



Department of  
Education

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Public education  
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# Hawker Park Primary School

## Public School Review

June 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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.



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## Context

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Hawker Park Primary School is located in the suburb of Warwick, approximately 15 kilometres from the Perth central business district, within the North Metropolitan Education Region. The school is surrounded by natural bushland and large open spaces. It opened in 1982 and became an Independent Public School in 2015.

Classrooms are well equipped and students have access to technology and a variety of additional programs, including music, physical education and Indonesian.

Currently, there are 230 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1090 (decile 2).

Valued support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

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

- Ongoing school self-assessment processes have been embedded in the school for some time, using the three fundamental questions outlined in the School Improvement and Accountability Framework.
- Leaders familiarised themselves with the Standard, which has influenced the drafting of the next business plan.
- The final Business Plan 2021-2025 was intentionally delayed to allow consideration of the Public School Review report.
- All staff engaged in reflection during 'think tank' day to determine what to include in the Electronic School Assessment Tool (ESAT) submission.
- A significant number of staff, students and parents participated in conversations throughout the validation visit.

The following recommendation is made:

- Utilise the Standard and the ESAT in ongoing self-assessment practices between school review cycles.

## Public School Review

### Relationships and partnerships

The school values the importance of developing and sustaining positive relationships and partnerships that benefit the school and enhance learning experiences for students.

#### Commendations

The review team validate the following:

- Staff share a collective commitment to the school, its students and each other, with many working at the school over a number of years. High levels of collegiality and collaboration between staff are evident.
- Staff and student relationships are positive and underpinned by the school values, which are embraced, referred to and understood by all.
- Many opportunities are provided for families to participate in school events, including the Welcome Picnic, Harmony Week, Book Week and SMARTS day.
- The school has multiple platforms for communication with families. Classroom websites allow parents to keep informed of the day-to-day learning experiences of their children.
- The School Board and P&C demonstrate high interest in the success of the school and cite the intimate feel of the small school as a benefit.

#### Recommendation

The review team support the following:

- Provide parents opportunities for consultation and feedback when reviewing or introducing school initiatives.

### Learning environment

'The Grass Hut' reflects how the school creates and maintains a safe, caring and inclusive culture, which influences decision making and student support mechanisms across the school.

#### Commendations

The review team validate the following:

- The whole-school Behaviour Support Policy is underpinned by the school's values and the Zones of Regulation program, with students being explicitly taught strategies to self-regulate.
- Students highlight the care that teachers have for them as what they like most about the school.
- Flexible classrooms are providing students with the opportunity for choice in the way they learn. Play-based education is extending beyond Kindergarten to Year 2, providing 'hands on' inquiry learning for students.
- Student wellbeing is being enhanced through the SMARTS program, which focuses on students' strengths, providing student voice in activities in their areas of interest and bringing the whole school community together for celebration.
- Students at educational risk are monitored by the student support team. This is supported by a culture where all staff share a collective responsibility to these students.
- Case conferences and Individual Education Plans ensure targeted intervention where required.

#### Recommendation

The review team support the following:

- Consider how the new Hawker Hub building might be utilised to best support students.

## Leadership

Leaders have created a shared vision that is encapsulated in the school's motto 'Together we grow'. Staff hold the belief that collectively they are responsible for developing the whole child to become their best selves.

### Commendations

The review team validate the following:

- High levels of trust exist across the school, where staff highly respect and feel valued by school leaders.
- Leaders engage staff in annual cycles of self-assessment and planning, giving authentic opportunities to collaborate on the future directions of the school.
- School decisions are considered and evidence based, with change being managed in a timely and informed way in consultation with all staff.
- Staff are provided opportunities to lead curriculum and committees that are guided by the priorities of the business plan. This has resulted in a shared model of leadership across the school.
- Professional review and performance management processes are underpinned by a growth mindset. High levels of trust between leaders and staff have resulted in an open and respectful culture of observation and feedback.

### Recommendation

The review team support the following:

- Consider accessing system opportunities for leadership development using the Future Leaders Framework, and professional learning offered through the Leadership Institute.

## Use of resources

The deployment of resources is aligned to the school's planning and review cycle. All staff are engaged in decision making, which is overseen by the Finance Committee and School Board.

### Commendations

The review team validate the following:

- Financial decisions are based on evidence, and high levels of consultation exist to ensure funding allocations are targeted to meet the needs of students.
- Operational plans clearly articulate expected costs against agreed strategies, including the human resource allocation required.
- The current staffing profile has been considered in the development of a comprehensive workforce plan.
- Staff are encouraged to grow to their strengths, with opportunities provided to draw on their talents. Teachers and allied professionals lead a number of portfolios and programs within the school.
- Targeted initiative and student characteristics funding are allocated effectively to the students for which they are intended, which includes an allied professional supporting every classroom.

### Recommendation

The review team support the following:

- Plan for the resourcing requirements of the new Hawker Hub building.

## Teaching quality

There is a shared belief of what constitutes good teaching and learning, which embeds a holistic approach to meeting the academic and social and emotional needs of students.

### Commendations

The review team validate the following:

- Whole-school approaches to the development of literacy and numeracy are evidence based and monitored through effective data analysis processes.
- Students are provided opportunities for enquiry-based learning that is enabling deeper learning and connection to real life experiences.
- Differentiation through small group and individual intervention is showing progress for students requiring additional support.
- Individual Education Plans are developed for identified students in partnership with parents.
- Data and reporting is undertaken through Nationally Consistent Collection of Data and Special Educational Need – Reporting to Parents.
- Professional learning links directly to the priorities identified during the school's annual self-assessment and planning cycle, strengthening staff ownership of the process.
- Well-established, end-of-year handover between teachers using student performance and wellbeing data, provides support for teachers in their planning.

### Recommendation

The review team support the following:

- Continue to embed the culture of classroom observation and feedback and the sharing of best practice.

## Student achievement and progress

Student achievement and progress are monitored using school-based data to inform teaching and whole-school initiatives for improvement.

### Commendations

The review team validate the following:

- Planning documents clearly articulate targets for student achievement and progress, aligned to whole-school improvement strategies.
- NAPLAN<sup>1</sup> achievement and progress between Year 3 and 5 was above like schools in all areas in 2016-2017 and 2017-2019, with the exception of spelling.
- The introduction of Felicity Randall Spelling (Kindergarten to Year 6) in response to 2017 NAPLAN data is showing positive results for students, including those supported through Literacy Intervention Focus Teaching (LIFT).
- The 'Class Record Books' (database) is collated for and utilised by teachers for ongoing assessment and longitudinal tracking of student cohort achievement and progress.
- Student progress targets in Progressive Achievement Tests in mathematics, reading, spelling and science exceeded the school targets in 2018-2020.

### Recommendation

The review team support the following:

- Continue to provide opportunities for moderation to improve grade allocation alignment, and facilitate the introduction of Brightpath writing and mathematics.

## Reviewers

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Vicki McKeown  
Director, Public School Review

Mari Dart  
Principal, City Beach Primary School  
Peer Reviewer

## Endorsement

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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 scheduled for Term 2, 2024.



Melesha Sands  
Deputy Director General, Schools

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## References

- 1 National Assessment Program – Literacy and Numeracy