



Department of  
Education

**Shaping the future**

# Hannans 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 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 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 Professional Performance 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 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

Hannans Primary School is located in Kalgoorlie, approximately 600 kilometres east-northeast of Perth in the Goldfields Education Region.

There are currently 350 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage rating of 990 (decile 6) and became an Independent Public School in 2012.

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

The first Public School Review of Hannans Primary School was conducted in August 2019. This 2023 Public School Review report provides a current point of reference for the school's 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:

- The Principal and executive team members conducted a thorough self-assessment of the school's performance against the Standard, incorporating the views of staff, families, community members and students.
- The Electronic School Assessment Tool (ESAT) submission drew clear links between the school's evidence and the foci of the Standard.
- Each piece of evidence submitted was accompanied by succinct annotations, providing clarity to school approaches and strategies and, most importantly, articulating the impact of the work the school has undertaken to improve.
- A broad cross-section of staff and leaders contributed to validation meeting discussions.
- The input of a selection of students from Years 1 to 6 as both tour guides and passionate advocates for their school, as well as the perspectives of parents, family members and community partners, provided further validation of the school's work in meeting the Standard.

The following recommendation is made:

- Continue to use the ESAT for the purposes of school self-reflection and self-assessment between reviews.

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### Relationships and partnerships

'Our kids are cared for' is the common theme of parent and community descriptions of the school and the ways in which staff and leaders work to support students and include busy working parents in students' learning.

### Commendations

The review team validate the following:

- Staff are collegial and mindful of others, contributing to a happy workplace. Pre-service teachers frequently seek permanent employment on qualification after their experiences at the school.
- Students are encouraged to take ownership of their learning and relish the opportunity to undertake leadership roles within the school. They positively articulate the features of their school that make it unique.
- Strong lines of communication between the school and home are evident with the use of Facebook, a Short Messaging Service and Seesaw to promote events, celebrate achievements and report on students' day to day learning.
- The School Board is a well-established part of the governance structure that supports the school. Members are clear on their role in driving school improvement and committed to doing so.
- The P&C has recently raised a significant amount of money for the provision of school learning resources and equipment for playgrounds such, as the nature play area, all of which is highly appreciated by students.

### Recommendations

The review team support the following:

- Continue to work with Aboriginal families and students to provide a place of belonging and engage the whole-school in the ongoing development of the Hannan's Primary School Reconciliation Action Plan.
- Build upon the events that connect staff from across the Goldfields Hub Network of schools to provide opportunities for professional development and collegial networking for staff.

### Learning environment

STRIVE<sup>1</sup> – School Values are embedded throughout the school in learning experiences and school rituals. Students are supported by a reward system, and this contributes to the provision of a positive learning environment.

### Commendations

The review team validate the following:

- The widespread adoption by staff of restorative approaches to student behaviour management have resulted in a reduction in the number of behaviour incidents reported by the school.
- An enrolment questionnaire, tailored to the needs of the local community, is designed to maximise the school's ability to forward plan to support students and ensure a 'strong start' in the school.
- Working with the school psychologist, external agencies, families and allied professionals, the learning support coordinator coordinates the delivery of individualised planning for students at educational risk.
- The school has developed a comprehensive plan to implement improvements to the existing high quality learning environment in the early years area in response to the National Quality Standard audit.
- A transition to school program for 3 year-old students is credited with establishing a smooth commencement to schooling for both children and their parents.
- The school psychologist provides regular, reportable records to the school, assisting in the maintenance of thorough support for students. Training of staff in Team Teach is facilitated by the school psychologist.

### Recommendations

The review team support the following:

- Continue to deploy resources to meet the needs of students with English as a second language or dialect.
- Monitor the consistency of application of restorative approaches and the STRIVE – School Values.

## Leadership

The Principal and executive team members are visible and consultative in their support of staff to deliver learning to students. The team is well regarded, knowledgeable and connected to the needs of the community.

### Commendations

The review team validate the following:

- Highly professional teams of teachers lead literacy and numeracy in the school. This is a manifestation of the school's 'leading from the middle' ethos which encourages and supports staff to take leadership roles.
- A numeracy committee uses feedback from surveys and occasional 'curriculum café' events to support staff to implement, with fidelity, the school's agreed approach to teaching mathematics.
- The literacy team articulate the focus for improving student literacy, exemplified by a recent 3 year school-wide focus on reading. Further, widespread staff buy-in is contributing to improved student results.
- A committee and meeting structure has been established for the team of education assistants with the purpose of providing professional development and building capacity for them to support teachers and students.
- There are opportunities for staff to take leadership roles in the school, including the recent appointment of Quality Teacher Leaders, a level 3 classroom teacher and the engagement of 13 senior teachers.
- Student leaders are elected democratically by their peers and supported in their growth as leaders through coaching and professional learning experiences.

### Recommendations

The review team support the following:

- Aligned to the Goldfields Hub Network plan, connect student leaders with their peers in other schools to grow their leadership capacity.
- Meet the business plan target of 100% of staff being engaged in peer observation cycles ensuring the embedding of the 'Hannans Game Plan' document and the Department's Quality Teaching Strategy.

## Use of resources

A significant indicator of the value that the Hannan's community places on education for its children is the high collection rate of annual contributions and charges, consolidating the shared commitment to student outcomes.

### Commendations

The review team validate the following:

- The establishment of reserve accounts and schedules for the timely replacement and purchase of assets and resources is being led by the manager corporate services.
- A decision to lease the majority of school ICT<sup>2</sup> equipment alongside the school's Bring Your Own Device (BYOD) program has supported the school to provide contemporary technology for students and staff.
- The deployment of skilled education assistants to deliver therapy programs ensures that therapist shortages in external agencies do not impact students.
- Staff are provided with regular training in their responsibilities and obligations as cost centre managers.
- The school has responded to the growth of students with English as a second language or dialect and other changes in school demographics by deploying resources and implementing programs that support engagement and academic success.
- The School Board and the Finance Committee ensure a transparent oversight of the school's finances.

### Recommendations

The review team support the following:

- Work alongside families and teaching staff to reinvigorate the participation of students in the BYOD program in Years 5 and 6.
- Continue the implementation of a future proofing asset and resource replacement and reserve schedule.

## Teaching quality

The 'Hannans Game Plan' document is the centrepiece of the non-negotiable and consistent teaching practice agreed between all staff, leading to the cementing of shared beliefs about teaching across the school.

### Commendations

The review team validate the following:

- The partnership between teachers and education assistants in delivering early intervention through MiniLit has reduced the numbers of students requiring intervention in the senior years. The Letters and Sounds program is delivered to all students supporting their reading growth through phonics.
- Individual Education Plans (IEPs) are used for students requiring support for learning beyond quality differentiated teaching practice. Support is provided to teachers in the construction of IEPs by the learning support coordinator.
- There are regular opportunities for staff to collaboratively refine and review the 'Hannans Game Plan' based on emerging evidence and classroom-based action research.
- Teaching communities are located together in blocks where formal and ad hoc meeting opportunities support all staff in the delivery of best practice and agreed evidence-based programs.
- Students set, monitor and review academic achievement goals, facilitated by teachers. Students report that they are informed of their progress and achievement levels by teachers.

### Recommendation

The review team support the following:

- Participate in regional moderation opportunities with Goldfields Hub Network of schools to further support the work of refining the alignment of teacher judgements and student performance in systemic assessments.

## Student achievement and progress

Staff view the maximising of students' achievements as being a moral imperative, to grow post school opportunities, and accept personal accountability for the results and learning of their students.

### Commendations

The review team validate the following:

- The On-entry Assessment Program is no longer undertaken for Years 1 and 2 students, maximising the instructional time for students at the start of the school year and allowing the tailoring of teaching to meet students' needs.
- Staff have adopted The Science of Reading: Science of Learning research to assist them design instruction that optimises student learning.
- Events such as learning journeys and individual parent teacher interviews complement the provision of student achievement information to parents via Reporting to Parents formal reports.
- In 2022 Year 5 students achieved Reading, Writing and Numeracy NAPLAN<sup>3</sup> results above students in like schools. Improvements in student reading data are credited to the shared, focused approach of staff.
- The annual collection of student data through Progressive Achievement Tests for maths, reading and spelling, as well as Brightpath writing, assesses the fidelity with which agreed approaches from the 'Hannans Game Plan' are being implemented.
- Student achievement data is collected and analysed by all staff. Teachers are effective at gauging the impact of their instruction in meeting students' needs via the assessment data that they collect.

### Recommendations

The review team support the following:

- Continue to implement a cyclical approach to analysing student achievement data aligned to the school self-assessment schedule.
- Maintain a school wide focus on reading, building on the recent gains in student achievement in this area.
- Implement the Brightpath mathematics tool across the school to support students to meet their numeracy achievement potential and match the performance of students in like schools.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Catherine Stott  
**Principal, Bertram 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 in 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Milanna Heberle  
**A/Deputy Director General, Schools**

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## References

- 1 Success, Teamwork, Respect, Innovation, Voice, Empathy
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy