



Department of
Education

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East Hamilton Hill Primary School

Public School Review

February 2020

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective The school demonstrates effective practice in creating the conditions required for student success.
	Needs Improvement The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

East Hamilton Hill Primary School opened in 1960 and is located approximately 16 kilometres south-west of the Perth central business district and approximately five kilometres from Fremantle, within the South Metropolitan Education Region. The school has experienced change in its demographics in recent years, which has resulted in local urban renewal and increased enrolments.

Onsite before and after school care supports the needs of families. Breakfast club runs daily in the parents' room, which provides a welcoming space for parents and children to gather and socialise before school.

East Hamilton Primary School currently enrolls 209 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 1034 (decile 3).

The school is supported by the School Board and Parents and Citizens' Association (P&C), which has parent members, an Aboriginal representative and a community representative.

School self-assessment validation

The principal submitted an informative school self-assessment.

The following aspects are confirmed:

- The leadership team assembled the school's self-assessment, with some staff and school community input and consultation.
- The principal held information sessions for the staff and School Board to explain the Public School Review process. The overall school judgements reflected the belief that the school is effective.
- The principal, deputy principal and manager corporate services (MCS) prepared overview documents for each School Improvement and Accountability Framework (SIAF) domain and student achievement and progress.
- A suite of evidence was submitted in all areas of the SIAF as well as student achievement and progress.
- A wide range of staff and community members actively participated in the school validation visit.
- Staff and community members spoke frankly about the school's effective practices and areas for improvement.
- The school's self-assessment and judgements were enhanced and clarified during the school validation visit.

The following recommendations are made:

- Ensure that Electronic School Assessment Tool (ESAT) entries contain appropriate analysis and planned actions linked to the evidence and judgements.
- Select the most relevant data to support the school's judgements.

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Relationships and partnerships	
Positive long-term, intergenerational relationships were spoken of with pride, underscoring the pride and ownership the community feels for the school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board has completed the Department of Education's School Board training modules and follows an induction process to ensure continuity of effective school governance when new members join. • The P&C is appreciated for its diligent work in fundraising to support the needs of the school as well as for organising parent information workshops.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Preserve and strengthen the much valued East Hamilton Hill Primary School culture. • Prioritise the focus on building stronger relationships amongst the whole school community. • Implement Connect as a school-wide electronic platform to replace Flexibuzz as a strategy for improving school communication.

Learning environment	
East Hamilton Hill Primary School is a safe, caring and inclusive school that is likened to a small country school located in the city.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • High levels of pastoral care for students and staff are embedded in the school's practices and culture. • An effective process for students at educational risk exists, which draws on expertise of the school psychologist, speech pathologists and occupational therapists in an integrated case management approach. • Collaborative work with the Department of Education and external support agencies has ensured the school is prepared to respond to the needs of students in critical situations. • The school's Aboriginal and Islander education officer is a treasured community member, who has been credited with having a positive impact in the school through supporting Aboriginal students and families on a personal and professional level.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Roll out the next phase of planned works for the improvement of buildings and grounds. • Develop the school's Positive Behaviour Support (PBS) matrix as the school enters its second year of PBS implementation. • Consider reviewing the current documented plan format and process to ensure frequent reviews with succinct, clear goals using language that is accessible to all.

Leadership

As a successful Fogarty EDvance alumni school, East Hamilton Hill Primary School's planning and decision making has historically been evidence based. The current principal has continued this effective practice through basing the change management and school improvement approach on *Driving School Improvement* (Macklin and Zbar, 2017).

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An effective graduate teacher development program has successfully progressed five graduate teachers to the proficient stage of the AITSL¹ Australian Professional Standards for Teachers. • The principal has led an effective process to review and refine the school's moral purpose, motto, vision and values. These agreed shared foci are the contextual reference point against which all changes and decisions emanate. • The <i>Aboriginal Cultural Standards Framework</i> is embedded in school reflection, self-assessment and planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Explore effective strategies to develop a cohesive and united leadership team following the appointment of the deputy principal and MCS. • Complete school planning documents, including operational plans, and ensure they reflect alignment between strategic, operational, financial and classroom planning. • Following consultation with teachers regarding their preferred performance development protocols, implement classroom walkthroughs in 2020. • Monitor the pace of the leadership's change management plan to ensure staff engagement and commitment. • Review staff roles and responsibilities to increase operational effectiveness and clarity of structures and expectations. • Review business plan intentions to ensure 'performance measures' can be assessed using a framework such as SMART goals.

Use of resources

The principal has adopted a collaborative approach to reviewing and managing the school's finances. This includes regular review of the school's budget with the MCS and deputy principal. A flexible, responsive approach is employed to address school priorities.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student characteristic funding is allocated as intended to support the needs of specific individuals and groups of students. • The Finance Committee meets regularly to review budgets and respond to funding requests.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Establish transparent links between the school's priority areas and the allocation of funds. • Analyse workforce data to inform strategic planning for school sustainability and improvement.

Teaching quality	
A comprehensive Teachers' Guide outlines established expectations, which lead to effective and optimal learning conditions.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Teachers and support staff are highly valued and respected by each other, the leadership team, students, parents and the community. Teachers and support staff share high expectations for student achievement and progress. Curriculum differentiation in each class and through ability grouping in core curriculum areas is a school-wide practice. Whole-school approaches include an explicit teaching strategy and a range of effective programs and resources that support the Western Australian Curriculum and Assessment Outline. Staff induction procedures, allocation of professional learning funds to attend training, and informal peer support in implementing school mandated programs, assist teachers new to the school in adapting to expectations.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Develop a consistent whole-school approach to PBS. Establish a targeted approach to catering for gifted and talented students. Establish a distributed leadership within the school so that members of the leadership team can attend professional learning without compromising the smooth running of the school.

Student achievement and progress	
The school has produced sound NAPLAN ² student progress and achievement results in the expected or above expected range over a sustained period of time.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> A comprehensive staff data collection process, the classroom achievement profile (CAP), provides teachers with annual and longitudinal student test results, which are used for lesson planning. Analysis of student achievement and progress is informed by systemic and school-based assessment information. Based on staff analysis of NAPLAN data, an elevated expectation of student achievement has been articulated and adopted in the business plan, aligned to the Australian mean rather than like schools. Using student work samples, the SCSA³ Western Australian Curriculum Judging Standards are used to inform and moderate teacher grade allocations.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Following staff analysis of the CAP data collection tool, determine and communicate a whole-school decision on its refinement and expectations of use.

Reviewers

Laura O'Hara
Director, Public School Review

Natasha Doyle
Principal, Warriapendi Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy
- 3 School Curriculum and Standards Authority