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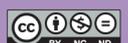


Department of  
Education

**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 School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto: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.

Opening in 1973, Hillarys Primary School gained Independent Public School status in 2015.

Currently, there are 522 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1089 (decile 2).

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

The last Public School Review of Hillarys Primary School was conducted in Term 4, 2021. This 2025 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 self-assessment process was intentionally grounded in reflection on the 2021 Public School Review recommendations. This provided a clear line of sight between previous feedback, current practice and identified priorities for improvement, strengthening the school's improvement narrative.
- Alignment between the Standard domain foci, reflective commentary and the National School Improvement Tool supported the identification of gaps in practice and assisted leaders in evaluating the effectiveness of current approaches.
- The executive leadership team synthesised the evidence and submitted a structured narrative for each domain through the Electronic School Assessment Tool.
- A growth mindset underpinned the self-assessment process. Curriculum team members led structured rotations with all staff on each domain of The Standard, facilitating professional dialogue that encouraged staff to identify what is working well and areas for further refinement through an 'even better if' lens.
- The distributed leadership approach bolstered the capacity of curriculum team members as middle leaders through leading domain-based reflection, they developed a deeper understanding of school self-assessment processes and the school's performance in relation to the Standard.
- School Board members were actively engaged in the process, contributing to discussions around potential evidence sources across all domains. Their involvement strengthened governance understanding of school performance and added value to the self-assessment process.
- Discussions with students, School Board members and P&C representatives provided honest and genuine reflections in support of the school's self-assessment, current context and period of redevelopment that preceded the review. This added value to the validation process, describing their individual and collective dedication to the school and the direction it is heading.

The following recommendation is made:

- In future review processes, sharpen the focus of planned actions by clearly identifying and articulating the key priorities that will guide the school's next steps for improvement within each domain.

## Relationships and partnerships

Relationships and partnerships are a defining strength of the school, characterised by genuine care, consistent communication and approachable staff who build authentic, meaningful connections with students, families and the wider community.

### Commendations

The review team validate the following:

- Communication across the school is clear, purposeful and proactive. Mechanisms including the weekly staff newsletter Kwilena and Monday Muster, alongside the streamlined use of Compass as a single point of access for families, support consistency, clarity and strong engagement with the school community.
- Feedback from parents, students and staff is actively sought and valued through multiple systems. Survey data and anecdotal feedback are analysed and used to inform decision making, with clear links between stakeholder voice and strategies for school improvement.
- The P&C plays a proactive role in strengthening community connection and aligning school and community priorities. Through consultation, responsive initiatives and successful fundraising events, the P&C has enhanced school facilities and contributed positively to student experience and wellbeing.
- Purposeful partnerships with community organisations, service providers, volunteers and government agencies enhance student engagement and wellbeing. These partnerships support the diverse school community, strengthen pastoral care programs and contribute to improved learning outcomes.
- The School Board provides effective, informed governance through a clear understanding of its role and the school's strategic priorities. Members engage meaningfully with data, planning and financial information, provide informed feedback, and actively support actions that strengthen the school's profile and direction.

### Recommendation

The review team support the following:

- Celebrate and promote school programs and achievements through increased use of multiple communication platforms to enhance community connection and pride.

## Learning environment

A responsive, inclusive learning environment prioritises student wellbeing and ensures the academic, social and emotional needs of all students are identified, supported and nurtured.

### Commendations

The review team validate the following:

- A broad range of wellbeing programs supports students' sense of belonging, confidence and engagement. Initiatives such as Story Dogs, A Team, Sustainability, Rainbows, EdConnect volunteers and Kyro the therapy dog contribute to improved engagement, positive relationships and smoother transitions for students.
- The redesign of early childhood outdoor learning spaces has increased opportunities for nature-based and creative loose-parts play. This has enhanced student engagement, social connection, teamwork, problem-solving and imaginative play.
- The school's values are intentionally embedded through a cohesive, whole-school program and behaviour matrix that promotes responsibility, inclusion, care, motivation and respect. Whole-school focus activities, student contributions and survey feedback ensure the program remains relevant and responsive to the needs of the school community.
- The physical environment adds significant value to student learning experiences. New buildings, flexible learning spaces, wet areas and outdoor facilities provide inviting, functional environments that support collaboration, additional student support and expanded opportunities for structured and unstructured play and physical activity.

### Recommendations

The review team support the following:

- Investigate the increased use of Positive Behaviour Support strategies, aligned to the behaviour matrix, to enhance consistency, routines and predictability that support student engagement and behaviour.
- Develop and implement a school-wide framework to promote student voice and advocacy, with student perspectives contributing to school decision making and improvement.

## Leadership

Intentional, consistent and cohesive leadership has guided the school through significant redevelopment, maintaining a clear focus on wellbeing and student learning while strengthening a shared culture of ownership, accountability and responsibility.

### Commendations

The review team validate the following:

- Formal leadership development pathways strengthen emerging leadership capability across the school. Participation in the Duncraig Partnership Aspirant Leaders Strategy builds skills in communication, change management and strategic planning through a project-based, action learning approach.
- A clearly articulated leadership framework supports effective distributed leadership. Documented roles, transparent processes and additional resourcing enable middle leaders and allied professionals to lead confidently while managing workload and wellbeing.
- Curriculum leadership in mathematics and English strengthens collective ownership of improvement planning. Regular review of operational plans and student performance data ensures resourcing and actions remain responsive, purposeful and directly connected to classroom practice.
- A shared and well-understood approach to change management supports successful implementation. Middle leaders demonstrate strong understanding of establishing preconditions, using data to inform baselines and pacing change to build buy-in and avoid initiative fatigue.
- Performance development processes are reflective, growth-focused and aligned to the school priorities and AITSL<sup>1</sup> standards. Staff leadership aspirations are actively identified and encouraged, supporting ongoing professional growth and leadership development.

### Recommendation

The review team support the following:

- Review and refine peer observation processes, informed by staff input, to strengthen the connection between observation, feedback and professional growth.

## Use of resources

Transparent, strategic and responsive approaches to resource allocation ensures funding, staffing and facilities are purposefully connected to school priorities and student needs, maximising impact and driving improvement.

### Commendations

The review team validate the following:

- Resource allocation and budgeting processes are transparent, compliant and aligned to the Funding Agreement for Schools, Statement of Expectation and the school's strategic and operational plans, ensuring accountable and informed decision making.
- Effective financial oversight is supported through a clearly structured Finance Committee. Broad representation, clear constitutional arrangements and expert guidance from the manager corporate services ensure confident and accountable financial management.
- The introduction of FlexiPurchase has streamlined financial processes, reduced administrative workload and strengthened cost centre management scrutiny, while supporting compliance and succession planning.
- Strategic workforce planning supports responsive staffing and recruitment decisions guided by student needs, workforce demographics and future succession planning.
- Student characteristics funding is strategically allocated to maximise impact. Education assistant deployment, professional learning and intervention programs are responsive to student needs, with proactive pursuit of grants and supplementary resourcing enhancing targeted support.

### Recommendation

The review team support the following:

- Align workforce planning and resource allocation with the extension of the early childhood profile to embed strong pedagogical practice and develop leadership capacity, sustaining ongoing improvement.

<b>Teaching quality</b>
A clear focus on establishing the conditions for change has enabled the development of shared beliefs, collective efficacy and coherent whole-school approaches that support ongoing improvement in teaching quality.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from the curriculum team has enriched shared beliefs about teaching and learning by connecting Teaching for Impact professional learning with evidence-based practice, strengthening reflective practice and consistent instructional approaches across the school.</li> <li>• The collaborative implementation of the LEARN<sup>2</sup> instructional model, strengthened through performance development reflective processes, has improved consistency and quality of teaching practice and established a shared language for instruction.</li> <li>• Professional learning is strategically aligned to system mandates, school priorities and student achievement, while also supporting individual professional growth. An equitable, transparent and responsive approach, informed by an annual staff survey and clear expectations for sharing learning, has strengthened staff capability across the school.</li> <li>• Comprehensive processes are in place to identify, track and support students with additional learning needs. A coordinated, multi-disciplinary approach involving school leaders, staff, families and allied health professionals ensures timely intervention, shared accountability and confidence that students are well supported.</li> </ul>
<b>Recommendation</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Consolidate shared beliefs about teaching and learning by consistently embedding the LEARN instructional model and agreed preconditions for learning across the school.</li> </ul>
<b>Student achievement and progress</b>
A strong, collaborative and data-informed approach to assessment and analysis underpins clear understanding of student achievement and progress, enabling responsive planning, targeted intervention and improvement across the school.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Collaborative analysis of school-based and systemic data at whole-school and team levels has developed a deep, shared understanding of individual, cohort and school-wide achievement and progress. This understanding is used to identify emerging needs, set improvement targets, evaluate program impact and ensure responsive planning.</li> <li>• Moderation practices are aligned to the assessment schedule and embedded within year-level collaboration meetings, with staff using common assessment tasks and SCISA<sup>3</sup> Judging Standards exemplars. Analysis of student achievement within teams is collectively reviewed with English and mathematics teams, directly influencing operational and curriculum planning.</li> <li>• The Promoting Literacy Development (PLD) program in Kindergarten to Year 1 enables systematic analysis and tracking of student literacy achievement and progress. Data is used to identify achievement gaps and intervention needs, inform teaching adjustments, and support seamless end-of-year transitions, resulting in measurable progress and increased student success.</li> <li>• The introduction of DIBELS<sup>4</sup> has strengthened the school's capacity to monitor and improve reading achievement, particularly for students performing below expectations. When triangulated with school-based and systemic data such as PAT<sup>5</sup> and NAPLAN<sup>6</sup>, this approach supports incremental progress monitoring and responsive adjustments to teaching and intervention programs.</li> </ul>
<b>Recommendation</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Consolidate PLD and Talk for Writing practices across the early and junior years to strengthen consistency in literacy instruction and support improved student outcomes.</li> </ul>

Reviewers	
Danielle Roache <b>Director, Public School Review</b>	Steve Dickson <b>Director, Public School Review</b> <b>Peer Reviewer</b>

## 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 2028.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Australian Institute for Teaching and School Leadership
- 2 Learning intentions, Engage, Activate learning, Review, Next steps
- 3 School Curriculum and Standards Authority
- 4 Dynamic Indicators of Basic Early Literacy Skills
- 5 Progressive Achievement Tests
- 6 National Assessment Program – Literacy and Numeracy