



Department of
Education

Shaping the future

Heathridge 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. It will also inform 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Heathridge Primary School is in the North Metropolitan Education Region.

The school currently enrolls 210 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage Rating of 1042 (Decile 3). Heathridge Primary School became an Independent Public School in 2015.

Since 2018, Heathridge Primary School has provided a Department of Education endorsed Specialised Learning Program for students with Autism Spectrum Disorder (SLP - ASD). In 2021, the school became a Teacher Development School for Special Needs – ASD and Digital Technologies.

Heathridge Primary School is supported by the School Board and Parents and Citizens' Association

School self-assessment validation

The Principal submitted a school self-assessment that provided a positive reflection on the school's operations.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. Overview documents were included which outlined the judgements, evidence and improvement intent for domains across the Standard. All staff engaged in a school self-review process prior to the visit and, in teams, collected and collated the evidence submitted through ESAT.
- School Board members and Parents & Citizens Association (P&C) representatives engaged enthusiastically in the validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development and an appreciation of the work of staff in improving educational outcomes for their children.
- A significant representation of staff and students engaged in discussions with the review team, contributing authentic reflections in support of the school.
- Staff demonstrated ownership for school improvement, with professional and personal responsibilities accepted and understood. Staff were passionate about the school and the direction in which it is heading.
- Staff and the school leadership reported that the validation visit was a positive experience, enabling them to share and celebrate the school's improvement journey.

The following recommendation is made:

- Continue to engage all staff in school review processes. Ensure the focus of the evidence submitted is on how the school is progressing, rather than on what it is doing.
- Ensure that student progress and achievement data is used together with anecdotal feedback to determine the effectiveness and impact of programs.

Public School Review

Relationships and partnerships

During the past year the newly appointed leadership team has created a positive climate based on trust and respect. This is underpinned by a shared responsibility for the wellbeing of all and a collective accountability for creating a safe and engaging place of learning.

Commendations

The review team validate the following:

- A positive and caring school culture is founded on high levels of relational trust. School leadership and staff work proactively to ensure that everyone on site feels welcome and valued.
- The Families of Students on the Autism Spectrum Group is highly valued by parents. This school initiative allows parents of students with Autism Spectrum Disorder (ASD) to connect, share experiences and support each other.
- The school collaborates with Playful Learners, who provide a pre-kindy and out of school hours care program on the school site. This supports the transition from home to school and benefits the broader learning programs of the school.
- School Board membership is representative of the community and provides advice and feedback from the community to the school.
- Active involvement in the Joondalup Learning Community (JLC) provides valuable professional networks for staff.

Recommendations

The review team support the following:

- Use the feedback provided by the National School Opinion Surveys to inform decision making that strengthens relationships and partnerships with stakeholders.
- School Board to undertake a self-assessment survey to review its effectiveness and incorporate an ongoing cycle of self-review as part of its operational processes.

Learning environment

The school is purposeful in the way it strives to create learning conditions that maximise opportunities for students to achieve and progress.

Commendations

The review team validate the following:

- Positive Behaviour Support has been introduced as the cornerstone of the school's behaviour management approach. This program was chosen because the approach is inclusive, meeting the needs of students across both mainstream and Specialist Learning Program (SLP) contexts.
- The Zones of Regulation program is embedded and provides a whole-school approach to supporting children to manage and regulate their emotions.
- Work practices are reviewed to look at ways to provide staff time to focus on their core business.

Recommendations

The review team support the following:

- Use the Aboriginal Cultural Standards Framework (ACSF), to a deeper level, to enhance what is already in place to create and maintain a culturally responsive environment.
- Formalise and include as part of standard practice, opportunities for students to have a voice in school decision making.

Leadership

School Leadership is visible and approachable. A highly collaborative and inclusive approach to change management is in place which has created a strong sense of loyalty and ownership.

Commendations

The review team validate the following:

- The school Principal is held in high regard by members of the School Board, P&C, staff and students.
- The school actively participates in the JLC Future Leaders Framework Initiative, through supporting staff to be involved as both participants and mentors.
- Staff are provided with opportunities to lead committees as a strategy to build their leadership capabilities.
- Leaders provide guidance and instructional support to individuals in order to improve student outcomes.
- The school leadership team values the use of evidence and research to inform decision making.
- When introducing new programs, the leadership team is proactive to ensure the strategies and approaches involved are inclusive and will also meet the needs of ASD students.
- Pedagogical expectations within the SLP-ASD are consistent, research based and well understood by all staff delivering the program.

Recommendations

The review team support the following:

- Continue to define and embed the school's vision.
- Continue to clarify the school's mainstream pedagogical approaches in order to reduce variability in curriculum delivery. Ensure the approaches adopted are informed by contemporary research on effective teaching and consistent with the Department's expectations.
- Increase the rigour of the staff development process

Use of resources

The Principal and manager corporate services work together to ensure resources are deployed in a targeted way to optimise learning outcomes for students.

Commendations

The review team validate the following:

- Providing students, staff and the community with facilities that maximise impact on student learning has been an ongoing priority. A proactive approach towards upgrading infrastructure and a recent rebranding has enhanced the professional image of the school.
- Processes and practices are established for managing financial and human resources. The Finance Committee, together with the School Board, provide oversight of the school finances and have a sound understanding of their responsibilities.
- Workforce planning is proactive, with consideration given to enrolment fluctuations and the requirements of students and staff. The Principal is skilled at using resources to maximise support for teacher collaboration and support for students.

Recommendation

The review team support the following:

- Ensure the budget allocation for operational plans provide more detail, including how it is to be spent and the real cost of delivering the plans.

Teaching quality

High levels of collaboration are bringing staff together to plan for academic success for all students. Staff express a level of confidence that the planning, teaching and assessment practices utilised across the school, are based on sound educational practice and research.

Commendations

The review team validate the following:

- An agreed model of delivery for literacy and numeracy blocks, incorporating learning intentions, has been developed. This provides for a greater degree of consistency in curriculum delivery between teachers.
- The community values the school's SLP-ASD program. This has resulted in students with ASD not eligible for the program to be attracted to the school or to remain at the school once exited from the program.
- All staff are trained in Applied Behavioural Analysis. This school-wide approach equips staff with the skills to cater for students with ASD more effectively.
- The school has embedded whole-school approaches in reading, writing phonics and spelling

Recommendations

The review team support the following:

- Continue to monitor and adjust school operations to meet the needs of student demographics.
- Investigate the application of the Quality Teaching Framework to the Heathridge Primary School setting.
- Apply the ACSF to embed Aboriginal perspectives in classroom practices.

Student achievement and progress

Systemic and school-based data are used to monitor student achievement and progress. Teachers interrogate data to identify areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- In 2021, NAPLAN¹ achievement for Year 3 and Year 5 was consistent with that of like schools
- Teachers engage in weekly 'teaching sprints' within their phases of learning. Class data informs the practices to be targeted. Post sprint data is used to evaluate the effectiveness of the targeted practice.
- Individualised data drives the planning for students within the SLP-ASD.
- Student achievement data is carefully collected from a range of sources and this information is used to monitor student progress and group students so instruction can be targeted to the individual student needs.

Recommendations

The review team support the following:

- Formalise programs to support students requiring extension.
- Set business plan student achievement and progress targets that are relevant and meaningful to the school's context.

Reviewers

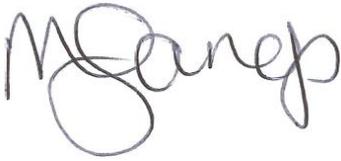
Gary Crocetta
Director, Public School Review

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, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy