



Department of
Education

Shaping the future

Halidon 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

Context

Opened in 1986, Halidon Primary School is located 17 kilometres north-west of the Perth central business district, in the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1059 (decile 2).

It currently enrolls 205 students from Kindergarten to Year 6 and became an Independent Public School in 2017.

Halidon Primary School is supported by a School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Halidon Primary School was conducted in Term 1, 2019. This 2023 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:

- Preparation for the Public School Review was considered and appropriately paced, providing whole-school reflection sessions on school development days and opportunities for staff to source evidence and develop lines of inquiry.
- Staff expressed a strong awareness of the Standard and of the evidence submitted through the Electronic School Assessment Tool (ESAT).
- A range of well-informed and enthusiastic students, staff and parents contributed to discussions conducted during the validation visit, enhancing the process.
- A tour of the grounds and classrooms, with both school and student leaders, contributed to the reviewers understanding of the school and enriched the process.
- Led by the newly established leadership team, regular self-assessment practices that engage staff are developing.

The following recommendations are made:

- For future submissions be considerate of the evidence submitted and avoid repetition across domain entries.
- Ensure the evidence identified as demonstrating the strongest impact on student outcomes, and meeting the Standard, is clearly relevant to the domain foci.

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Relationships and partnerships

Recognising strong relationships and partnerships are the foundation of a successful school. Halidon Primary School's leadership team has consciously focused on improving internal and external communication processes, inclusive of seeking community feedback.

Commendations

The review team validate the following:

- Community confidence is developing as a result of deliberate actions of the school. These include conducting the National School Opinion Survey at the start of the year to establish a baseline to identify areas for immediate action.
- The School Board advocate positively and support the current direction in relation to school improvement.
- Involvement of the community in enhancing students' physical environment, with the junior playground improvements and Yarning Circle being 2 examples.
- Review of school communication processes, both internally and externally, have been actively pursued resulting in greater consistency and inclusivity for all, including part-time staff.
- Professional relationships, mutual respect and high trust exists between teachers and allied professionals, evident in the approach in which they work together to improve student outcomes.

Recommendations

The review team support the following:

- Formalise opportunities for feedback after key school events and provide the resulting actions back to the community.
- Collaborate with all stakeholders to develop a whole-school communication policy.
- Provide School Board members with Department training to enable them to better understand their governance role.

Learning environment

The school has created a welcoming, safe and supportive learning environment that is orderly, friendly, inclusive and culturally responsive for staff, students and community members.

Commendations

The review team validate the following:

- The school embraces the Positive Behaviour Support program, with the 5 school values of Gratitude, Respect, Resilience, Ownership and Willingness well-known by all students, staff and parents.
- Despite experiencing consistent attendance rates, the school has developed an attendance plan focused on unauthorised absences, reducing late arrivals and increasing average attendance to 96 per cent.
- School leaders, teachers and education assistants provide effective intervention for students at educational risk, improving behaviour, social and educational outcomes. Additional support from the chaplain and the school psychologist is also an integral part of the intervention process.
- The Aboriginal Cultural Standards Framework Committee, inclusive of 2 Aboriginal parents have created a vision for a reconciliation statement and associated Reconciliation Action Plan that is supported by the community.

Recommendations

The review team support the following:

- Develop genuine conditions for student voice in school decision making.
- Create clear, Multi-Tiered Systems of Support intervention to include student wellbeing through identifying an appropriate social emotional program for the school.

Leadership

Underpinned by trust and developing respectful relationships, the leadership team are committed to leading a school-wide culture of improvement, which places student success at the heart of all decision making.

Commendations

The review team validate the following:

- School leaders have established a whole-school improvement agenda, which is developing greater consistency and connected practices.
- The school leadership has been strengthened over years, by teachers as middle leaders who have proactively and collectively led a culture of excellence and focus on school improvement.
- Performance management and development processes are in place. Staff value opportunities to undertake self-reflection and participate in meetings to set and review goals.
- Staff are provided with, and welcome opportunities to lead various portfolios across the school.
- The Principal has created a positive school focus on collaboration and sharing of best practice.

Recommendations

The review team support the following:

- Adopt a model and build a collective understanding of change across the leadership teams to drive sustainable school improvement.
- Using evidence-based strategies, continue to align strategic and operational plans with clear resource allocation.
- Engage with the Western Australian Future Leaders Framework to identify and develop high potential leaders.

Use of resources

Careful management of the school's resourcing is undertaken collaboratively between the manager corporate services (MCS) and Principal, with Finance Committee and School Board oversight and support ensuring transparent processes and decision making.

Commendations

The review team validate the following:

- A trusting and productive relationship between the Principal and MCS ensures the careful monitoring of school resource management.
- Targeted initiatives and student characteristics funding is directed to provide intervention support and cater for the diverse needs of students. This is reflected in the employment of additional education assistants special needs, who work directly with identified students. The chaplain provides additional support for the delivery of the mental health program, while school enrolment processes guarantee funding accuracy.
- The active P&C, along with a raft of successful grant applications, financially assist the school's ability to support student health and wellbeing.
- Workforce planning identifies areas of risk or needs and provides strategies and support mechanisms to resolve them.

Recommendation

The review team support the following:

- Create clearer alignment between school planning and financial allocation to resource whole-school initiatives and their associated strategies.

Teaching quality

It is understood by staff that quality teaching has the most significant impact on student learning. This is reflected by the teaching, learning and assessment processes led by teachers and evidenced in classroom behaviours.

Commendations

The review team validate the following:

- Staff are heavily invested in embedding the National Quality Standard across the early years and are working in a collaborative manner to meet the goals identified through their self-audit process.
- Specialist teachers demonstrate a strong cross-curriculum priority, particularly through science and language (Japanese) learning areas.
- Teachers acknowledge the importance of consistent whole-school approaches to progress student performance and welcome the development of a school plan aligned to classroom operations.
- Whole-school programs focused on literacy development include Talk for Writing, Spelling Mastery and Words Their Way.
- Student Individual Education Plans are supported by the use of Special Educational Need (SEN) reports.

Recommendations

The review team support the following:

- Continue to prioritise and progress the development of pedagogical and instructional frameworks, and whole-school practices to create consistent and connected practices across the school.
- Develop a clear and consistent induction process for new staff ensuring comprehensive understanding of school beliefs and practices.
- Create clear alignment between school plans and operational plans, reflective of the Teaching for Impact key messages.

Student achievement and progress

There is a commitment to reviewing and refining school-wide practices to enhance alignment with the school plan. Conversations around the collection and analysis of data has been inclusive and instrumental in updating the Curriculum Assessment and Reporting policy.

Commendations

The review team validate the following:

- Teachers consistently collect student data to determine the direction of their teaching and learning. The introduction of the Elastik platform enhances their ability to find gaps in student learning and improves targeted teaching.
- Communication between teachers regarding student performance is comprehensive, with individual performance profiles underpinning student transition.
- Staff value opportunities for collaboration that are provided to support the alignment and delivery of common approaches across the school.
- STEM¹, through the drive of the science specialist, is a key focus of the school, with Progressive Achievement Tests in Science and Mathematics being used to measure student performance and progress.

Recommendations

The review team support the following:

- Develop clear processes and avenues to moderate and determine students' respective performance.
- Continue to provide professional learning to build staff data literacy and improve their Response to Intervention needs.

Reviewers

Darren Greaves
Director, Public School Review

Kim Calabrese
Principal, Winterfold 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 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics