



Department of
Education

D19/0438306

Public education
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Hudson Park Primary School

Public School Review

September 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

Hudson Park Primary School is located in the suburb of Girrawheen, approximately 20 kilometres from the Perth central business district.

Following the amalgamation of Girrawheen and Blackmore Primary Schools, Hudson Park Primary School opened in 2009. The school has an Index of Community Socio-Educational Advantage rating of 914 (decile 9). The current enrolment is 228 students from Kindergarten to Year 6.

The school has a multicultural community and approximately 40 percent of the students speak a language other than English. The Parents and Citizens' Association (P&C) supports the school through fundraising for special school events.

School self-assessment validation

The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Staff reflections against the National School Improvement Tool (NSIT) at the beginning of 2019, provided a frank reflection of the degree to which the school has established the preconditions for school improvement.
- Identified areas for improvement included access to, and analysis of, student performance data; a need for higher expectations; creation of a sense of urgency; stronger connection between data analysis and impactful teaching and learning opportunities; research-based practice; and building the capacity of staff in priority areas.
- Whole-of-staff NSIT reflections were examined by the executive team, who critiqued the available evidence supporting these reflections. This critique was returned to staff and they prioritised improvements.
- Operational plan coordinators are in the process of using prioritised improvements to develop responsive targets and strategies for inclusion in draft 2019-2020 operation plans. These draft plans will then be presented to staff for further consultation.
- Professional learning community (PLC) structures are beginning to support the more purposeful implementation of agreed assessments, data analysis and implementation of whole-school approaches.
- A broad range of staff, students, parents and community members provided valuable input during the validation visit. This contribution built on the school self-assessment information submitted via the Electronic School Assessment Tool.

The following recommendation is made:

- Reintroduce and extend disciplined dialogue processes through which data is analysed, tracked and linked to improvement planning at student, learning area, phase of learning and whole-school levels.

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Relationships and partnerships	
<p>Parents, the School Council and members of the P&C describe Hudson Park Primary School as a happy place where children want to go to school and are actively engaged. The caring, inclusive and enthusiastic nature of staff and the openness of their classrooms is evident.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A vast number of purposeful and valued community partnerships support school initiatives and the pastoral care of students and their families. • The new School Council has a diverse range of community representatives who actively contribute their perspectives about a range of pertinent school improvement and societal issues. • The school incorporates a strong sense of student voice through student surveys and prefects meeting with deputy principals each week. • The Wanneroo City Council leadership project saw students lead an initiative that focused the school on building a sense of community, culminating in a whole-school event on World Refugee Day. • Staff and community involvement in the highly valued, well attended student breakfast club initiative.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Collaboratively develop a community engagement plan that recognises cultural diversity, seeks community, staff and student views about school performance and reflects school priority areas such as student attendance. • Enhance links to multicultural groups through the Wanneroo City Council. • Review the School Council Terms of Reference and continue training.

Learning environment	
<p>A deliberate focus on the health and wellbeing of staff and students is evident. A broad variety of celebratory and recognition activities enrich cultural understandings and engage families.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An emerging focus on Classroom Management Strategies is evident with a focus on low-level behaviour support that avoids behavioural escalation. • The school is in the early stages of using the Be You program to support the assessment of the You Can Do It and health and wellbeing approaches. • Teacher confidence when teaching protective behaviours has been enhanced by the development of a scope and sequence document. • Students at educational risk (SAER) referral processes have been established and include case prioritisation and a flexible response process.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Form a staff and student team to audit health and wellbeing data and processes. Determine agreed approaches and plan for implementation. • Engage staff in Phase 2 Trauma Informed Practice professional learning. • Continue to support the implementation of the SAER Response to Intervention (RTI) model, focusing on assessment and teaching expectations at each tier. • Engage in a disciplined dialogue process for improved student attendance.

Leadership

The recently formed school leadership team has a focus on establishing the pre-conditions that support student learning. A culture of high expectations, distributed leadership through teams and strong relationships and partnerships are now emphasised.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A draft strategic plan has been developed with the school community and includes explicit and aspirational targets for NAPLAN¹ and attendance. • Supporting operational plans have been drafted by plan leaders and teams in literacy, numeracy, science, technology and National Quality Standard areas. • The school assessment and reporting schedule has been reviewed, with an intent to build closer alignment between assessment and strategic plans. • Associate principals are supporting staff to establish a disciplined dialogue process through which student achievement data can be more deeply analysed and linked to teaching interventions. • Initial discussions regarding common assessment tasks are occurring with more consistent grade alignment being facilitated through a review of the School Curriculum and Standards Authority (SCSA) Judging Standards.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • In 2020, consolidate the implementation of Talk for Writing, Letters and Sounds and Sounds~Write approaches. • Develop and implement an EALD² plan. • Critique and reintroduce the whole-school achievement tracking tool. • Extend staff analysis, interpretation and use of systemic and school-based data when reviewing student achievement and school directions. • In recognition of the need to introduce change gradually, document and articulate an agreed change management model.

Use of resources

Decisions about funding for school programs and staff employment are responsive to student needs. Links between budgets and school plans are increasingly evident and evidence based.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The newly appointed manager corporate services formulated and implemented a finance improvement plan that has enhanced financial management practices. • Processes are in place to develop a new workforce plan that addresses the management and support of surplus staffing. • Use of targeted initiative and student characteristic funding is purposeful.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Support operational plan leaders to develop stronger alignment between suggested improvement strategies and cost centres. • Consider including salary pool allocations in non-prioritised operational plans to ensure that leaders can facilitate the delivery of planned strategies.

Teaching quality

School-wide beliefs about effective teaching are emerging through more consistent consultation and planning processes. Literacy and numeracy leaders and committees are in the initial stages of supporting consistent whole-school curriculum delivery through PLCs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Differentiated teaching is supported in English by an RTI model that identifies adjustments at tier one (Letters and Sounds and Sounds~Write phase one), tier two (MiniLit, MultiLit, oral language, Sounds~Write phase two, the EALD Progress Map) and tier three (targeted case management). • Whole-school EALD practices are emerging, with increasing engagement with the Progress Map to assess achievement and inform teaching foci. • An ICT³ instructional coach builds teacher capacity using a gradual release model that focuses on the integration of ICT instruction across lessons. • The school has recognised the need to identify school-based common assessment tasks to supplement the use of the SCSA exemplars. • Performance management processes include stepped out, progressive reflection against AITSL⁴ Australian Professional Standards for Teachers.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a pedagogical framework for literacy and numeracy, stating agreed teaching and learning expectations regarding whole-school approaches. Facilitate the implementation of this framework through the development of curriculum support documents such as an English scope and sequence. • Develop a whole-school professional learning plan. • Continue to expand the use of the EALD Progress Map to inform teaching.

Student achievement and progress

The school is aware of recent NAPLAN achievement results and is developing responsive approaches, most notably in the area of literacy planning, leadership and PLC implementation.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Early childhood speech pathology screening supports the identification of developmental needs, informs teaching and supports referral processes. • OEAP⁵ testing occurs at the start and end of Pre-primary, with repeat assessments planned for SAER in identified areas of need. • Staff engage in review of NAPLAN achievement data in staff meetings, school development days and PLCs. • Numeracy Leaders, Back to Front Maths and iMaths programs are being trialled in some classes. Impact feedback will be shared with staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review aspirational targets in strategic plans and consider focusing on NAPLAN proficiency band improvement. • Ascertain the value and impact of mathematics approaches on student outcomes including Mathletics, One Minute Mathematics and iMaths. • Determine appropriate science assessment tools, considering Brightpath Science and/or Progressive Achievement Tests - Science. • Support early childhood teachers to analyse and use OEAP data.

Reviewers

Stuart Percival
Director, Public School Review

Linda Humphreys
Principal, Newton 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 National Assessment Program – Literacy and Numeracy
- 2 English as and additional language/dialect
- 3 Information and communication technology
- 4 Australian Institute for Teaching and School Leadership
- 5 On-entry Assessment Program