



Department of
Education

GOVERNMENT OF
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Halls Head Primary School

Public School Review

March 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

Halls Head Primary School is located in Halls Head, approximately 74 kilometres south of the Perth central business district. Opened in 1995, the school is within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1000 (decile 5). Currently, 396 students are enrolled from Kindergarten to Year 6.

School facilities are well-maintained and welcoming. The school grounds allow for a number of play areas adapted for various ages of children, including: early childhood play areas; a junior playground; basketball/tennis courts; cricket nets; and an oval.

Halls Head Primary School gained Independent Public School status in 2013. The School Board supports governance through endorsement of the school business plan and contributes to school direction and policies.

Support for the school through parent involvement is positive, with an active Parents and Citizens' Association raising valuable funds for extra school resources.

School self-assessment validation

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

The following aspects are confirmed:

- The Electronic School Assessment Tool submission, and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- A culture of reflective school self-assessment as the foundation for effective planning and continuous improvement was evident.
- Preparing for the Public School Review was aligned to ongoing procedures for the developing self-assessment and improvement processes at the school.
- A broad scope of performance evidence was selected for the review with planned actions aligned to judgements made.
- The school's self-assessment was enhanced by conversations held with members of the school community during the validation visit.
- Staff demonstrate ownership of the school's self-assessment processes to inform planning for improved student success.

The following recommendation is made:

- Prioritise the number and importance of planned actions listed, in order to clearly target future direction.

Public School Review

Relationships and partnerships	
<p>The school actively seeks to maintain engaging and productive relationships at the school, community and network level founded on the development of high levels of trust. Beneficial associations have been established to accommodate individual and school needs.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The use of social media to communicate the school's educational programs has impacted positively on community perceptions about the school. • School community views are sought actively through online surveys and engaging participation in consultative groups for planning and feedback. • The school revitalisation process has had a positive impact on school relationships, partnerships and its reputation within the community. • Parents felt valued through the opportunity to provide feedback via the 'Ideas' group. • School Board governance functions are continuing to develop. Members have endorsed initiatives including the school revitalisation plan and supplementary income streams such as Before and After School Care.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Enhance parent knowledge of the School Board to optimise the effectiveness of representation in governance roles and responsibilities. • Review how essential school information for new and existing families is communicated to make it more accessible.

Learning environment	
<p>Leaders and staff focus on the creation of a 'nurturing and caring environment for students to pursue their aspirations and potential' as outlined in the business plan. They have been proactive in addressing this focus given a changing demographic in recent years.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Policy and procedures for behaviour management and good standing, underpinned by classroom management strategies, incorporate incentives and rewards recognising demonstrations of the Six Kinds of Best. • Pastoral care is embedded, supported by core values including respect for self and others. The Six Kinds of Best program fosters caring for others and the SHINE program supports inclusion and student social and emotional wellbeing. • Processes for students at educational risk are formalised and embedded in practice through Pathway for Student Intervention. • Outside agencies including: Story Dogs; Department of Communities - Child Protection and Family Support; and School Drug Education and Road Aware, provide a range of support services. Classrooms are welcoming and inviting spaces. The inclusion of new furniture supports the implementation of contemporary teaching practices.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Explore ways to determine the effectiveness of the many approaches to developing social and emotional wellbeing, and in particular resilience.

Leadership

The Journey to Excellence in Teaching (JET) change management strategy, developed as part of the school revitalisation initiative, has successfully harnessed staff engagement and empowerment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are engaged enthusiastically in a range of distributed leadership roles throughout the school. Responsibilities in teaching and support roles build capacity and present leadership opportunities aligned to the JET strategy. • A range of professional growth mechanisms including JET teams and peer observations, support staff performance management and development aligned to the AITSL Australian Professional Standards for Teachers. • The business plan describes intent and direction for operational practice aligned to system and school priorities. School structures support the maintenance of conditions to optimise opportunities for student success. • Student leaders appreciate the opportunity to have a genuine voice in the school. They acknowledge the positive relationships between staff and students in pursuit of Six Kinds of Best. • Aspirant leaders are provided leadership opportunities and supported through informal mentoring processes.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Engage deeply with the ACSF², to develop cultural responsiveness. Explore opportunities for participation in local community cultural initiatives with partner schools.

Use of resources

The principal and manager corporate services (MCS), work in partnership to administer the one-line budget effectively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS is a valued member of the leadership team who provides financial training and feedback to support effective and accountable processes. • The school leaders have managed the staffing implications of a significantly reduced student enrolment over recent years effectively. This situation has been used to introduce a greater range of diversity across staff, creating a renewed sense of purpose and commitment. • The effective use of reserve budgets is evident in the systematic and coordinated manner in which facilities and resources are maintained and upgraded. • Education assistants work in a manner that allows for the seamless support of students with special educational needs across the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Articulate, with more specific detail, the resourcing requirements in operational plans.

Teaching quality

The school has a focus on implementing evidence-based effective teaching practices by sharing staff expertise through collaborative processes. Teachers are empowered to adopt new strategies and work together to develop their skills.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The whole-school approach to teaching spelling is clear, concise and understood by teachers. The approach is characterised by a strong evidenced-based and explicit lesson format. • The JET meeting protocols have enhanced a culture of collaboration and professional respect leading to the creation of an environment in which teachers feel safe to take risks and work outside their comfort zones. • The JET Professional Reading Program has provided opportunities for staff to engage with research and build confidence and practice through self-reflection and peer observation. • Professional Learning Plans (PLP), aligned to the AITSL Australian Professional Standards for Teachers, support professional growth. • The specialist performing arts, digital technology, physical education and science programs are dynamic and inclusive, focusing not only on academic outcomes, but support the school's student wellbeing focus.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Extend the scope of the PLP to include an individual's JET, and/or aspirant leadership goals to be part of the process. • As the number of new staff changes, ensure the school's formal induction process is implemented consistently.

Student achievement and progress

The school has a Management Information System that includes an annual assessment schedule. This allows for the systematic and strategic collection and analysis of student data.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Comparative student performance data in NAPLAN³, Year 3 and Year 5, has been within the expected range consistently since 2015. • School mean is similar to, but generally above, the like school mean in all NAPLAN assessments since 2015. • The school has a strong focus on early intervention. Speech and language assessments are used to identify and inform interventions and early childhood staff are supported in this through a partnership with the Peel Language Development School. • The analysis of systemic and school-based data is used to identify the school business plan priorities.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Explore ways in which specialist staff can moderate with other specialist staff to ensure consistent judgements are made in respect to student achievement. • Apply to other priority areas, the same change management process used to implement the school-wide approach to spelling.

Reviewers

Gary Crocetta
Director, Public School Review

Carol Selley
Principal, Joondalup 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 Aboriginal Cultural Standards Framework
- 3 National Assessment Program – Literacy and Numeracy