



Department of  
Education

**Shaping the future**

# Anne Hamersley 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Anne Hamersley Primary School is located in Ellenbrook, approximately 35 kilometres from the Perth central business district, in the North Metropolitan Education Region.

The school opened in 2016 as an Independent Public School and offers modern facilities set in landscaped grounds that include outdoor nature spaces. The Anne Hamersley Primary School community is diverse, with students from several cultural backgrounds.

Currently, there are 627 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 993 (decile 5).

The School Board and the school collaborate in a genuine partnership to formulate, drive and review the school's performance, aligned to its strategic focus.

The Parents and Citizens' Association (P&C) is supportive, highly engaged and provide funds to support the school. They are committed to the school in facilitating key fundraising events and opportunities for families to come together.

## 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 a range of staff and school community representatives.
- A range of inter-related and quality evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with a clear alignment between performance evidence, and planned actions.
- A summary statement provided an overview of the school's performance aligned to the Standard.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school.

The following recommendation is made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of self-assessment across all domains.

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### Relationships and partnerships

Underpinned by an unwavering focus on the best interests of students, a positive tone and culture 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:

- Internal and external communication is relevant, purposeful and timely. Transparent and shared processes ensure all stakeholders are informed and engaged across a variety of platforms.
- The school actively manages and promotes partnerships that support student learning and wellbeing.
- Strong endorsement for the school is evident from parents, staff and students through the National School Opinion Survey. The school values parent voice and harnesses feedback to assist in decision making processes and school improvement planning.
- Underpinned by clarity of direction from the leadership team, professional and respectful relationships between staff are enabled through purposefully constructed collaborative teams.
- A functional and collaborative School Board demonstrates and fulfils its governance roles and responsibilities. Guided by a plan, members are engaged in the review of data, policy and planning.

### Recommendations

The review team support the following:

- Analyse community partnerships and prioritise engagement that will further inform and support the diverse needs of students.
- Continue to progress plans to conceptualise the Aboriginal Cultural Standards Framework plan through key staff and development of the Reconciliation Action Plan.

### Learning environment

Shared beliefs underpin the mantra of 'every child matters and can learn every day'. This is translated into actions through the provision of a safe, engaging and supportive environment where values and positive behaviours are paramount.

### Commendations

The review team validate the following:

- Wellbeing and engagement is underpinned by restorative practice and positive reinforcement. A range of programs support positive behaviours, and processes are enhanced through school-wide consistency in language and expectations.
- 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.
- Processes to identify, plan for, and monitor students at educational risk (SAER) are transparent, shared and effective. Parents and outside agencies are actively engaged through each process to ensure student needs are being addressed.
- SAER are monitored through documented plans for academic, behaviour and social data-informed targets and tracked through a dedicated SAER database.
- The impact of a safe and engaging indoor and outdoor learning environment is understood. Print rich classrooms, nature playgrounds and technologies support and enhance learning opportunities.

### Recommendations

The review team support the following:

- Continue to embed SAER processes, through the full implementation of Special Educational Need planning and reporting.
- Develop a behaviour matrix, detailing the 'Anne Hamersley Primary School way', to further promote expectations.

## Leadership

The Principal is expertly and respectfully leading a strategic and unambiguous improvement agenda. Viewed as approachable and passionate, the leadership team collectively provide clarity, direction and support.

### Commendations

The review team validate the following:

- There is alignment between system expectations and school plans and priorities. A culture of collaboration, data analysis and evidence-based decision making guides the school's delivery of its strategic direction.
- Change is managed strategically and respectfully by leaders at all levels. Based on research, data and staff input, there is a collaborative focus on the improvement of student outcomes and opportunities.
- Whole-school self-assessment supports all staff to participate in the collection, analysis and ongoing review of school data, which contributes to planning for improvement in academic and non-academic areas.
- A distributed leadership structure with role clarity is evident. Staff in leadership roles are well respected and regarded. They are accountable, responsible and embrace the opportunity to contribute to the overall direction of the school.
- Leaders support staff to develop a shared understanding of pedagogical practices. Support is provided through Guidelines of Practice documents, professional learning and observation and feedback cycles.
- Staff and students both report they have an active and valued voice in school decision making processes.

### Recommendation

The review team support the following:

- Continue to develop and lead data-informed practice, to embed differentiated planning and practice.

## Use of resources

Transparent and sound procedures and processes support the strategic management of the school's resources. The collaborative relationship between the Principal, manager corporate services and Finance Committee ensures there is a direct link between budget decisions and planning.

### Commendations

The review team validate the following:

- The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- Aligned to current reserve accounts, asset and reserve planning maintains replacement of assets, and maintenance of grounds and facilities.
- Technologies are prioritised through the implementation of a 1:1 BYOD<sup>1</sup> program and provision of current digital options, including school-owned devices.
- Staff professional learning, planning and collaborative time are prioritised and resourced. There is an unwavering focus on building capacity to ensure consistency and continuity in teaching practices and improving student outcomes.
- Aligned to school priorities and planning, student characteristics and targeted initiatives funding is allocated to support learning and wellbeing needs of all students, including those with English as an Additional Language or Dialect (EAL/D) and Aboriginal students.
- The workforce plan reflects current and future staffing requirements with consideration given to the anticipated increase in enrolment growth and changing demographics.

### Recommendations

The review team support the following:

- Continue to plan for, resource and manage the provision of relevant technologies across the school.
- Continue to monitor the effectiveness of programs and processes aligned with targeted initiatives and student characteristics funding.

## Teaching quality

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

### Commendations

The review team validate the following:

- Whole-school, operational and classroom planning is strategic and aligned. A reporting and assessment schedule, curriculum planners and scope and sequence documents are in place to support planning and reporting processes aligned to the Western Australian Curriculum.
- Professional learning aligns with business plan directions, whole-school priorities, needs of the school and system directions. Meetings and professional learning days are focused on building staff capacity.
- Teachers share a common understanding of the primary pedagogical approach and principles of Explicit Instruction. Expectations and non-negotiables, such as Whole-School Engagement Language, Anne Hamersley Primary School Learning Steps, instruction time, and the structure of literacy and numeracy blocks, are well documented and shared.
- Collaborative processes and supports drive the analysis of systemic and school-based data. Student needs are identified and staff are supported to plan for and monitor improvement of students.
- Focused on Explicit Instruction, classroom observations are implemented. Guided by templates and undertaken by line managers and curriculum leaders, teachers are provided with valued feedback and guidance.
- Supported by classroom observations, performance and development processes are established for all staff. Teachers engage in self-reflection aligned to the AITSL<sup>2</sup> Australian Professional Standards for Teachers and set goals for development.

### Recommendation

The review team support the following:

- Embed processes that explicitly use data to drive planning for differentiated practice.

## Student achievement and progress

A range of systemic and school-based data is used to assess student achievement and progress. Supported by a Connected Assessment Data Entry Tool (CADET), all staff engage in the collection, analysis and review of data, contributing to planning for improvement in academic and non-academic areas.

### Commendations

The review team validate the following:

- Positive levels of achievement and progress for EAL/D students are evidenced through the Progress Map. The EAL/D leader supports students and teachers to understand the language required for success.
- The school meets with Kindergarten families prior to commencement of school. Valued as a critical opportunity to establish relationships, the process supports induction and early intervention approaches.
- The thorough analysis of systemic and school-based data has informed and driven specific improvement strategies. There is shared understanding of levels of student performance and areas for growth.
- Whole-school moderation sessions, incorporating all curriculum areas and Attitude, Behaviour and Effort data, are scheduled within Professional Learning Communities. Coaches facilitate a disciplined dialogue approach and align grade allocation to School Curriculum and Standards Authority Judging Standards.
- Year 5 stable cohort data, NAPLAN<sup>3</sup> (2019-21), indicate high achievement and progress in all areas, except for numeracy where high progress is noted.

### Recommendations

The review team support the following:

- Strengthen data-driven conversations and enhance data analysis skills of all staff.
- Continue with plans to strengthen moderation practices.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Margaret Gold  
**Principal, Jandakot 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 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Bring Your Own Device
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy