



Department of  
Education

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Public education  
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# Hammond Park Primary School

## Public School Review

November 2020



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

## Expectations of schools

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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

together with the Funding Agreement for Schools.

## Public School Review – The Standard

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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.



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## Context

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Hammond Park Primary School opened in 2014 as an Independent Public School. It is located in the South Metropolitan Education Region, approximately 28 kilometres south of the Perth central business district.

State-of-the-art information and communications technology supports a 21<sup>st</sup> century learning environment. Facilities are engaging, modern and well maintained.

Currently there are 755 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1066 (decile 2).

The school and community have worked in collaboration to develop, foster and nurture a positive school culture and reputation within the community. A range of partnerships exist to support enhanced student outcomes, including provision of Out of School Hours Care on the school site.

The school is the beneficiary of an active School Board and supportive Parents and Citizens' Association, working for the good of the students and broader community.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

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

- There is a culture of, and embedded focus on, self-assessment, planning and reflection evidenced in the submission prepared for the Public School Review.
- Selected leaders, supported by a range of staff, prepared the Electronic School Assessment Tool submission.
- Identification and interrogation of evidence was conducted to confirm specific data sets. This contributed to the observations, analyses and impact statements in the submission.
- A number of staff, student and parent representatives engaged actively during the validation phase, contributing authentic reflections in support of the school.
- The school used the validation phase as an opportunity to further enhance the self-assessment provided, augmenting the ongoing process to determine key and strategic planned intentions.

## Public School Review

### Relationships and partnerships

Respectful and positive student and community relationships underpin the school's commitment to 'learn together every day'. Staff work in collaboration to ensure that all students have a strong foundation, forging positive relationships with students and their families.

#### Commendations

The review team validate the following:

- Actively engaged in the Cockburn Central Education Network, staff drive professional learning, support, and collaborative opportunities within and beyond the school.
- The use of Connect as a communication platform is embedded and supported by strategies to ensure that all families are informed and engaged in their children's education.
- Comprehensive sets of survey data demonstrate how the school values the opinions of the school community. Staff, student and parent feedback enables informed decision making to facilitate change at strategic and operational levels.
- A genuine commitment to bring the diverse community together is evidenced through a range of events designed to engage, celebrate, and acknowledge all people in the school community.
- Specialist teaching programs are valued. They are designed to facilitate authentic opportunities for the school community to come together and engage with a range of agencies beyond the school.

### Learning environment

Students are supported to achieve their potential through the inspiring learning spaces. Underpinned by evidence, the school is committed and passionate about ensuring the environment reflects high expectations and optimal learning conditions where all students learn and thrive.

#### Commendations

The review team validate the following:

- There is a strategically embedded approach to play-based learning, evidenced through a shared philosophy and comprehensive planning frameworks in Early Childhood.
- Underpinned by a suite of policy, planning frameworks and resources, behaviour expectations are high and explicitly taught. Led by a team including teachers, support staff, parent representatives and student leaders, PBS<sup>1</sup> approaches are embedded across the school.
- An identified focus on social and emotional learning, self-management and relationships is supported by health and wellbeing programs, planning frameworks, a dedicated committee and health promoting events.
- Regular cycles of data review are thorough and ensure supported action that meets identified student need. Intervention approaches are comprehensive and regularly reviewed to ensure acquisition of targets and projected levels of progress are achieved.
- SAER<sup>2</sup> procedures are comprehensive and shared, with referral processes and professional learning a feature. A whole-school SAER register highlights the impact of data in combination with provision of supports aligned with documented planning and reporting processes.

## Leadership

Through strategic alignment to a shared moral purpose, the Principal has created the conditions for respectful leadership, supportive of staff and community relationships. A quest for excellence and ongoing improvement is fostered by the leadership team through collaboration, consultation and evidence-based decision making.

### Commendations

The review team validate the following:

- The leadership team are highly reflective, united and passionate about ongoing personal development, capacity building and leadership of others.
- The value of distributed student leadership is evidenced through the range of opportunities offered. Students across the school are provided with chances to lead, support others, share feedback and inform change.
- Comprehensive performance management processes are embedded and valued by teaching staff. Elevated levels of professional dialogue regarding effective pedagogy and reflection aligned to planning are clearly evident.
- Led by team leaders, year level teams work together to support each other with the ongoing implementation of both whole-school planning and differentiated planning for students.
- Strategic and operational planning is comprehensive and reviewed regularly to ensure alignment to classroom planning, curriculum mapping and aspirations for ongoing improvement.

## Use of resources

The Principal and manager corporate services work in collaboration to lead strategic management of the school's physical, fiscal and human resources. There are clear and defensible links between school budgeting, operational planning, and business plan targets.

### Commendations

The review team validate the following:

- Evidence-based decision making is underpinned by a strong alignment to operational planning and data, reflecting evidence-based quality resource management.
- With representation from across the school, the Finance Committee meets regularly and provides open and transparent oversight of the one-line budget.
- Targeted initiative and student characteristics funding are deployed strategically to support a range of enrichment strategies that meet the learning and wellbeing needs of students.
- Embedding the ICT capabilities is supported by prioritising access to technologies across the whole school.
- Strategic financial management ensures staff and students have opportunities to engage with Chromebooks, laptops, iPads, and interactive screens, with dedicated technical support as required.
- The school is acutely aware of potential challenges associated with anticipated enrolment growth and has planning in place to manage staffing and facility needs.

## Teaching quality

With an unrelenting focus on data-informed practice, teaching staff work in collaboration to implement whole-school pedagogical beliefs through support, and sharing of knowledge and expertise.

### Commendations

The review team validate the following:

- Specialist teachers are content experts, and provide students with opportunities to engage and learn, with a focus on cross-curricular application and experience.
- There is a shared ownership and commitment to consistency of practice across learning areas. Self-reflection and peer feedback processes align to the whole-school instructional model.
- Whole-school approaches to support consistency of practice and development of inquiry skills in science and HASS<sup>3</sup> are evident.
- Collaborative planning and committee meetings reinforce staff understanding of, and commitment to, school-wide beliefs about teaching and learning.
- Reliability of teacher judgements is supported through rigorous analysis of P-10<sup>4</sup> grade allocation and moderation processes across learning areas.
- The use of OneDrive by all staff enables and ensures all current planning frameworks, data analysis, curriculum resources and relevant information are shared and accessible.
- Intervention and extension opportunities are provided within literacy and numeracy case management groups. Targeted instruction is aligned to data and student progress is regularly reviewed.

## Student achievement and progress

School-wide collection of systemic and school-based data is sophisticated, instructional and embedded. Data literate staff analyse data, and reflect on and plan for ongoing achievement and progress, within targeted groups of students and cohorts.

### Commendations

The review team validate the following:

- Teaching, monitoring and assessing of students with English as an Additional Language or Dialect (EAL/D) are informed by regular reflections aligned to EAL/D Progress Maps.
- There is an embedded culture of continuous improvement, evidenced by regular analysis of data, year level collaboration, and in-school and external moderation.
- Year 5 stable cohort data (NAPLAN<sup>6</sup> 2017 -2019), indicate high progress and achievement in most areas assessed, when compared to like schools.
- School means were above the like school mean in all Year 3 and Year 5 NAPLAN assessments in 2019.
- 2019 NAPLAN data indicated that the proportion of students in Year 3 and Year 5 achieving in the higher proficiency bands is consistently greater than those in like schools in all areas assessed.
- Case management of targeted groups of Year 4 and Year 6 students identified high levels of student achievement, achieved through planning aligned to rigorous data analysis.

## Reviewers

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Rebecca Bope  
Director, Public School Review

Andrew Gorton  
Principal, Alkimos Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2025.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Positive Behaviour Support
- 2 Students at educational risk
- 3 Humanities and Social Sciences
- 4 Pre-primary to Year 10
- 5 English as an Additional Language or Dialect
- 6 National Assessment Program – Literacy and Numeracy