



Department of
Education

Shaping the future

Herne Hill 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1922, Herne Hill Primary School is located approximately 25 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 993 (decile 5).

It currently enrolls 199 students from Kindergarten to Year 6.

Herne Hill Primary School became an Independent Public School in 2020 and is supported by a School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Herne Hill Primary School was conducted in Term 1, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

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 leadership team led a self-assessment process that incorporated the perspectives of staff and school community representatives. An embedded culture of self-reflection and continuous improvement is evident.
- The Electronic School Assessment Tool (ESAT) submission acknowledged and addressed the 2019 Public School Review report recommendations, highlighting significant changes and focus on sustainable school improvement.
- A range of inter-related and quality evidence was selected for the ESAT submission, with a clear alignment between performance evidence and planned actions.
- A broad selection of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic and positive reflections in support of the school.

The following recommendation is made:

- In future ESAT submissions, review the number of entries and consider distilling evidence to that which has the strongest impact on student outcomes and demonstrates that the Standard has been met.

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Relationships and partnerships

Underpinned by an unwavering focus on the best interests of students, a positive tone and a culture of excellence is evident across all aspects of the school. High levels of trust and respect exist within and beyond the school as families work together to ensure students thrive and achieve their potential.

Commendations

The review team validate the following:

- As a united, connected and respectful team of educators, staff demonstrate high levels of professional and personal commitment to ongoing school improvement.
- Cohesive, dedicated and efficient, the P&C is underpinned by a drive to ensure their work is for the benefit of all students. They provide valued support for school initiatives, programs and priorities.
- The school actively seeks and responds to feedback. Valuing the voices of all stakeholders and harnessing feedback to assist in decision making processes and school improvement planning, is a strength.
- Underpinned by clarity of direction, strong communication and support from the leadership team, professional and respectful relationships between staff are enabled through phase of learning teams.
- Professional, functional and cohesive, the School Board fulfils its governance roles and responsibilities.
- Structures and supports are in place to support the transition of students into Kindergarten and Year 6 students to high school.
- In progressing a school-wide commitment to cultural responsiveness, a committee has led the development and implementation of a Reconciliation Action Plan. Engagement with staff, the local Member of Parliament and a community Elder has supported the school to embed culturally responsive practices across the school.

Learning environment

At the heart of all decision making, is a consideration to the needs and best interests of students. Reflecting the core values of Respect, Inclusion, Resilience and Strive for Excellence, engaging indoor and outdoor learning spaces provide the foundation for students to thrive academically, emotionally and socially.

Commendations

The review team validate the following:

- There is focus on catering for the individual needs of all students. Through strong collaborative structures, planning to support the identified needs of students are shared with relevant stakeholders.
- Case management of students determined to be at risk due to declining or low attendance is comprehensive with students identified, supported and monitored for improvement. Attendance rates are exemplary, exceeding that of like schools and the Western Australian public school average.
- A comprehensive offering of before and after school clubs include the Koya, breakfast, Lego, running, Jump Jam and skipping clubs. A commitment to creating a learning environment that is safe, caring, inclusive and for all is evident.
- Strategies are in place to support students with emotional regulation through student plans, external agency supports and the implementation of a sensory room.
- Strengthened by a committee, a comprehensive and proactive focus on health and wellbeing for staff and students enables the school to plan for and deliver wellbeing initiatives, programs and supports.
- Students at educational risk (SAER) are supported through the delivery of targeted intervention approaches including MultiLit, Fitzroy Readers and Spelling Mastery.

Recommendation

The review team support the following:

- Consolidate the whole-school approach to monitoring SAER, to include the tracking of interventions, documented plans, supports required and academic levels of achievement and progress.

Leadership

By ensuring the conditions are in place for staff and students to thrive, the Principal strategically and expertly leads ongoing school improvement. Viewed as approachable and supportive, the leadership team collectively provide clarity, direction and guidance to all staff.

Commendations

The review team validate the following:

- There is a clear alignment between system priorities, school plans and priorities for improvement. A culture of collaboration, data analysis and student driven decision making guides the school's delivery of its business plan.
- The Student Council has representation from Years 1 to 6. Students report they have an active and valued voice in gathering information, providing feedback to staff and in planning and leading events.
- Staff expertise is valued and areas of interest are enhanced through school leadership structures. Leadership roles are clear and staff embrace the opportunity to contribute to the overall direction of the school.
- Induction processes are comprehensive with structures, mentorship and guidance provided.
- Change is managed strategically and respectfully. Collaborative data review processes, focused on the improvement of student outcomes, are empowering staff in decision making practices.
- Self-assessment processes and planning to embed the Aboriginal Cultural Standard Framework is evident. Strengthened by a shared understanding of evidence sources required to inform judgements made, plans describe strategies to achieve targets, resourcing and responsibilities that are in place to enable cultural responsiveness.
- Through regular meetings, phase of learning leaders are highly valued in supporting staff to develop a shared understanding of whole-school approaches.

Use of resources

Transparent and sound procedures and processes support the strategic management of the school's resources. The alignment between the budget, allocation of resourcing and planning is supported through the collaborative relationship between the Principal, manager corporate services and Finance Committee.

Commendations

The review team validate the following:

- With representation across all areas of the school, the Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- Technologies are prioritised through the implementation of a 1:1 program and provision of current digital options, which are monitored through asset management plans.
- Allied professionals are highly valued as an integral part of teaching and learning programs. There is an unwavering focus on supporting staff to develop plans that address the needs of students.
- The deployment of resources is responsive to student needs. Planning and collaborative time is prioritised and resourced.
- Aligned to school priorities and planning, student characteristics and targeted initiative funding is allocated to support learning and wellbeing needs of all students, including those with a disability, those who are learning English as an Additional Language or Dialect (EAL/D) and Aboriginal students.

Recommendation

The review team support the following:

- Continue to plan for, resource and manage the provision of relevant technologies across the school.

Teaching quality

There are consistent beliefs and clearly articulated views of what effective teaching involves. Staff demonstrate high levels of personal commitment and professional responsibility to embed whole-school approaches and provide a supportive, inclusive learning environment for students.

Commendations

The review team validate the following:

- Reviewed and updated annually, operational planning is comprehensive and highly valued for providing clear expectations regarding whole-school operations and planning, teaching and assessment expectations.
- Professional and cohesive relations between staff are enabled through collaborative phase of learning meetings.
- Supporting students, leading engagement initiatives and delivering targeted lessons and interventions, education assistants are highly skilled and valued for the work they do across the school.
- There are whole-school expectations for the delivery of structured literacy and numeracy blocks. The school timetable has been developed to enable collaborative planning and the delivery of differentiated lessons for targeted groups, including the implementation of Spelling Mastery.
- Performance and development processes are established for all staff. Staff engage in self-reflection processes and determine goals and professional learning needs to support their development.
- Whole-school, operational and classroom planning is strategic and aligned. Reporting and assessment schedules, curriculum plans and scope and sequence documents are in place to support planning and reporting processes aligned to the Western Australian Curriculum.

Recommendation

The review team support the following:

- Aligned with plans to implement the Quality Teaching Framework, continue to embed the implementation of daily reviews as part of the whole-school pedagogical framework and seek professional learning as needed.

Student achievement and progress

A range of systemic and school-based data is used to assess student achievement and progress. Staff engagement in the collection, analysis and review of data is driving specific improvement strategies for individual and targeted groups of students.

Commendations

The review team validate the following:

- Aligned to business and curriculum plan targets, a comprehensive review and analysis of data is undertaken with staff. The School Board are engaged in the review, with information made available to the community through the annual, open Board meeting.
- A whole-school self-assessment schedule is embedded. Processes to collate, track and monitor data is evidence through the school developed Excel spreadsheets.
- The review and analysis of NAPLAN¹ and standardised data has informed the implementation of consistent whole-school approaches in literacy including Seven Steps to Writing Success and Spelling Mastery.
- Brightpath writing moderation processes and analysis of data is supporting teachers to plan differentiated lessons.
- NAPLAN academic achievement is within the expected range, with overall Year 3 and Year 5 data indicating achievement generally equal to or above like schools over a number of years.

Recommendation

The review team support the following:

- Continue to embed the use of standardised assessment tools from Kindergarten to Year 6, with a focus on levels of academic achievement.

Reviewers

Rebecca Bope
Director, Public School Review

Penne Metcalf
Principal, Hopetoun 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

Reference

- 1 National Assessment Program – Literacy and Numeracy