



Department of
Education

D19/0081979

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Hyden Primary School

Public School Review

February 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 focussed 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

Established in 1934, Hyden Primary School is located approximately 332 kilometres from Perth in a small farming town in the south-eastern Wheatbelt of Western Australia.

With an Index of Community and Socio-Educational Advantage rating of 1045, at the time of the review, student enrolment was 59 from Kindergarten to Year 6. Having gained Independent Public School status in 2017, Hyden Primary School enjoys the benefits of a dedicated School Board and an energetic Parents and Citizens' Association.

The community values teamwork, leadership, positive vision and initiatives that help improve the school. There is a collective sense of responsibility that fosters a solid basis for a great education for every student.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Staff engaged positively in the review process.
- Planning intentions described in the school's self-assessment submission were elaborated on during the validation phase.
- The task of completing the Electronic School Assessment Tool (ESAT) submission with small student cohorts carries with it unique challenges.
- In completing the ESAT, the newly appointed Principal demonstrated how to 'fast-track' her knowledge of the school's current performance.

The following recommendations are made:

- Add to the observations and analysis, a judgement about the impact and/or effectiveness of programs or processes.
- Continue to sharpen the specificity of target setting.
- Be fearless in describing areas requiring improvement and those where success has been achieved.

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Relationships and partnerships	
<p>Developing strong partnerships with the local community to establish Hyden Primary School as the 'hub' of the town is an ongoing focus for both the staff and School Board. With an emphasis on student health and wellbeing, the staff have created an inclusive, open and trusting environment. The School Board is visible and active in its promotion of the school and encourages strong parent/teacher relationships.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • With transparent communication processes in place, all members of the school remain well-informed in a positive and collaborative environment. • Relationships with students are based on high levels of care and respect, fostering a positive and inclusive learning environment. • The school and its staff provide an essential service to the local community. • The School Board seeks and acts on feedback regularly to improve their working efficacy. • Staff feel their opinions and contributions are listened to, expressing confidence in the school's leadership.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to implement and build upon change at a whole-school level with: clear direction; open lines of communication; and, fair and measured decisions. • Ensure the ongoing transparency of data and information relating to student and school performance is shared with the School Board.

Learning environment	
<p>The school implements high levels of pastoral care through a multifaceted approach and has a well-respected, whole-school values program in place. Staff morale and relationships are strong, creating a learning environment characterised by respectful student/teacher engagement.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The whole-school values program has a positive impact on student behaviour. • The development and implementation of a new SAER¹ policy is appropriate and timely. • The learning support coordinator is focused on implementing change to strengthen the collection and review of case management plans. • Differentiated learning strategies are used to support student learning. • Case management is a key student management strategy.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Develop a whole-school plan to implement the <i>Aboriginal Cultural Standards Framework</i> into teacher planning and whole-school processes. • Collect data to review the school's behaviour management plan to analyse effectiveness on a long-term basis and to inform future change.

Leadership

The Principal has an emerging plan for long-term change management and is developing whole-school processes to ensure that a collaborative, supportive culture with high expectations of self and others are embedded into the school's future vision.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Principal's willingness to share research and professional knowledge with staff with well-informed decisions being made across the school. • The Principal provides opportunities for distributed leadership to occur and models high expectations. • The Principal is viewed positively within the school community; being seen as fair, approachable and consistent together with being a good listener who acts on information given. • Effective School Board leadership has contributed to confidence in school governance.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Implement a visible school improvement plan to monitor and achieve change that is strategic in application. • Implement a Principal Improvement Plan or seek participation in the Launch: Newly Appointed Principal Program to build upon leadership knowledge and review current practices with mentor support.

Use of resources

The school recognises the need to review, filter and organise resources to provide streamlined teaching approaches. Robust financial plans are in place to ensure purchases relate specifically to the improvement of student standards.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Finance Committee make well-informed and measured judgements aligned to the needs of the school. • Applications for grants and special projects relating to the school's business plan are sought to provide supplementary financial support. • There is a clear link between budget management and planning for students who attract additional funding. • Budget management reflects a combination of enterprise and prudence. • Building assets and grounds are managed carefully to provide a quality learning environment.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Seek avenues to appoint an Aboriginal liaison officer to support Aboriginal students at the school. • Maintain a workforce plan that considers existing system parameters for staff appointments and management in small schools.

Teaching quality

An ongoing commitment to change and the development of educative processes across the school leads the narrative of teaching quality at Hyden Primary School. A unified approach to intervention, curriculum planning and the use of school-wide programs underpins the balanced education teachers are providing for their students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A positive journey of growth is evident across the school and there is a willingness to share expertise through modelling, observations and feedback. • Teacher efficacy is strengthened through a collaborative and supportive working environment involving all staff. • The ongoing use of the Western Australian Curriculum and judging standards, to inform teacher planning, reflects a commitment to growth and change. • There is a strong staff ethos for supporting newly appointed staff in establishing their plan, act and assess class routines. • Class observations offer an avenue for feedback and augment professional review meetings.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to implement and then embed whole-school curriculum programs that are strategic and measured, using clear accountability and performance processes.

Student achievement and progress

The school has taken a proactive approach to whole-school data collection and analysis. Whilst caution should be exercised when considering small cohort national system data (NAPLAN²), the school is beginning to implement strategic assessments to track individual progress on a short-term basis to inform effective class and school planning.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The analysis of data at whole-school and individual levels to embed explicit curriculum aligned teaching, assessing and reporting strategies is developing across all classrooms. • Combining the expertise of both the leadership and staff to backward map progress made between On-entry assessment and Year 3 NAPLAN is emerging. • Continue to promote opportunities for staff to engage in disciplined dialogue focusing on grade allocations.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Implement a robust process of disciplined dialogue to review the short and long-term impacts of teaching programs to inform future planning and individual student intervention. • Pursue the implementation of a whole-school, individual student tracking spreadsheet to inform differentiation and analyse progress across the year. • The use of moderation tasks to be set on a termly basis.

Reviewers

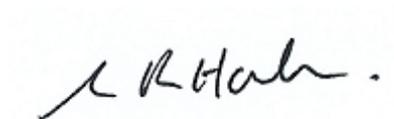
Rod Lowther
Director, Public School Review

Emma Bancroft
Principal, Balingup 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.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Students at educational risk
- 2 National Assessment Program – Literacy and Numeracy