



Anne Hamersley Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 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.

Currently, there are 813 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 982 (decile 6).

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 provides funds to support the school.

The first Public School Review of Anne Hamersley Primary School was conducted in Term 4, 2021. This 2025 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:

- Well-established school self-assessment and review processes, inclusive of staff, are evident. The ongoing reflection on school performance is contributing to a shared understanding of school progress and the identification of focus areas for improvement.
- Since the last review, the school has grown in size and complexity. The capacity and willingness of staff to engage in purposeful and meaningful self-reflection have also continued to grow.
- The leadership team provided a structure for the self-assessment process undertaken, which allowed staff to safely analyse data and reflect on the school's performance without fear of judgement, whilst further building a professional learning culture.
- The recommendations of the 2021 Public School Review referred to as part of this review were effectively utilised to inform the school's strategic planning and directions during the period between reviews.
- The Principal and staff indicated that the review process was a positive experience providing them with a voice and valuable professional learning. They appreciated the opportunity to take ownership of the review and celebrate the progress made since their 2021 Public School Review, and expressed excitement for their journey going forward.
- During the validation visit, input from a broad cross-section of staff, including school leaders, teachers, support staff and families provided an optimistic assessment of the school's future. This was complemented by very positive and insightful comments from the students.

The following recommendation is made:

- In preparation for future Electronic School Assessment Tool submissions, include a final opportunity to refine and distil the school's evidence and analysis to minimise repetition.

Relationships and partnerships

The school prioritises and highly values the relationships and partnerships they have built with families. A genuine desire to listen, provide authentic opportunities for parents to have a voice, and to offer transparent responses has contributed to high levels of relational trust and confidence in the school.

Commendations

The review team validate the following:

- A comprehensive communication policy, including valuable, 'where to direct your enquiry' guidance, supports a culture of transparent, proactive and purposeful communication, fostering trust and strong partnerships with families and the wider community.
- A variety of purposeful and mutually beneficial partnerships have been established that support and enrich student learning, wellbeing and community connection, as well as providing professional development and collegiate networks for staff.
- Members of the School Board are informed, actively engaged and work collaboratively to advocate for their school. The Board provides valued advice and oversight of governance, whilst the P&C's coordination of fundraising events fosters a sense of community and connection.
- Relationships between school and home have strengthened through the establishment of the Reconciliation Action Plan Committee and the role of the Aboriginal and Islander education officer, providing liaison and support for Aboriginal families and cultural support for staff. Families report interactions as genuine, which improves trust and heightens levels of belonging.
- Embedded internal and external collaborative structures and practices strengthen and broaden professional relationships. Professional networks and external organisations support planning, moderation and collaborative reflection, which is growing.

Learning environment

Guided by a focus on increasing opportunities for positive outcomes for each child, staff provide strong advocacy for students. By knowing the back story of every child, the collective staff responsiveness has established a safe and welcoming place for all.

Commendations

The review team validate the following:

- Culturally responsive practices are focused and deliberate. The contribution of the Aboriginal and Islander education officer fosters connection with families and supports the school's commitment to an inclusive learning environment. Further support by the Reconciliation Action Plan Committee provides guidance in embedding Aboriginal perspectives and cultural inclusivity into the priority curriculum areas.
- Innovative approaches to health and wellbeing positively impact students, those who have experienced trauma and the health and wellbeing of staff. Strategies are closely monitored and measured through a variety of tools highlighting the impact and providing guidance for future focus.
- The English as an additional language or dialect (EALD) coordinator provides high level support for staff to plan, monitor and track the diverse cultures represented at the school.
- Videos linked to cultural responsiveness featuring students from different cultures using greetings in language, EALD Progress Maps and guides and events such as Harmony Day promote strong connection, inclusion and a celebration of diversity. This is further enhanced by the school's role as a Telethon ambassador.
- A thorough process is in place for students at educational risk, including early intervention, student profiling, Special Educational Needs and individual education plans. Specific, measurable, achievable, relevant, time-bound (SMART) goals and behaviour tracking with functional behaviour assessments and escalation profiles have led to measurable goal attainment, improved regulation and strengthened family partnerships, improving the outcomes for students.
- Facility for student leaders to contribute and provide feedback has an authentic influence in school decision making, as evidenced in the Passport Program and Year 6 camp planning, with their input leading to visible changes to the school environment.

Leadership

The Principal, together with the leadership team, have established a highly collaborative and democratic approach to leading school improvement. This is contributing to high levels of responsiveness and autonomy for staff in engaging with the future direction of the school.

Commendations

The review team validate the following:

- Evidence provided demonstrates the school's commitment to supporting teachers in their work. Articulating the Anne Hamersley Primary School way of teaching, the English and Mathematics Guidelines of Practice, together with detailed operational planning, scope and sequences, and targeted coaching and feedback provide direction for staff and ensures focus is maintained.
- Middle and future leaders are identified and developed through transparent expressions of interest, targeted professional learning and feedback cycles, creating confident, capable leaders who drive improvement. This culture of trust, collaboration and impact has been recognised in the school being a state finalist for Excellence in School Leadership.
- The school's Instructional Coaching Framework 2025 provides middle leaders with a consistent structure for guiding and supporting staff. The Your Voice Matters survey gives evidence to the significant influence these leaders have on instructional practice, with high levels of satisfaction and confidence in middle leaders in shaping the school's culture and contributing to improved student outcomes.
- Graduate and early-career teachers are provided a scaffolded and structured induction process and guidance. Feedback consisting of mentoring, support meetings and graduate portfolio development provides additional targeted support.
- Performance management procedures ensure all staff are provided with clear guidelines and support without compromising their autonomy. High levels of trust ensue, forging a staff commitment to personal growth that will impact positively on student outcomes.
- The school has responded to the recommendation of the previous Public School Review to develop and lead data-informed practice, and has focused on upskilling critical staff to support a data-informed change management process, identify trends, strengths and areas for improvement.

Use of resources

Together, the Principal and manager corporate services (MCS) have forged a strong partnership with aligned, shared beliefs about effective financial management practices.

Commendations

The review team validate the following:

- There is a clear and defensible link between school budgeting and operational and strategic planning. Regular review and monitoring, along with short and long-term planning, provide assurance that expenditure does not exceed budget.
- Guided by student data, surveys and staff input, decisions of resource allocation demonstrate evidence-based practice. A collaborative process is evident with staff actively engaged in resource management through the Finance Committee and leadership discussions.
- The Finance Committee plays a key role in supporting the Principal and MCS with financial planning, monitoring and control, ensuring accountability and alignment with the Business Plan. Cost centre submissions are reviewed against operational priorities and funds are reallocated when impact measures are not met.
- Prudent management of student characteristics and targeted initiative funding allows for resources to be directed towards impacting student outcomes positively. These include the allocation of key staff to deliver targeted intervention programs, release time for middle leaders to provide support and coaching for staff and investment in professional learning such as leadership development, classroom management strategies and Teaching for Impact coaching.
- Accurate workforce planning has been particularly pertinent in catering for the significant growth in student and staff numbers. This forward-focused approach facilitates leadership development, succession planning, the flexible deployment and recruitment of allied professionals in line with changing student needs and the implementation of targeted interventions and programs.

Teaching quality

High levels of teacher efficacy are reflected through a shared commitment to accountability and responsibility for every student's success. This supports a collaborative and reflective teaching culture, establishing the prerequisite conditions to deliver impactful pedagogy that paves the way to student success.

Commendations

The review team validate the following:

- Shared beliefs and pedagogical approaches inform school-wide practices. The highly valued English and Mathematics Guidelines of Practice, along with targeted support from curriculum leaders through coaching, ensure all staff understand what teaching and learning look like at Anne Hamersley Primary School.
- Evidence-based whole-school programs are selected to ensure that teaching and learning align with the Early Years Learning Framework, National Quality Standards and Western Australian Curriculum. Expectations are shared through school policies and numeracy and literacy teaching blocks to guarantee that explicit teaching occurs in each classroom.
- Guided by the phase of learning leaders, collaborative planning structures support consistency of curriculum delivery, instruction, assessment practices, moderation and differentiation of learning for students. This is providing staff with ongoing professional learning, contributing to low variance high quality teaching.
- Learning progressions, EALD Progress Maps, digital technologies and targeted early literacy and numeracy intervention support effective differentiation of the curriculum. The input of education assistants in the delivery of intervention programs is highly valued and integral to the success of students.
- Guided by the detailed Teaching Learning and Assessment 2025-2027 Schedule, student achievement and progress assessments and reporting inform both students and parents. Families are kept informed of their children's progress through formal and informal methods, through written and verbal feedback.

Recommendation

The review team support the following:

- Continue to provide for and ensure all staff are actively involved in literacy, numeracy and classroom management strategies coaching cycles so that teaching and learning practices are implemented consistently across all classrooms.

Student achievement and progress

A strong mindset ensures staff ownership of student achievement data. This drives staff accountability for student success and ensures staff commitment to know, comprehend and interpret student data.

Commendations

The review team validate the following:

- The EALD - lead provides focused student support while building teacher and education assistant capacity through modelling and reflection, equipping them to deliver additional support for identified and targeted EALD learners. This wraparound process has significantly built teacher understanding and proficiency, and improved outcomes for EALD students, as evidenced in NAPLAN¹ and EALD Progress Maps.
- An imperative to respond to the data evidence is evident in the implementation of a suite of targeted early childhood programs to address a decline in reading results identified through On-entry assessment and NAPLAN. The 2025 NAPLAN evidences the effectiveness of these actions, with teachers reporting confidence in delivering the programs and improved student achievement data.
- Collaborative moderation processes are well developed. Staff use a range of tools, such as the School Curriculum and Standards Authority (SCSA) Judging Standards, common assessment tasks and rubrics to give consistency of grading and accuracy in reporting to parents.
- Staff engage in disciplined dialogue to analyse systemic and school data including DIBELS², InitialLit, Soundwaves, NAPLAN, On-Entry Assessment Program, writing moderation and mathematics data, aligned to SCSA Judging Standards and basic facts milestones. Curriculum leaders support staff to build data analysis skills, resulting in increased confidence, knowledge and effective data use to inform teaching.

Recommendation

The review team support the following:

- Strengthen K-2³ literacy and numeracy through high fidelity implementation of evidence-based instructional approaches, with progress from On-entry to Year 3 closely monitored to evaluate impact and effectiveness.

Reviewers

Maxine Augustson
Director, Public School Review

Leigh Liley
Principal, South Lake 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 2030. s



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Dynamic Indicators of Basic Early Literacy Skills
- 3 Kindergarten to Year 2