



Department of  
Education

**Shaping the future**

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

## Context

Hillarys Primary School is located in a coastal suburb approximately 20 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school opened in 1973 and became an Independent Public School in 2015. Hillarys Primary School is set amongst attractive grounds that include a vegetable patch and a nature play area.

Currently, there are 579 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1098 (decile 2).

Integral to the connected school community is the work of the Parents and Citizens' Association (P&C) and School Board.

## 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 business plan focus areas align to the School Improvement and Accountability Framework, and reflect the Department's strategic directions.
- Aligned to strategic plans, regular cycles of self-assessment of student and school performance data are established.
- In preparation for the Public School Review, the leadership team led a school self-assessment process that incorporated the perspectives of a range of staff and school community representatives.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school.

The following recommendations are made:

- Continue to embed the language of self-assessment across all aspects of the school's ongoing self-assessment processes.
- Be succinct and selective about the evidence sources used to support the school's judgement about their performance.

## Public School Review

### Relationships and partnerships

Supported, informed and engaged, staff work in collaboration to drive the implementation of shared school expectations and directions. There is an unwavering commitment to building strong relationships with students and families, ensuring students are provided with the best opportunities.

### Commendations

The review team validate the following:

- Positive relationships based on trust and respect are cultivated between staff, students and the community.
- There is a commitment by staff to work in collaboration, which is strengthened by structures and a genuine collective desire to improve outcomes for students.
- Student, parent and community feedback is regularly sought and reviewed. The school is responsive to feedback and parents report their opinions are heard and valued.
- The School Board has a sound understanding of their governance role and responsibilities. Valued and mutually respectful relationships exist, which facilitate effective governance and support the school's direction.
- Relationships with external providers that enhance the academic and social outcomes for students, are in place.
- Purposeful and varied communication strategies inform and engage parents in their child/ren's learning and provide information about school events and school directions.

### Recommendations

The review team support the following:

- Continue to maintain consultative and collaborative relationships with the School Board and P&C.
- Continue to build a whole-school improvement culture with shared ownership, accountability and collective responsibility.

### Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to engage and thrive. The school is currently engaged in a significant school rebuild program with a determined focus to improve the physical learning environment.

### Commendations

The review team validate the following:

- There is a commitment to ensuring a safe, supportive, challenging and nurturing environment for students.
- Sustainability programs and approaches enhance academic, social and emotional outcomes for students.
- Guidelines and processes for the identification, monitoring and reporting of students with diverse needs are established. Aligned to documented plans and intervention programs, support for identified students at educational risk is provided as required.
- Informed by a range of survey data, the school ensures student health, engagement and wellbeing are priorities. A range of programs, supports and pastoral care processes is implemented to support the wellbeing of students.
- An identified core set of values is being reinvigorated and communicated to the school community to align with wellbeing approaches.

### Recommendations

The review team support the following:

- Continue to build a school-wide values framework and align it to operational plans.
- Explore and implement whole-school frameworks to address academic enrichment.

## Leadership

A shared vision and an unwavering focus on empowering and supporting staff reflects the clear directions established by the Principal. Highly respected, he leads a culture of trust, respect and collaboration.

### Commendations

The review team validate the following:

- There is clear alignment between strategic and operational planning frameworks. Shared leadership structures are driving consistency in the development of planning, teaching and learning, and assessment.
- Distributed structures provide leadership opportunities across the school, with a collective focus on professional, consultative and accountable leadership.
- Operational plans are developed and reviewed through collaborative approaches, across all learning areas, and in consultation with year level representatives in each subject team.
- Performance management is directly aligned to the strategic plan and school culture focus areas.
- Strategic directions are developed with staff, students and community members, including the School Board.

### Recommendations

The review team support the following:

- It is acknowledged that the school is on a journey of becoming culturally responsive. Plans to progress the implementation of the Aboriginal Cultural Standards Framework should be continued.
- Enhance student leadership by enabling opportunities to promote and use student voice in decision making processes.
- Continue to analyse data to drive strategic directions. Maintain support for staff to align classroom planning with strategic and operational plans.

## Use of resources

The manager corporate services and Principal meet regularly to discuss the one-line budget and resourcing requirements across the school. Aligned to the business plan, there is an unwavering focus on ensuring that resources are deployed in response to student need.

### Commendations

The review team validate the following:

- Sound financial processes and procedures are in place. The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- The school manages its resources in a targeted manner, implementing strategies and programs identified in consultation with staff, to maximise the learning outcomes for all students.
- Workforce planning identifies strategies to address potential workforce gaps. Recruitment strategies are aligned and targeted to address operational and student needs.
- Accessibility of information technologies including iPads, interactive panels and infrastructure upgrades are prioritised, with adequate resourcing, support and planning in place.

### Recommendations

The review team support the following:

- Conduct an asset and resource management audit and align to school development planning.
- Continue to develop planning and associated allocation of budgets to further enhance the school facilities, grounds and infrastructure.
- Continue to engage and upskill staff to deepen understandings of financial processes and procedures and decision making.

## Teaching quality

Staff demonstrate high levels of personal care, commitment and professional responsibility in order to embed whole-school approaches and provide an inclusive learning environment for students.

### Commendations

The review team validate the following:

- Staff understand the need to create and maintain the conditions under which quality teaching can thrive. The school invests in processes that support planning and collaboration.
- Teaching staff understand the necessity to be data literate in order to create differentiated learning programs to support students at all levels of achievement.
- Staff are involved in regular and targeted feedback and review processes to ensure school-based and systemic data informs their planning and practice.
- There is a clear performance growth process in place for teachers, education assistants and support staff. Teachers self-assess against the AITSL<sup>1</sup> Australian Professional Standards for Teachers and set goals for improvement.

### Recommendations

The review team support the following:

- Define, develop and embed a shared whole-school instructional model of effective practice. Enhance whole-school curriculum approaches by embedding pedagogy not programs, reflective of Western Australian Curriculum expectations.
- Ensure learning programs across Early Childhood Education align to the Early Years Learning Framework, National Quality Standard, Kindergarten Curriculum Guidelines and the Western Australian Curriculum.
- Increase staff knowledge and capacity of high quality instruction through professional learning, coaching and mentoring.

## Student achievement and progress

A range of standardised school assessment and systemic data is collected and used to monitor and track student achievement and progress. There is a collective understanding and shared ownership of the need to address levels of student progress through ongoing targeted reviews and analysis of data.

### Commendations

The review team validate the following:

- A centralised collection of data supports teachers to collate and review data and plan for targeted interventions. Teachers are supported to identify areas for further instruction at a class and cohort level.
- Outlined in the assessment schedule, a suite of assessment tools including NAPLAN<sup>2</sup>, Progressive Achievement Tests, Lexile, Kindergarten Assessment Tool and Rainbow Assessment Tool, assist the school in tracking student performance at an individual, class and cohort level.
- Whole-school tracking of data occurs. Data is used to identify students requiring intervention and informs differentiation strategies and classroom support.
- Data collection in Early Childhood Education is comprehensive, with a strong focus on early intervention and consistency in planning for targeted support and differentiation.

### Recommendations

The review team support the following:

- Embed data triangulation processes to ensure ongoing analysis of student achievement and progress data informs planning and pedagogy, across Kindergarten to Year 6.
- Ensure bodies of evidence, including Common Assessment Tasks support moderation practices.

## Reviewers

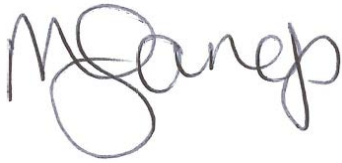
Rebecca Bope  
**Director, Public School Review**

Lisa Tucker  
**Principal, West Leeming 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 Australian Institute of Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy