



Department of
Education

Shaping the future

Hyden 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 1934, Hyden Primary School is located approximately 330 kilometres from Perth, within the Wheatbelt Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 998 (decile 5).

Currently there are 64 students enrolled from Kindergarten to Year 6.

Hyden Primary School became an Independent Public School in 2017 and is supported by a School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Hyden Primary School was conducted in Term 1, 2019. This 2024 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 Electronic School Assessment Tool (ESAT) submission was well structured in line with the Standard and provided sound analysis of performance evidence and aligned improvement actions.
- The school's leadership outlined that the Public School Review provided an opportunity for the Principal to deeply understand the school's processes and attainment.
- There is a strong commitment from the leadership team to ensure that all staff are authentically involved in school improvement. This collaborative effort was evident in the consistent understanding of how the school is performing and what improvement actions are planned.
- A representation of parents, students and staff contributed authentic reflections during the validation visit that supported the work of the school.
- A tour of the school provided the review team with a greater understanding of the school context and evidence provided in the ESAT submission.

The following recommendation is made:

- Maintain a focus on cyclical self-assessment that measures the impact of improvement strategies on student outcomes.

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Relationships and partnerships

The school maintains a strong commitment to recognising and meeting the challenges and opportunities in addressing the needs of students in its rural setting. The community is highly engaged in the school and value the positive, productive relationships developed over time between staff and local families.

Commendations

The review team validate the following:

- The Principal has built a culture of listening to, and valuing, the expertise and input of staff members. With high levels of formal and informal collaboration, a strong commitment to quality education is evident.
- With the support of the P&C, an experienced speech pathologist provides effective early intervention for students and professional development for staff that enriches the literacy program.
- Feedback from the National School Opinion Survey (NSOS) indicates high levels of satisfaction with the school from students, parents and staff. Participants feel they have a voice that is heard and responded to by the school.
- The School Board provides effective governance and exemplifies a community that is self-sufficient and engaged in cultivating their children's positive future.

Recommendations

The review team support the following:

- Continue to develop strategies to foster the smooth transition between home and school and further education.
- Explore opportunities to develop accessible, sustainable partnerships that enhance student outcomes including through the local shire or, telehealth to access allied health professionals.

Learning environment

A welcoming and safe environment, along with a robust sense of belonging, ensures that students enjoy and appreciate their school. A strong relational approach is evident in the way behaviour is guided and Social and Emotional Learning catered for within the Circle of Courage initiative.

Commendations

The review team validate the following:

- A focus on cultural responsiveness is evident in the exemplary collaboration with the Aboriginal and Islander education officer (AIEO) who provides a cultural bridge between the school and families.
- Student wellbeing is effectively supported through the work of the chaplain, the AIEO and staff building a high care culture.
- A clear, documented policy for students at educational risk outlines a tiered approach to the roles and processes for staff to follow. This has seen consistency built into the referral process and individual planning documents.
- The community has been highly engaged in enhancing programs and play opportunities for students. This is demonstrated in the valued Kitchen Garden, Nature Play and Bush Tucker Garden initiatives.

Recommendations

The review team support the following:

- Seek opportunities to engage cultural representatives from across the network to incorporate a wide range of Aboriginal voice in school planning.
- Further support wellbeing across the school through the development of a Hyden Primary School Wellbeing Plan based on the Circle of Courage.

Leadership

The Principal is visible and purposeful in negotiating clear strategic intentions within a collaborative environment. Staff view the direction set by the leadership team as an opportunity to collectively focus on improved student outcomes and build sustainability into plans.

Commendations

The review team validate the following:

- The professional learning from Leading School Improvement for Small Schools has aligned the educational thinking of staff and encouraged them to continue to build a robust improvement culture.
- The leadership team comprises expert practitioners who use evidence and experience to build consensus around the best approaches for optimal student learning. These approaches have been implemented in priority areas, embedded over time then monitored to measure the impact on students.
- Valued instructional support and guidance for new staff, teachers and allied professionals, is provided by the curriculum leader and strongly aligned to strategic and operational planning.
- Professional growth and development is seen as important in order to continue to build capacity to meet the varied needs of students. Sound processes for performance development and completing a suite of professional learning are supported by resourcing.

Recommendation

The review team support the following:

- Consider creating a schedule of prioritised pedagogical changes to back map and celebrate successes, and plan ahead to manage workload and sustainability.

Use of resources

A trusting and productive relationship between the Principal and manager corporate services ensures planning, management and monitoring processes, for the use of resources, are aligned to Department expectations. A deliberate focus on allocation of resources to the point of student need is evident.

Commendations

The review team validate the following:

- An effective Finance Committee assists with financial oversight of planning, risk management and review of the school's financial position.
- Operational plans include the identification of intended resource costs, creating a clear link between business plan priorities, operational planning and the allocation of school resources.
- The School Board is kept well-informed of the school's financial management processes.
- Staff have been resourced with additional time to undertake leadership roles and responsibilities efficiently.
- Resource allocation is responsive, with priority given to ensure that all teachers and allied professionals have access to professional learning relating to agreed whole-school programs.
- Student characteristics funding has been allocated to employ an AIEO with this initiative positively impacting the development of cultural competency and relationships within the school and community.

Recommendation

The review team support the following:

- Develop an improvement plan for the learning environment that enables the school to update and replace important infrastructure over time. Collaborate with the P&C to enact this prioritised plan.

Teaching quality

Research shows that quality teaching and low variance, whole-school practices are the most important factors in supporting student achievement. The school has steadfastly established a consistent set of beliefs around these key drivers.

Commendations

The review team validate the following:

- The Teaching for Impact document has been used to guide the selection of instructional approaches with an agreed focus on learning intentions, success criteria and daily reviews.
- Staff are supported, through professional learning opportunities, to implement whole-school approaches including Talk for Writing, Paul Swan Maths, guided reading, Letters and Sounds and spelling.
- Collaborative practices between staff are valued. There are a range of formal and informal opportunities to engage in School Development Days, some common DOTT¹ time and support from the Principal to focus on the review of data, common assessments and implementation of chosen pedagogy.
- Students requiring differentiated teaching practices identified through Progressive Achievement Tests and NAPLAN² data, are catered for using Special Educational Need planning.
- Feedback to parents and students is provided using formal and informal reporting.

Recommendations

The review team support the following:

- Refocus attention on the development of the Hyden Teaching and Learning Framework. Link this to the role of curriculum coach to implement and embed effective, consistent practice across the school.
- Investigate and implement innovative ways to further cater for gifted and talented students at the Hyden Primary School site.

Student achievement and progress

Staff have access to student achievement data and opportunity for analysis and reflection. Student achievement continues to be an area the school is seeking to continually improve, with planning in place to support this.

Commendations

The review team validate the following:

- Classroom teachers utilise student performance data to set individual student targets at the beginning of each year. These are monitored and guide the adjustment of planning.
- Gaps in student learning are identified and processes are developing well to differentiate learning to address the specific curriculum needs of all students.
- Data is collected in an electronic tracker, maintained by teachers, to monitor the academic trajectory of each student and enable early intervention to ensure they reach their respective achievement standards.
- The whole-school assessment schedule outlines assessment, monitoring and planning for student achievement and progress.

Recommendations

The review team support the following:

- Further evolve moderation processes by providing cross-school opportunities and use of the School Curriculum and Standards Authority Judging Standards and exemplars to support teachers in ensuring comparability of student achievement across all years.
- Investigate an alternative to Talk for Writing to teach writing in upper primary, especially for highly capable writers, to further extend writing outcomes.

Reviewers

Jen Graffin
Director, Public School Review

Natalie Oddy
Principal, Kewdale 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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 National Assessment Program – Literacy and Numeracy