



Department of  
Education

**Shaping the future**

# Harrisdale 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

Harrisdale Primary School is located approximately 30 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school opened in 2016 as an Independent Public School with contemporary facilities including technologies and learning spaces, which combine traditional classroom resources in a natural play environment. Harrisdale Primary School shares its expertise in digital technologies and STEM<sup>1</sup> as a Teacher Development School.

Currently, there are 1238 students enrolled from Kindergarten to Year 6. The school has an Index of Community-Socio Educational Advantage of 1071 (decile 2).

Positive partnerships with the school and wider community play a vital role in supporting the work of the School Board and Parents and Citizens' Association (P&C).

## 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 Electronic School Assessment Tool (ESAT) submission provided an impressive account of the current school context, student and school performance, and planning priorities.
- The presentation of the ESAT submission provided clarity for reviewers in its structure and ability to 'snapshot' essential elements and analyses of evidence.
- The range of interrelated and credible evidence selected for analysis was exceptional. Attachments, prepared to elaborate on the ESAT Entry statements, were highly professional in substance and instructive in detail.
- Alignment was apparent between evidence provided and the Standard foci, aligned to each domain of the School Improvement and Accountability Framework.
- Preparation for the Public School Review provided the school an opportunity to consider and celebrate the impact of a highly strategic and connected stream of creative intelligence that has been a feature of the its first 6 years.
- A broad cross-section of school leaders, teachers, allied professionals, students, parents and community representatives elaborated and strongly endorsed the evidence described in the submission and throughout the validation visit.

The following recommendation is made:

- Continue to review, articulate and embed the consistent practices that have been captured in the current improvement agenda.

## Public School Review

### Relationships and partnerships

In establishing its unique identity, rigorous attention has been given to building a school community that reflects the vision and ethos of Harrisdale Primary School, through strong collaboration with the wider community. This has led to the formation of partnerships and relationships based on trust and respect.

### Commendations

The review team validate the following:

- The School Board and P&C are active and enthusiastic in representing the community perspective, providing strong support in their advocacy and instigating numerous community events.
- The school has mobilised the community to create a powerful and empowering culture in which mutual beliefs and perspectives create the best conditions for student learning.
- With a culturally diverse community, the school has taken an authentic approach to pursuing active engagement with community representatives to promote cultural awareness and responsiveness.
- Strong recognition of Aboriginal culture and local histories is reflected around the school. This acknowledgement will culminate in the completion of the school's Reconciliation Action Plan by the end of 2021.
- Due to large student numbers, the learning of Kindergarten and Pre-primary students has been thoughtfully and sensitively managed at an alternative campus. Plans for their relocation back to the main campus for 2022 are underway.
- Student voice is promoted, with authentic attention given to student views and opinions. In return, student leaders display a deep understanding of, and advocacy for, the opportunities the school has created for them to nurture their leadership skills and attributes.

### Learning environment

The school is focused on working with the community to foster a safe, supportive and inclusive learning environment. It offers high quality teaching and learning programs to ensure students' progress to achieve their social, emotional and academic potential.

### Commendations

The review team validate the following:

- Staff are supported in the promotion of positive behaviours through the values-based Positive Behaviour Support framework, and when required, addressing dysregulated behaviours through the 1-2-3 Magic program.
- Parents strongly endorse the school's approach to Good Standing, expressing appreciation for the scope and quality of consultation.
- Successful schools create a learning environment designed to maximise student engagement. The school gives thoughtful consideration to setting conditions that sustain interactive, positive learning opportunities evidenced through the partnership of teachers and allied professionals.
- Through the Harrisdale Intensive Literacy Support (HILS) team, the school provides extensive services and resources to the identification, monitoring and planning for students at educational risk. Support from the school psychologist, school chaplain, learning support coordinator, allied professionals, external agencies and comprehensive student profiles, ensures targeted teaching and learning plans are implemented.
- Students with exceptional academic ability have the opportunity to engage in a learning environment that is intellectually stimulating through the establishment of a multi-age academic class.
- Despite the magnitude and concentration of a large number of buildings across the campus, staff are adept in creating innovative learning spaces and opportunities that extend beyond the classroom.
- The establishment of the Health and Wellbeing Committee recognises the importance and value attached to maintaining sustainable levels of staff wellbeing, underpinning a genuine spirit of team efficaciousness.

## Leadership

A culture of innovation and future-focused school improvement has been expertly crafted by the Principal through a consistently articulated, shared vision. School leaders understand their roles, guiding all staff to collaboratively work towards upholding the school's values and strategic direction.

### Commendations

The review team validate the following:

- The leadership team undertakes sophisticated, significant consultation with community, staff and stakeholder representatives in the ongoing reflection of the school vision. This has resulted in high levels of commitment, ownership and alignment to system, school and community needs and interests.
- Leaders provide guidance and instructional support to staff, with professional review delivering performance feedback. This has enhanced consistency in the delivery of an agreed instructional model.
- Staff are provided with opportunities and support to lead through a variety of roles. Impact coaches offer a valuable source of high quality instructional leadership. Through research and utilising the skills of staff, team effectiveness is strengthened through the power of collective teacher efficacy.
- The Principal has taken a deliberate approach to building an ethos of collective leadership. Prior to the opening of the school, and as a continuing practice, the harnessing of thoughts and opinions has captured the diverse views of the school community to shape the direction of the school and to meet current and future needs of students and the community.
- Diverse expertise, unique talents and varied perspectives feature as part of the staff profile mix of teaching and allied professional staff. Professional accountability and obligation between staff is palpable, creating a unique sense of staff kinship.
- The leadership understands that managing change can be a 'double-edged sword'. The strength of their approach has been to acknowledge that change agendas need to be sufficiently agile and robust to respond to the need for adjustments in timelines and the impact on staff workload.
- As a lead Teacher Development School in digital technologies and a STEM Mentor School, the leadership has taken steps to ensure the benefits of leading regional professional learning include identifying potential leaders in both the school and wider system arenas.

## Use of resources

There is a concerted approach from the school to deploy resources, including staff time, expertise, funds, facilities and materials, in a targeted manner to meet the learning and wellbeing needs of all students.

### Commendations

The review team validate the following:

- The school's approach to the management of its budget has been measured, thoughtful, innovative and student focused. This means budget planning is done with agility and transparency to adapt and adjust to the changing needs of the school through its period of rapid growth and towards consolidation.
- Given the demands of managing a large, complex and fluid school budget, the manager corporate services and business support officer meet regularly to review the comparative budget and process adjustments. This ensures finance and budget reporting is reflective of current trends and circumstances.
- Systems thinking has been applied to resource management with rigorous controls for budget expenditure and oversight applied. The Finance Committee ensures resources are directed to school priorities.
- Ongoing guidance is provided by the Principal and manager corporate services to ensure staff are financially informed and knowledgeable, with a functional understanding of budget and workforce planning.
- Short and long-term planning supports the development, implementation and monitoring of maintenance of building assets and ICT<sup>2</sup> through reserve account management.
- Strategic workforce planning has been skilfully structured to cater for the growth of the school, ensuring staff recruitment continues to meet the contextual needs and direction of the school. It is responsive, contemporary and student focused.

## Teaching quality

The shared, school-wide, embedded pedagogy underpins the continuity of classroom practice. It reflects what staff believe in and value. High level staff efficacy drives a mutual commitment to be accountable and responsible for every student's journey. This has created a collaborative and acutely reflective school culture.

### Commendations

The review team validate the following:

- Staff incorporate strategies to engage students, relevant to 21st century learning experiences. Teaching and learning intentions are defined by, and responsive to, individual student needs.
- Explicit teaching and instructional strategies, reflecting low variance connected teaching practice across the school, are informed by high quality data, which is used to address identified student needs. Analysis of systemic and school-based data amplifies the quality of differentiated curriculum delivery.
- The integration of technology and purposeful pedagogical practice has been an emphasis of the school since its commencement. Several reflective practices to guide technology integration include the SAMR<sup>3</sup> Model, Bloom's Taxonomy and the school's own iPad acronym reflection.
- Research is at the core of all decision making when it comes to introducing pedagogical initiatives. The needs of students are the inspiration behind creating innovative programs of learning across the classroom, specialist team and allied professional domains.
- Collaborative teams engage in case management to identify students who will benefit from targeted differentiation. Differentiated practices include enabling students to learn at their preferred pace, adding further weight to the school's promotion of student agency.

### Recommendation

The review team support the following:

- Continue the drive to formalise processes, such as the design and construction of Individual Education Plans and student case management, to ensure that all pathways and programs support student needs.

## Student achievement and progress

Target setting is a sophisticated skill. Targets at this school are based on achievement in standardised, school-based common assessment tasks and summative testing tools, such as PAT<sup>4</sup>, for a range of assessment areas.

### Commendations

The review team validate the following:

- Wide-spread, high levels of data literacy, balanced with professional insight of individual student achievement and progress, have been used to provide feedback to teachers on the impact of their teaching on student learning.
- The school has established an accessible student achievement database for the collation, analysis and tracking of student progress, augmenting the school's longitudinal data management platform.
- The executive leadership team dedicates time in collaborative meetings to analyse top-level Student Achievement Information System data. This work is aligned to the school's Teaching, Assessing and Reporting policy, which informs grade allocations and has led to the strengthening of moderation processes.
- Reflecting a strong data culture, decisions under consideration that may impact on student success, commence with the mantra, 'what does the data say?'. This means the school knows which students need support, the kind of intervention required, and if required, support provided to the teacher to address those needs.
- In 2019, across all Year 5 NAPLAN<sup>5</sup> assessment areas, an average of over 90 per cent of students achieved Proficiency Band 5 or above. This represents a 10 per cent improvement on 2018.

### Recommendation

The review team support the following:

- Continue to expand the scope of target setting to include both achievement and progress for all students.

## Reviewers

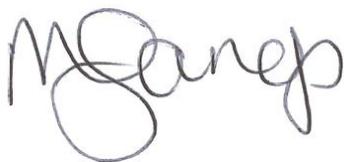
Rod Lowther  
**Director, Public School Review**

Karina Meldrum  
**Principal, Winthrop 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 3, 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Science, technology, engineering and mathematics
- 2 Information and communications technology
- 3 Substitution, Augmentation, Modification, Redefinition
- 4 Progressive Achievement Tests
- 5 National Assessment Program – Literacy and Numeracy