Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

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Eden Hill Primary School

Public School Review

October 2019

PUBLIC SCHOOL REVIEW

Purpose

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

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

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused 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:

Effective
✔ The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Opened in 1915, Eden Hill Primary School is located approximately 13 kilometres east of Perth within the North Metropolitan Education Region.

Classrooms range from century-old rooms to a purpose-built music and art building. Currently, there are 510 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1029 (decile 3).

Eden Hill Primary School became an Independent Public School in 2012. The parents and school community are actively involved in school activities including sport carnivals and assemblies. The Parents and Citizens' Association (P&C) supports school priorities through fundraising efforts.

Long-term commitment by current and previous parents, through both the P&C and the School Board, has led to continuity and purposeful achievement of school goals.

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The school's self-assessment process was inclusive of staff, parents and the community, both in the submission preparation and during the validation day discussions.

- Mirroring the existing distributed leadership model, individuals and groups were given the opportunity to prepare sections of the school self-assessment related to their areas of expertise and responsibility.

- A disciplined dialogue approach was used to interrogate the school's current position and the progress it has made against its targets.

- As part of its transparent process, all staff were presented with the final school self-assessment prior to its submission.

- Self-assessment processes are an embedded practice, making the task of preparing for the public school review a natural culmination of their evidence collection and reflections.

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Relationships and partnerships

Relationships are an area of strength at Eden Hill Primary School, both between staff and students and with the local community. The school was described as being like a country school within the city. The front office staff were acknowledged as caring, welcoming and supportive.

Effectiveness	The review team validate the following: • The parent community has a high level of respect for the staff, acknowledge their commitment to go 'above and beyond' and appreciate the high level of care afforded to their children. • Governance processes are strong with each of the three governing bodies - the school, the Board and the P&C, each having clarity of roles resulting in quality, productive collaboration. • The school benefits from the long-term commitment of current and previous parents to lead the Board and P&C while setting succession planning in place. • The hardworking P&C has regular focus areas for fundraising, which include subsidising school camps, book awards, technology and resources. • Emanating from the Fathering Project, the Eden Hill Dads' group devise and coordinate popular engagement programs for students, including building and flying balsa wood planes and building and racing billy carts.
Improvements	The review team support the following action: • Reflect on ways to sustain the positive school culture, trusting, quality relationships, and shared commitment to student success in all its forms.

Learning environment

There is a calm, supportive and purposeful learning environment, which is created by the whole-hearted commitment of the parents and staff to provide optimal conditions for student success. Pastoral care is embraced as a priority by all staff.

Effectiveness	The review team validate the following: • The school is aware of its less than optimum attendance levels and has strategies in place to address this issue. • A range of communication methods are provided including the SkoolBag 'app', Connect, newsletters and parent year level representatives. • Student services is a strength of school operations. Detailed student tracking mechanisms result in individualised interventions. • The school recognises that their students have a range of ability levels. Curriculum differentiation, both within class and through support and enrichment programs, caters for diverse needs and interests. • Before school engagement programs such as dance, band and running clubs, are valued highly and well attended.
Improvements	The review team support the following action: • Increase teachers' involvement in determining the placement of students in classes.

Leadership

The leadership team is united and works together respectfully. The new principal has assimilated well into the school and has built on the strong culture of trust, collegiality and goodwill.

Effectiveness	The review team validate the following:
	• The school leadership team is respected for its high level of transparency and embedded processes for self-reflection on the progress towards achievement of targets outlined in the business plan.
	• The principal and deputy principals are described as being visible and accessible to the parents, students and community.
	• An embedded model of performance growth and development includes elements of reflection against the AITSL[1] Australian Professional Standards for Teachers, goal setting and classroom observations.
	• Distributed leadership is evidenced by providing development opportunities for staff such as involvement in the Future Leaders program.
Improvements	The review team support the following actions:
	• Review selected school policies including the behaviour management policy to ensure currency of practice and compliance with Department of Education requirements.
	• Reflect on the long term academic success of students and formally articulate the elements that lead to sustained success at the school.
	• Strengthen links between: strategic; operational; classroom; financial planning; and monitoring and evaluation.
	• Continue to identify and develop leaders across all areas.

Use of resources

The experienced manager corporate services works closely with the principal to manage the school's finances.

Effectiveness	• The review team validate the following:
	• The school ensures that it expends the required 96 per cent of funds each year in line with financial compliance.
	• Workforce planning reflects school needs.
	• Special needs education assistants are engaged at points of need across the school.
	• The *Aboriginal Cultural Standards Framework* has been implemented and is supported by grants which fund cultural events and projects that acknowledge the traditional land owners.
Improvements	The review team support the following actions:
	• Review physical digital technology provision and align resourcing to support achievement of the school's ICT[2] vision.
	• Investigate leasing versus purchasing to support increased access to resources.
	• Continue to provide teacher collaboration and planning time.

Teaching quality

A highly engaged and skilled teaching staff possess a range of expertise which benefits students.

Effectiveness	The review team validate the following:
	• A cell meeting structure enables regular teacher collaboration supporting professional conversations and implementation of the cycle of 'assess, plan, act'.
	• Opportunities for teachers to observe colleagues contributes to sharing good practice.
	• Whole-school programs are in use in spelling, grammar and punctuation and mathematics.
	• MultiLit, PreLit, MiniLit and MacqLit programs provide robust and effective lessons to support identified students in reading.
Improvements	The review team support the following actions:
	• Reflect on, and document, the whole-school approach to curriculum delivery by using the 'What Went Well, Even Better If' model.
	• Review current classroom teaching practice to ensure consistency in an agreed approach to curriculum delivery.
	• Evaluate staff competency of using digital technologies and platforms to determine what supports are required to progress the use of ICT as a tool for learning across the school.

Student achievement and progress

The National Assessment Program – Literacy and Numeracy (NAPLAN) achievement and progress has consistently been at a high level over a period of several years.

| Effectiveness	The review team validate the following:
	• In Year 3, from 2017 to 2019, 14 out of 15 NAPLAN scores in the Comparative Performance Summary have been at or above the predicted school mean.
	• In Year 5, from 2017 to 2019, 12 out of 15 NAPLAN scores in the Comparative Performance Summary have been at or above the predicted school mean.
	• 2018 AEDC[3] data was analysed, instigating school action with language development, an area identified as in need of improvement.
	• The school has reviewed the NQS[4] and developed plans for improvement in Quality Area 1 (Educational Program and Practice) and Quality Action 3 (Physical Environment).
	• Teacher's grade alignment with NAPLAN has been monitored through cell group meetings.
Improvements	The review team support the following action:
	• Strengthen staff data literacy including use of data as an evidence base for planning and measuring the impact of strategies and programs.

Reviewers

Laura O'Hara
Director, Public School Review

Jane Rowlands
Principal, Floreat Park Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.
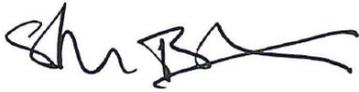
Stephen Baxter
Deputy Director General, Schools

References

1   Australian Institute for Teaching and School Leadership
2   Information and communications technology
3   Australian Early Development Census
4   National Quality Standard