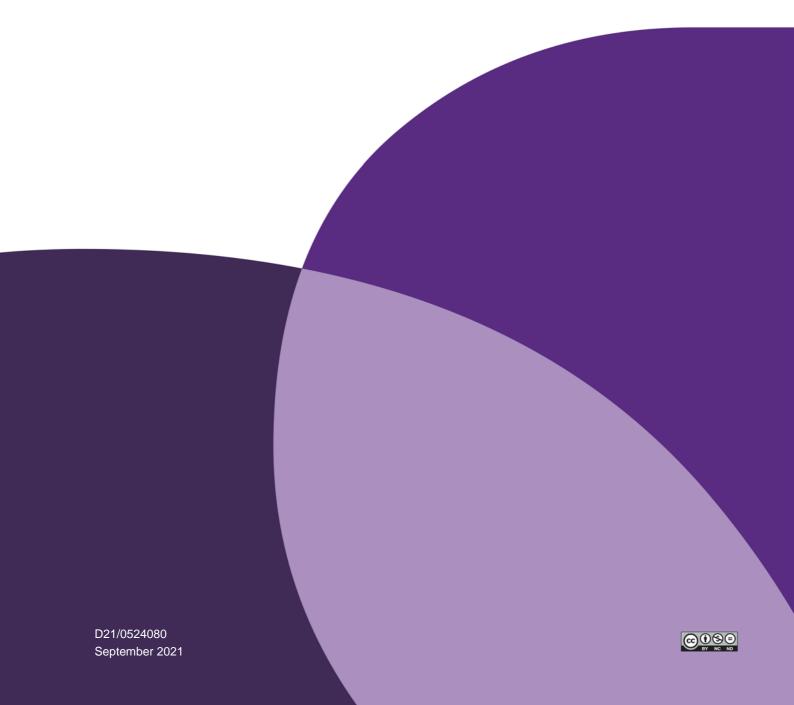**Shaping the future**

Mount Hawthorn 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

Context

Mount Hawthorn Primary School is located in an inner-city suburb, approximately six kilometres from the Perth central business district, within the North Metropolitan Education Region. Established in 1906, the school has a rich history within the local community.

The school site includes two campuses. Students from Pre-primary to Year 6 are at the main campus and Kindergarten students attend the Richmond Street campus, which is shared with the Mount Hawthorn Education Support Centre.

In 2015, Mount Hawthorn Primary School became an Independent Public School.

Currently, there are 920 students enrolled from Kindergarten to Year 6. The school has an Index of Socio-Educational Advantage of 1140 (decile 1).

Mount Hawthorn Primary School has strong partnerships with West Leederville Primary School and Bob Hawke College, as well as a mutually beneficial cluster partnership with the co-located Education Support Centre. The cluster shares an active and progressive School Board and Parents and Citizens' Association (P&C). Students from both schools are provided access to classes and enrichment opportunities via the cluster arrangement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- There was clear correlation between the five school priorities of Mount Hawthorn Primary School and the five domains of the School Improvement and Accountability Framework (SIAF).

- The Electronic School Assessment Tool (ESAT) school self-assessment submission painted a picture of a culturally inclusive school community where students have broad access to the Western Australian Curriculum.

- Multiple staff in leadership roles throughout the school contributed to the ESAT submission. Comments from members of the School Board added positively to the documentation of the school's progress toward its strategic goals.

- A common theme throughout the ESAT submission was the presentation of reflective review documents based on the school's operational plans.

- Details provided in the ESAT were further enhanced via meetings held during the school validation visit.

- The review team was provided with opportunities to meet key personnel and numerous student representatives during the validation visit.

The following recommendations are made:

- Use the ESAT to clearly articulate both the analysis and impact of evidence sets provided and to prioritise future planned actions.

- Ensure the evidence included in the ESAT submission conveys the school's strategic journey.

- Use the ESAT as an ongoing repository for school performance and review data.

Public School Review

Relationships and partnerships

The school's approach to relationships encourages family and community involvement at Mount Hawthorn Primary School. This has led to a vibrant and engaged school community, where strong representation and sustainability of the School Board and P&C membership is the norm.

Commendations

The review team validate the following:

- The staff cohort is united in following the school's moral purpose and values and extends this to learning experiences through the curriculum and programs.

- There are strong and consistent positive responses to the National School Opinion Survey, with stakeholders indicating high levels of satisfaction with the school's performance. Discussions with students and families validated these ratings.

- A strong educational link and collaborative relationship exists between the school and the Out of School Hours care provider in supporting working families and student learning.

- An informed and skilled School Board supports the school in all areas of governance. The P&C contributes significant assistance to the school through support of school learning activities, fundraising, community development and providing a pathway to School Board membership.

Recommendations

The review team support the following:

- Work with the School Board and P&C to continue exploring ways to foster a connected school community in response to the ongoing COVID-19 pandemic period.

- Maintain and enhance partnerships with the Gallup Network, Bob Hawke College and Mount Hawthorn Education Support Centre and incorporate into the next business plan.

Learning environment

The school views working in partnership with families as vital in creating a learning environment that meets the needs of students at educational risk.

Commendations

The review team validate the following:

- Students, families and staff are knowledgeable about the school's approaches to School Wide Positive Behaviour Support (SWPBS).

- A comprehensive database record is maintained to monitor students at educational risk throughout the school community. This links to the provision of evidence-based and targeted interventions for students and groups of students, aligned to need.

- Authentic and collaborative, the school has established a Reconciliation Action Plan, which is supported by local Elders and the wider school community. The plan is demonstrative in its impact on the learning environment, both physically and through curriculum learning experiences, with meaningful representation of Aboriginal perspectives and culture.

- Staff across the school are informed about the needs of students at educational risk and are provided with strategies and resources to meet their needs in the classroom.

Recommendations

The review team support the following:

- Explore conversion of the students at educational risk database into a more accessible format for staff.

- Review processes for the management of identified students to strengthen common understandings between case managers and stakeholders.

Leadership

A distributed school leadership structure provides the opportunity for the school's learning teams and strategic initiatives to gain momentum.

Commendations

The review team validate the following:

- There are multiple opportunities for students in the Year 6 cohort to undertake academic, non-academic, sporting and arts leadership roles within the school.

- A leadership and line management structure is in place to facilitate the successful deployment of a distributed leadership model.

- Staff, outside of the senior administration team, lead hubs of learning teams and curriculum/specialist areas. These harness the expertise and experience of the level 3 classroom and senior teachers.

- Staff who hold leadership roles within the school are also assigned oversight to areas such as occupational health and safety, reconciliation, sustainability and health and wellbeing.

- A progressive Reconciliation Action Plan is in place to lead reconciliation in the local and wider community with the support of staff, students, families and Traditional Owners and Elders.

Recommendations

The review team support the following:

- Refine and embed the portfolios held by the school's executive team to ensure sustainability, and to streamline leadership of strategic and operational responses.

- Continue to refine and develop opportunities to seek the voice of students and look for ways in which they can lead within the school and wider community.

- Continue to support aspirants at all levels through participation in the Western Australian Future Leaders Framework and network aspirant programs.

Use of resources

Comprehensive plans for the improvement of school facilities are in place to strengthen school initiatives in sustainability, cultural inclusiveness and the building of community partnerships. School finances are prioritised to support student learning.

Commendations

The review team validate the following:

- A dynamic and responsive plan for the provision of ICT[1] resources to students has been implemented. This includes transparent acquittal of funding and the upskilling of staff in the effective use of technology.

- A ten-year vision for the improvement of the school grounds has been developed including prioritising of projects as funding becomes available.

- The school grounds are well maintained and funds are prioritised to provide a contemporary campus in a school aged over one hundred years.

- The School Board has a cycle of school self-assessment, with each member allotted an area to 'champion' through their role on the Board. A series of subcommittees report to the full Board to maximise meeting time efficiency.

- All Board members have access to a dynamic financial dashboard, which is maintained by members.

Recommendation

The review team support the following:

- Create links to funding in operational plans for the 2022 school year to assist staff who are initiative owners with budgeting and determining strategy.

Teaching quality

There is a commitment by the staff and school leaders to collect and analyse data, enrich and extend students throughout the school and develop staff through access to contemporary and research-based professional learning.

Commendations

The review team validate the following:

- Families actively partner with the school to support student learning both on campus and out of school hours.

- There are agreed approaches to teaching in classrooms throughout the school, including explicitly taught numeracy blocks from Kindergarten to Year 6. The plan for teaching in each year group is supported by targets, agreed strategies and shared programs.

- A commitment to the use of the 10 High Impact Teaching Strategies (HITS) is supported by regular professional learning and reflected upon by staff through performance management processes and peer classroom observations.

- A detailed calendar of professional learning, tailored to the needs of staff and aligned to the school's business plan, is maintained.

- Staff are data literate and utilise disciplined dialogue when determining the need to change direction or approach.

- Staff performance management conversations are recorded and comprise reflections on the teaching of all curriculum areas, the use of teaching techniques such as HITS and personal career and teaching goals.

Recommendations

The review team support the following:

- Continue to access and develop quality professional learning for teachers aligned to the HITS goals.

- Continue to support specialist teachers on planning and data analysis of student achievement. Explore the ways in which comparability between classroom and specialist teacher judgements can be strengthened.

Student achievement and progress

The school analyses student achievement and progress using Departmental tools to inform future planning. Student progress is tracked using a range of data sources including system, external and teacher judgements.

Commendations

The review team validate the following:

- Learning teams conduct a reflection on their students' results and share their findings with the wider staff, articulating their planned improvement actions for the following year.

- A school-administered NAPLAN[2] was conducted in 2020. This data, together with the results of other external assessments, were used to triangulate teacher judgements about student achievement.

- Mechanisms are used to measure the growth in student progress between system assessments.

- Staff use the reflection tools within the Student Achievement Information System (SAIS) to monitor student achievement, inform planning and plan for future growth and progress.

Recommendations

The review team support the following:

- Continue to examine a variety of data sources, including SAIS, to ensure consistency of assessment and program delivery. Utilise the data to inform planning at classroom, year and whole-school levels.

- Review the number of school targets. Ensure these aim to meet or exceed the achievement of like schools across the spectrum of available academic data.

- Explore ways in which the impact of the school's significant focus on social and emotional learning can be evaluated.

Reviewers	
Rohan Smith **Director, Public School Review**	Gary Crocetta **Principal, Mount Pleasant 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, 2024.

Melesha Sands
Deputy Director General, Schools

References

1   Information and communications technology
2   National Assessment Program – Literacy and Numeracy