



Department of  
Education

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Public education  
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# Hannans Primary School

## Public School Review

August 2019

## PUBLIC SCHOOL REVIEW

### Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

### School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Hannans Primary School is located in Kalgoorlie, approximately 600 kilometres east-northeast of Perth in the Goldfields Education Region. The school was established in 1992 to cater for an expanding Kalgoorlie-Boulder community.

The student population is diverse, representing 21 nationalities. Student enrolment is relatively stable with 397 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1005 (decile 5).

In 2012, Hannans Primary School became an Independent Public School. The School Board is actively involved in business planning, policy development and overseeing the financial position of the school.

The school is supported by a Parents and Citizens' Association (P&C) which organises events throughout the year, primarily aimed at fostering family involvement in the wider community.

The school recently opened a new nature playground which encourages imaginative play and provides an opportunity for outdoor learning.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The process of developing the school's self-assessment for the purpose of the public school review coincided with the development of a 2019-2021 business plan.
- The administration team led staff and the School Board to review student academic and non-academic achievement data, reflect upon the currency and relevance of teaching and learning programs and identify new priority areas.
- The school's approach to improvement planning subsequently shifted from a needs-based deficit model to a strengths-based positive approach.
- Leaders are now focussed on ensuring that data collection is purposefully linked to school improvement foci.
- The school self-assessment, as submitted through the Electronic School Assessment Tool (ESAT), provided a thorough articulation of the school's existing processes and intended improvements with less direct evidence of the outcomes of data analysis.
- Several staff contributed to the ESAT by reflecting about school performance in the submission.
- Staff, parent and student contributions during the validation day, added significantly to the school self-assessment presented through the ESAT. This included discussion of evidence that supported judgements regarding current performance and improvement intentions.

The following recommendations are made:

- When developing future ESAT submissions, be discerning when considering what to include as evidence, annotating selected documents to direct reviewers to the relevance of the information uploaded.
- Purposefully link the collection of performance evidence to school improvement foci.

## Public School Review

Relationships and partnerships	
Representatives from the School Board and P&C point to the friendly, productive and caring learning community that exists at the school, with group responsibility for students a feature.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Parent and student NSOS<sup>1</sup> results are highly positive across all measures.</li> <li>• The Board and P&amp;C highlight the school's quality of leadership, research-based practice, a strong sense of momentum and openness to ideas. Staff are described as being accessible, honest and open communicators.</li> <li>• Family-school communication processes are well established with an emphasis on two-way communication through ClassDojo, SeeSaw<sup>2</sup>, email and access to classrooms before and after school.</li> <li>• Community engagement is supported through a busy schedule of student enrichment opportunities. Partnerships with the wider community have resulted in enhanced school facilities, such as the junior nature play area.</li> <li>• Premised on a foundation of respect and trust, School Board meetings are structured to empower members to engage in robust discussions of complex issues. The Board actively engages with school improvement data and planning intentions.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Involve the School Board and P&amp;C in the proposed review of abilities-based streaming of students in selected learning areas.</li> <li>• Enhance communication processes through the use of social media such as Facebook, adopting a 'sound bite' approach to information sharing.</li> </ul>

Learning environment	
Students highlight the collaborative, friendly and caring nature of the school and demonstrate a sense of school pride. A strong focus on SEN <sup>3</sup> and mental health support exists.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Reflection on NQS<sup>4</sup> attainment resulted in a whole-school 'wish list' that includes nature playgrounds and a focus on play-based learning that is balanced by explicit teaching of literacy and mathematics.</li> <li>• The Positive Education (Pos Ed) plan incorporates the proactive and explicit teaching of PERMA<sup>5</sup> character strengths. Students can identify markers of positive mental health characteristics.</li> <li>• A shift from a deficits-based to a strengths-based PERMA curriculum is evident with the recent introduction of the Pos Ed enhanced curriculum.</li> <li>• A consistent, whole-school approach to SAER<sup>6</sup> identification is supported by a tiered model for providing differentiated school/interagency support.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consider the incorporation of NQS reflection 'wish lists' in school planning.</li> <li>• Build on the character strengths focus, as completed during teacher collaborations, by embedding the Pos Ed enhanced curriculum.</li> <li>• Enhance support to differentiate learning within non-streamed classes.</li> </ul>

## Leadership

The school has developed a distributed leadership structure through which collaboration team members engage in cross-year level school improvement discussions. This facilitates broader understanding and investment in whole-school initiatives by a greater number of staff.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Change management processes are meaningful and considered, incorporating the involvement of staff, links to evidence, collaborative level discussions and opportunities for review facilitated by common DOTT<sup>7</sup>.</li> <li>• Business and operational planning is effective, demonstrating a school-wide focus on improvement. Operational plans serve multiple functions, incorporating agreed teaching and learning approaches, year level scope and sequences and links to an agreed assessment collection schedule.</li> <li>• In response to recent NAPLAN<sup>8</sup> achievement data, leadership of English and mathematics has been strengthened to include stronger links to professional learning, target attainment and effect size measurement.</li> <li>• Student voice is sought, and respected, through weekly meetings with the Principal and consideration of student opinion regarding school initiatives.</li> <li>• The school psychologist and leaders support a strong focus on mental health, enhancing relationships and connections with Aboriginal families.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Critique the process of streaming students for particular academic areas, communicate the resultant findings and develop agreed approaches.</li> <li>• Engage in the Centre for Excellence/Curtin University Internship's explicit teaching in literacy program.</li> <li>• Deeply reflect on school improvement intentions against the ACSF<sup>9</sup>.</li> </ul>

## Use of resources

The Principal, deputy principals and MCS<sup>10</sup> maintain strong oversight of the one-line budget, considering student needs, improvement priorities and staffing needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• School budgets and allocation of resources consider school priorities. Cost centre submissions are linked to business and/or operational plans.</li> <li>• EAs<sup>11</sup> skilfully support the implementation of MiniLit<sup>12</sup> and MultiLit<sup>13</sup> programs with in-house professional learning evident. EAs share student performance data with both 'streamed' and 'home' class teachers.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Pending 2020 SCFM<sup>14</sup> allocations, review EA positions, prioritising student needs, SEN and cohort learning priorities.</li> <li>• Establish a FMS<sup>15</sup> and a creative thinking skills evidence-base for the use of nature-play areas.</li> <li>• Liaise with community funding partners to provide a creative play space in the senior playground, incorporating appropriate student design ideas.</li> <li>• Build on the gains made in the provision of ICT<sup>16</sup> equipment by focussing on the explicit teaching of ICT skills, student expression and building teacher ICT capacity. Incorporate expectations into an operational plan.</li> </ul>

## Teaching quality

The recent development of the 2019-2021 business plan saw the school increasingly focus on more effectively connecting practices that support student learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Long standing visible learning strategies are embedded in classroom practice with an intent to develop a framework for planning and reflection that articulates the key elements of quality instruction.</li> <li>• Consistent and connected practice is promoted through visible learning approaches, PERMA, task wheels, inquiry approaches, specialist subject design and consistent topics/themes across year level streams.</li> <li>• Thorough, reflective performance management processes include peer observations and are driven by staff.</li> <li>• Collaborative teams provide strong curriculum leadership and support.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to explore links between visible learning and explicit teaching.</li> <li>• While operational plans provide consistent curriculum expectations, there is a need to investigate if the celebrated flexibility of pedagogy within classrooms is influencing student achievement and progress.</li> <li>• Provide further clarity regarding agreed teaching and learning strategies to progress student learning in mathematics.</li> <li>• Continue to improve classroom practice related to student feedback, focussing on feedback from teachers, self-reflection and feedback to peers.</li> </ul>

## Student achievement and progress

Although the school has some concerns regarding the performance of 2018 Year 3 students as measured by NAPLAN, the school is adopting a more interrogative approach to this cohort's progress, including analysis of OEAP<sup>17</sup> and First Cut data, and links to targeted improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A range of school-based data is accessed to support decision-making, with effect sizes used as a common measurement methodology.</li> <li>• Data is not used in isolation. Teachers frequently interrogate data at whole-school, collaborative team and operational plan leader levels. Teams review the relevance of data, identify what the data says, consider trends, suggest improvement foci and contemplate resourcing implications.</li> <li>• Back to Front Maths, Brightpath<sup>18</sup>, SCSA<sup>19</sup> exemplars, grade allocation NAPLAN alignment and common assessment tasks, support moderation.</li> <li>• The impact of student profiles, including SAER and students requiring extra in-band challenge or extension, is considered when planning improvement foci and identifying the need for targeted planning through IEPs<sup>20</sup>/GEPs<sup>21</sup>.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Support teachers to identify needs, plan improvements and track the performance of students who are in non NAPLAN years.</li> <li>• Consider PAT<sup>22</sup>, reassessment of selected OEAP tasks, and common assessment tasks to track student achievement from Pre-Primary - Year 3.</li> <li>• Continue development of a tool to monitor general capabilities progress.</li> </ul>

## Reviewers

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Stuart Percival  
Director, Public School Review

Troy Withers  
Principal, Tambrey Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General, Schools

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## References

- 1 National School Opinion Survey
- 2 Student driven digital portfolio 'app'
- 3 Special Educational Need
- 4 National Quality Standard
- 5 Seligman's positive psychology model – Positive emotion, Engagement, Relationships, Meaning, Accomplishments.
- 6 Students at educational risk
- 7 Duties other than Teaching
- 8 National Assessment Program – Literacy and Numeracy
- 9 Aboriginal Cultural Standards Framework
- 10 Manager Corporate Services
- 11 Education Assistant
- 12 Early literacy program
- 13 Literacy intervention program
- 14 Student-Centred Funding Model
- 15 Fundamental Movement Skills
- 16 Information and communications technology
- 17 On-Entry Assessment Program
- 18 Assessment and evaluation program
- 19 School Curriculum and Standards Authority
- 20 Individual Education Plan
- 21 Group Education Plan
- 22 Progressive Achievement Tests