



Department of
Education

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Public education
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Huntingdale Primary School

Public School Review

October 2019

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

Huntingdale Primary School is located approximately 16 kilometres south-east of the Perth central business district within the South Metropolitan Education Region. Opening in 1977, around the same time the suburb of Huntingdale was first established, the school remains an integral part of the local community. The suburb has recently undergone further residential development.

The school has an Index of Community Socio-Educational Advantage rating of 961 (decile 7) and currently enrolls 675 students from Kindergarten to Year 6.

Huntingdale Primary School is a Teacher Development School and students and staff benefit from the additional opportunities, support and resources provided through this strategy. Specialist programs, such as Italian, physical education, music, visual arts and library research studies complement the school's traditional curriculum offerings.

The School Council meets twice per term and is involved in the endorsement of the school's strategic plan in addition to having input into policy issues and budgeting. Recently, the proactive and strongly supported Parents and Citizens' Association, in cooperation with school staff, developed and constructed a nature playground at the school.

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided a genuine understanding of the school context.
- The summary statements provided in the ESAT submission assisted reviewers to gain an overall understanding of evidence presented for each domain.
- A range of credible evidence was selected for analysis to support the summaries.
- Staff engagement in the school self-assessment process was collaborative.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used in accordance with planned direction.
- A culture of reflection and continuous improvement was evident.
- Reference was made about the benefits of the school self-assessment process as part of the Public School Review, during the validation day.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation. A range of staff and parents provided unified endorsement of the school's direction.

Public School Review

Relationships and partnerships	
<p>The collaborative purpose of the school is nurtured through strong, longstanding relationships and partnerships between families and the school, amongst students, staff, parents or carers and with the local community. Staff are proactive members of the educational network.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Integral to the positive relationships evident in the school are feelings of trust, worth, respect and inclusion. • Formal measures for whole-school student self-esteem, resilience and happiness are being embedded. This is complemented by targeted follow up support for students identified as requiring assistance. • Student leadership roles encourage engagement activities. Opportunities to foster citizenship qualities are sought actively, with leaders acting as role models and 'good standing' representatives for the student body. • Well-established communication options including; weekly staff and parent newsletters, term planners, the school website, email and Connect, are endorsed as effective and valued highly by parents and staff. • School Council representatives are committed to their role and advocate strongly for the school. They are undergoing training to optimise understanding of their role in school governance. • A broad range of community partnerships support school operations.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to consult with parents regularly to seek feedback and input about performance and future direction.

Learning environment	
<p>Responsive to identified need, the school has developed and nurtured a welcoming, safe, orderly and inclusive learning environment. Consistently referenced core values set the tone for the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The student services team work collaboratively to provide the necessary support and/or intervention regarding attendance, academic, social or special needs for students at educational risk. • Recent improvements in attendance processes have further enhanced data accuracy. The school has a history of positive student attendance. • A targeted focus on the school priority of 'wellbeing' promotes relaxation, with students better prepared for emotions that can be difficult to manage. • The embedded 'managing student behaviour' approach underpins all aspects of behaviour management. Aligned to classroom and instructional management, positive and respectful relationships are engendered.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop processes for referral and to determine optimal support strategies for students at educational risk.

Leadership

Collaborative and empowered leadership features strongly in the school. Leaders use the benefits of teamwork to make informed decisions in striving for high level performance in teaching practice and student outcomes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Distributed leadership opportunities have contributed to the foundation of a genuine, whole-school approach to improvement. • Consultative processes through a range of leadership groups ensure staff have a clear understanding and ownership of decisions. • The Curriculum Group provides an essential conduit between staff and leaders in monitoring the effectiveness of decision making and practice. • Innovative, research-driven leadership provides an authentic foundation for strategic planning, staff development and change management. • Leaders provide quality instructional and curriculum leadership. Staff appreciate the professional direction and support enacted by leaders. • Staff are provided with clear expectations and support to achieve them in the documented 'Agreed Bits' overview. • The performance management and development process (PM&D) aligns to the AITSL¹ Australian Professional Standards for Teachers and school priorities. In response to staff input, greater opportunities for staff feedback are being embedded.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to refine teacher feedback mechanisms and PM&D timelines in response to comment from staff surveys.

Use of resources

Planning for, and deployment of, resources to meet the requirements of the student-centred funding model and address the needs of current students and future directions, is organised and methodical.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Resourcing is committed to essential support for whole-school curriculum programs and targeted intervention strategies. • The manager corporate services plays a key role in resource management and deployment and is recognised as an integral part of the leadership team. • The Finance Committee and School Council ensure resource allocation decisions are aligned with budget priorities, and have student needs as the primary focus. • Targeted consideration of workforce impacts, current and future, has better supported the overall understanding of resource planning and deployment.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to develop the capacity of administrative staff as part of a focus on succession planning. • Continue to investigate strategies to facilitate workforce planning.

Teaching quality

A school-wide understanding of the need for a performance culture to support the values statement “Pursue knowledge and the attainment of potential”, underpins the school’s improvement journey. A strong foundation for its development is provided by ‘professionally excited’ staff who display a collective responsibility for quality teaching.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have worked collaboratively to develop the strategic plan, including the school vision, values, principles and priorities as the basis for teaching and learning. • School-wide beliefs about effective teaching are understood, acknowledged and implemented consistently ('Agreed Upon Agreed Bits'). This is supported by involvement in the Instructional Leadership program. • Targeted whole-school strategies and frameworks including Soundwaves, Targeting Spelling, PM Benchmarks and diagnostic tasks from GIRN² and First Steps, support curriculum and assessment and have resulted in improved student achievement. • Class Planner actions link planning to classroom strategies. HELP³ and HEMP⁴ documents have also been developed to link to school planning and support consistent class learning goals.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Further develop the HELP and HEMP planners for Years 1 and 2.

Student achievement and progress

Staff appreciate the benefits of the analysis of systemic and school-based student achievement data to inform planning and practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Longitudinal student performance has been consistently similar to like schools in all areas of NAPLAN⁵. • Proficiency band achievement is similar to like schools. Literacy intervention programs have facilitated significant success for some students. • Processes are being embedded to use data analysis to inform plans for improvement through targeted whole-school approaches to teaching and learning. Analysis highlighting limitations in accommodating the full range of student needs resulted in modifications to spelling approaches. • Maths and English Trackers are used effectively to monitor students’ learning as required by the Western Australian Curriculum. The Trackers reframe content effectively as output checkpoints that can be assessed. • Use of the English as an Additional Language/Dialect (EAL/D) Progress Map has assisted assessment of student progress for EAL/D and Aboriginal students.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Review the English Tracker to refine reference to output checkpoints of the Western Australian Curriculum.

Reviewers

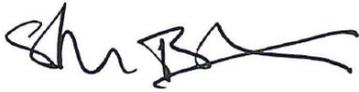
Brett Hunt
Director, Public School Review

Anthony Watson
Principal, Ashdale Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 Getting it right numeracy
- 3 Huntingdale early literacy plan
- 4 Huntingdale early mathematics plan
- 5 National Assessment Program – Literacy and Numeracy