



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

D21/0248939

Public education  
**A world of opportunities**

# Glen Huon Primary School

## Public School Review

May 2021



# 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 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 Director of Education.

## Expectations of schools

---

The Statement of Expectation (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.



<https://creativecommons.org/licenses/by/4.0/>

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

---

Situated within the Southwest Education Region, Glen Huon Primary School is located in Eaton, just north of the coastal city of Bunbury, approximately 180 kilometres south of Perth. Opening in 2000 with 180 students, the school currently has 468 students enrolled from Kindergarten to Year 6.

Glen Huon Primary School gained Independent Public School status in 2015. The school has an Index of Community Socio-Educational Advantage of 943 (decile 8).

Support is provided by an active School Board, with members from diverse backgrounds who bring different perspectives and ideas.

The Parents and Citizens' Association (P&C) is well supported by the wider school community, and organises fundraising events that provide opportunities for community building and raising additional funds for the school.

## School self-assessment validation

---

The Principal submitted a transparent and honest school self-assessment.

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

- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.
- Information was provided in the Electronic School Assessment Tool (ESAT) for each domain within the Standard. However, the information was limited and did not cover sufficient indicators of the Standard.
- Staff and community representation during the validation visit was positive and enabled the review team to validate some aspects of the evidence provided.

The following recommendations are made:

- Continue to utilise the ESAT to engage staff and embed ongoing cycles of self-assessment across all domains.
- Pay explicit attention to the collection of quality evidence needed to describe the essential indicators of performance, as outlined in the Standard.
- Continue to build a culture of self-assessment. Embed the process and language of self-assessment across all aspects of the school's ongoing self-review processes.

## Public School Review

### Relationships and partnerships

A change in leadership, with a focus on building staff engagement in school improvement processes, is driving a positive shift in school culture.

#### Commendations

The review team validate the following:

- There is an acknowledgement that National School Opinion Survey data highlights varying levels of parent satisfaction. The school is committed to improving communications and providing opportunities that engage parents.
- The School Board has sound governance in place. Members report that meetings enable them to understand key data sets, and there are opportunities for safe and robust conversations.
- Staff report they currently feel valued and respected with opportunities to work in collaboration embraced.

#### Recommendations

The review team support the following:

- Develop a Board with the Early Intervention Centre, to provide governance for its strategic direction, with a focus on improving outcomes and support for local families and students.
- Develop a community engagement strategy focusing on communications, engagement, and visibility.
- Engage the School Board in the development and review of strategic planning aligned to the school cycle of self-review.

### Learning environment

The school commits to providing a safe and inclusive learning environment through the implementation of consistent whole-school approaches and the provision of support aligned to student need.

#### Commendations

The review team validate the following:

- Viewed as a significant driver in school culture improvement, Positive Behaviour Support (PBS) is an embedded and functioning process across the school. PBS is complemented by a comprehensive 2021 Behaviour Management Plan.
- An updated, comprehensive 2021 Students at Educational Risk policy with guidelines, underpins the intent of the school in supporting students with additional needs.
- Education assistants support the delivery of differentiated teaching and intervention approaches.
- The chaplain is viewed as a valuable support within the student services structure.

#### Recommendations

The review team support the following:

- Continue to interrogate and share behaviour data to review practice, inform effectiveness and drive the ongoing improvement of PBS.
- Engage the wider community to ensure there is a shared understanding of school PBS approaches.
- Strengthen the student services model through overt articulation and documentation of processes. Enhance these processes through the use of data to inform targeted supports for students.
- Continue to explore strategies that address student and staff wellbeing.

## Leadership

High expectations for all, transparent leadership and teaching efficacy are the foci for school improvement. There is growing confidence in the new leadership to build a positive school culture, increase capacity and drive a transparent and strategic improvement journey.

### Commendations

The review team validate the following:

- Change is managed carefully and strategically. The Principal is leading an explicit improvement agenda through consultative processes, with alignment to the School Improvement and Accountability Framework.
- There is a growing commitment to enable and facilitate effective collaboration with a focus on pedagogy and data review.
- Distributed leadership enables senior teachers to drive targeted programs, support committees and engage in working parties.

### Recommendations

The review team support the following:

- As a matter of priority, develop and embed strategic and operational planning to progress the school improvement foci.
- Continue to drive collective leadership across all areas of the school to support the development and implementation of the strategic direction.
- Ensure all leaders have explicit roles and responsibilities aligned to the school's improvement foci. Use executive meetings to support and drive accountability processes.
- Develop a NQS<sup>1</sup> improvement plan that addresses the planned improvements across all domains.
- Embed a consistent process for performance management and development for all staff, inclusive of classroom observations and feedback.

## Use of resources

Financial management of the one-line budget is sound. Student needs are planned for and addressed through the effective deployment of physical, financial and human resources.

### Commendations

The review team validate the following:

- The Finance Committee meets regularly to provide financial oversight, and monitors school budgets and expenditure.
- Planning for and provision of ICT<sup>2</sup> and associated resources is effectively managed. The school is well resourced, with a range of contemporary technologies aimed at support teaching and learning.
- Education assistants are valued highly and lead a range of support and intervention roles.

### Recommendations

The review team support the following:

- Undertake a thorough review of the workforce profile. Review the allocation of roles to ensure alignment to school priorities and the budget.
- Develop a workforce plan that outlines and addresses workforce gaps.
- Continue to develop corporate services staff in order to enhance distributed leadership and continue succession planning of allied professionals.
- Formalise asset and reserve plans to ensure sustainability, with alignment to school direction and relevant strategic plans.

## Teaching quality

Optimistic and passionate about the direction of the school, staff are committed and ready to work together to implement the 'Glen Huon Way' in order to improve learning outcomes for all students.

### Commendations

The review team validate the following:

- Focused on the three priorities of literacy, numeracy and PBS, processes exist that enable and promote effective collaboration between staff.
- Common assessment tasks and Brightpath, support staff to moderate and plan for student improvement.
- The Numeracy and Literacy Committees review data and support the development of operational plans.
- Recently implemented in Kindergarten to Year 2, Letters and Sounds supports targeted intervention for students not meeting expected phases of learning.
- The 2021 outline of staff professional learning articulates and clarifies the learning focus and intentions for staff.

### Recommendations

The review team support the following:

- Explicitly outline the shared beliefs about teaching and learning. Document, implement and embed a whole-school pedagogical framework.
- Using disciplined dialogue approaches, continue to engage staff in the review of teaching programs, with a focus on pedagogy and resourcing requirements.
- Implement operational planning that encapsulates targeted priorities, resourcing, strategies to address focus areas and explicit targets for improvement for all year levels and learning areas.
- Continue to progress the reflections aligned to the ACSF<sup>3</sup>, with a focus on the key indicators of teaching.

## Student achievement and progress

There is a growing understanding of the role that data has in reviewing performance, outlining areas of improvement foci and ultimately improving trends in student achievement and progress.

### Commendations

The review team validate the following:

- A range of systemic and school-based data is collected. Professional accountability and responsibility is driving the need to improve analysis and interpretation of the data.
- Letters and Sounds data informs and supports differentiated instruction through literacy intervention.
- Year 5 stable cohort data, NAPLAN<sup>4</sup> (2017-2019), indicate high progress and high achievement in all areas, except writing.
- Year 3 2019 NAPLAN results indicate the performance of students was similar to like school achievement.
- Early intervention through Pre-kindergarten screening processes supports referrals to external agencies.

### Recommendations

The review team support the following:

- Lead and implement a whole-school approach to the collection, analysis and tracking of data, with clear alignment to targets.
- Continue to build staff capability to understand the importance of a comprehensive and reliable suite of data assessment tools within a formalised data collection schedule.
- Respond to data ensuring that necessary early interventions are explicit and focused on improving speech and language development.

## Reviewers

---

Rebecca Bope  
Director, Public School Review

Judith King  
Principal, North Woodvale 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.

The timeframe for the next review process focusing on all domains, will be Term 2, 2022.



Melesha Sands  
Deputy Director General, Schools

---

## References

- 1 National Quality Standard
- 2 Information and communications technology
- 3 Aboriginal Cultural Standards Framework
- 4 National Assessment Program – Literacy and Numeracy