



Department of  
Education

**Shaping the future**

# East Hamilton Hill 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

East Hamilton Hill Primary School opened in 1960 and is located approximately 16 kilometres south west of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1016 (decile 4).

It currently enrolls 249 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

East Hamilton Hill Primary School has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of East Hamilton Hill Primary School was conducted in Term 1, 2020. 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 reflective school self-assessment.

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

- The leadership team have a strong understanding of self-assessment processes and are united in their commitment to school improvement.
- School self-assessment processes conducted in preparation for the Public School Review coincided with the end of the business plan cycle and supported the collective commitment to improving outcomes for students and provided an opportunity for reflection.
- Staff engaged in workshops and examined the domains of the Standard, mapping achievements against them. The development of lines of inquiry followed and subsequently evidence was collected to demonstrate effectiveness.
- The Electronic School Assessment Tool (ESAT) submission entries aligned to 2022 – 2024 Business Plan priorities and evidence provided demonstrated the impact of work in meeting these priorities.
- Celebration of successes and identification of areas for improvement was a feature of the school's ESAT submission.
- A tour of the school grounds, led by proud and eloquently spoken Year 6 student leaders, and the engagement of the School Board chair and P&C president added value to the validation visit.

The following recommendation is made:

- To further develop an evidence-based decision making ethos, introduce robust data analysis techniques that enhance data interpretation, such as looking for patterns and trends in student and school performance.

## Relationships and partnerships

There is heartfelt investment in the success of the school. High levels of trust in the Principal and staff are evident, which are based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the positive school culture and reputation within the community it serves.

### Commendations

The review team validate the following:

- A united and collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and in turn student success.
- Informative, timely and transparent communication to all members of the community is achieved through staff use of Connect, classroom message boards, social media, parent message groups, Monday Muster and Wanjoo Wednesday. Tell Them From Me and National School Opinion Survey data substantiates sound communication protocols are in place.
- Regular and eagerly anticipated events such as the CARE (Cooperate, Aspire, Respect and Excel) Breakfast celebrating the school's values, are highly regarded, with parent attendance testament to their value.
- The School Board are confidently invested in supporting ongoing school improvement and trust the capacity of staff to meet the distinct needs of students and families. The Board chair works in collaboration with the Principal to ensure the governance role is fulfilled.

### Recommendation

The review team support the following:

- Capitalise on the school's growing reputation as a recognised and respected school of choice and intentionally market the school. Consider the development of a marketing plan to support this action.

## Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to thrive in a caring, inclusive and culturally responsive environment.

### Commendations

The review team validate the following:

- Social and emotional health and wellbeing is supported through defined pastoral care processes and practices. Zones of Regulation, a termly Wellbeing Week, a sensory room and an exceptional chaplain contribute positively to a productive and engaging learning environment.
- A student services team supports the identification and monitoring of students at educational risk. Collaboration between the deputy principal, school psychologist, chaplain and outside agencies ensures referrals are triaged and appropriate interventions and supports are in place.
- TOD<sup>1</sup> the resident bear mascot exemplifies the school's CARE values and students strive to receive TOD CARE and faction awards.
- Noongar culture can be seen and felt throughout the school, personified by the school's logo, a Moodjar tree. The delivery of Noongar language is embedded and the renowned Noongar choir performs extensively, led by a prominent member of staff. Students passionately attest to the school's culturally responsive practices.
- Teachers and education assistants have forged effective partnerships demonstrating mutual respect for each other's knowledge and skills.

### Recommendations

The review team support the following:

- Proceed with the intent to develop a Reconciliation Action Plan.
- Further evolve staff capability to use Special Educational Needs planning tools and develop documented plans to support students with special educational needs.

## Leadership

The Principal's leadership of a culture of collaboration, progression and high care is acknowledged. A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation contributing to a sense of unity of purpose.

### Commendations

The review team validate the following:

- Relational, approachable and responsive leadership supports the needs of students, staff and parents.
- The school's vision underpins the strategically developed improvement agenda. Participation in the Fogarty EDvance School Improvement Program has provided a structure to enact the school's improvement agenda, with an explicit focus on the preconditions for improvement.
- Shared expectations for staff conduct and performance have been implemented with allegiance, reflected in an extraordinary Occupational Health Index score of 97.
- Confident and competent senior teachers and aspirant leaders relish opportunities to lead and contribute to the maintenance of consistency of planning and practice. Supported professional growth opportunities include engagement in the Western Australian Future Leaders Framework and action learning projects.
- School development days, staff meetings and collaborative duties other than teaching are pivotal in the planning and implementation of school-wide change initiatives, promoting a strong sense of ownership for all team members.
- A performance management process is in place. Expansion of the process is intended to further improve the delivery of instruction.

### Recommendations

The review team support the following:

- Develop an instructional leadership model that builds the capacity and capability of staff, to support the implementation of school-wide evidence-based best practice.
- Formalise peer observation and feedback processes.
- Create whole-school scope and sequence documents to support the delivery of classroom programs.

## Use of resources

The astute financial acumen of the manager corporate services (MCS) ensures the responsive management of fiscal resources, providing all students with the best possible learning opportunities.

### Commendations

The review team validate the following:

- Financial and workforce priorities are skilfully managed by the MCS, ensuring school resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs.
- Student characteristic funding is prioritised for both optimising the learning environment and building staff capacity for the implementation of whole-school approaches.
- Plans are in place for the strategic and sustainable replacement of classroom fittings and assets.
- Annual budgeting processes allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Board.
- There are clear links between the provision of support in classrooms for students with special educational needs and the distribution of targeted resources and access to allied professional support.

### Recommendation

The review team support the following:

- Continue regenerating reserve accounts to support the desired enhancements to the aesthetic appeal of the school.

## Teaching quality

Collegiate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of school-wide pedagogical practices.

### Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning is delivered throughout the school's classrooms. Their commitment to instructional excellence is captured in the documented pedagogical framework, supporting data analysis, reflection, and professional learning, maintaining the foundation for consistent and connected practice to thrive.
- The school has invested prolifically and most successfully in teacher development. Staff participation in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school practices, is attributed to Shaping Minds and more specifically High Impact Teaching Strategies.
- Staff participate in discourse about the merits and worth of data that is collected, guiding the review of the assessment schedule.
- There is a committed school-wide approach to the implementation of Talk for Writing, Spelling Mastery and Heggerty Phonemic Awareness. Standardised assessments such as PAT<sup>2</sup>, YARC<sup>3</sup>, CARS<sup>4</sup> and STARS<sup>5</sup> and an online platform support data collection and moderation practices.
- As respected allied professionals, education assistants work alongside teachers to support student learning. Intervention is aided by the provision of targeted programs such as MiniLit and Bond Blocks.

### Recommendations

The review team support the following:

- Develop the data literacy of staff to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level. Consider structured collaboration opportunities, in the form of professional learning teams, to support this process.
- Review and refine current whole-school approaches to further enhance the school improvement agenda.

## Student achievement and progress

United and determined staff ensure every child can and will make continued and sustained progress. Systemic and school-based data is collected to identify areas of focus for planning, aligned to student needs.

### Commendations

The review team validate the following:

- An Excel database has been established to support the implementation of longitudinal tracking processes. The school is committed to the implementation of data informed explicit teaching and learning to address gaps in the learning of students.
- The proactive and successful early identification of students' learning and developmental needs through Screen of Communication Skills is leading to enhanced levels of support for individuals.
- Use of an online platform is enabling year level groups to review data and set strategic teaching goals to address the differentiated needs of all students effectively.
- Staff recognise the need to strengthen moderation processes to reduce variances and provide greater alignment in teacher judgement about student achievement and grade allocations.
- The school has an established student achievement profile system that supports classroom planning at the commencement of each school year.

### Recommendations

The review team support the following:

- Review and refine the school-based assessment schedule to ensure all datasets remain fit for purpose, inform impactful planning and are relevant to the goals for student success. Use the established online platform to guide the review of the assessment schedule.
- Introduce a disciplined dialogue approach to data analysis.
- Develop moderation expectations to ensure low variability in teacher judgements and comparability of student achievement across all learning areas, considering the benefits of a collaborative approach with network colleagues.

## Reviewers

Kate Wilson  
**Director, Public School Review**

Carol Selley  
**Principal, Joondalup 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**

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## References

- 1 Treat Others Decently
- 2 Progressive Achievement Tests
- 3 York Assessment of Reading Comprehension
- 4 Comprehensive Assessment of Reading Strategies
- 5 Strategies to Achieve Reading Success