidence of student progress and to identify areas to address.
- Overall NAPLAN² achievement for Year 3 and Year 5 has been generally equal to or above like schools over a number of years.
- Brightpath is used to support moderation processes and monitor student progress. Brightpath results indicate that students are performing above mean scores and their progress levels reflect positive trends.

Recommendations

The review team support the following:

- Continue to embed data collection and analysis with a focus on moderation, upskilling staff in data scrutiny and evolving the Classroom Monitoring Tools in Microsoft Teams and POLT.
- Embed a whole-school approach to support academic extension for identified students.

Reviewers

Rebecca Bope
Director, Public School Review

Craig Skinner
Principal, Bayswater 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 scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

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