



Department of  
Education

**Shaping the future**

# Eden Hill 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 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

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

Currently, there are 435 students enrolled from Kindergarten to Year 6.

The school became an Independent Public School in 2012 and has an Index of Community Socio-Educational Advantage rating of 1018 (decile 4).

The School Board assumes a governance role and the Parents and Citizens' Association (P&C) supports school priorities through fundraising efforts.

The first Public School Review of Eden Hill Primary School was conducted in Term 4, 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 school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard and provided a narrative of school performance against each domain.
- In preparation for the Public School Review, staff worked collaboratively in focus groups building a professional learning culture. Staff used the domain foci and lines of enquiry premised on the questions 'How are we going? How do we know? and What are we doing to improve?' to identify strengths and areas for improvement.
- The Principal used the review as an opportunity to reflect on 'what is working well' and 'even better if' and used this disciplined dialogue process to inform the improvement agenda. Additionally, the collaborative approach taken highlighted the work completed since the previous review and provided an opportunity for celebration.
- Staff participated positively, engaging in frank discussions during the validation visit, adding considerable value and clarity for the reviewers in validating the ESAT submission.
- An extensive tour of the school, with opportunities to speak with staff, further enriched the validation process providing a greater understanding of evidence presented in the ESAT submission.

The following recommendations are made:

- Consider in future submissions, using the ESAT functionality to refine the collection and analysis of data to provide alignment between judgements, evidence and planned actions to give a succinct account of school performance.
- Explore ways in which the ESAT can be used as a repository for the ongoing collection and analysis of data to support school self-assessment.

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### Relationships and partnerships

The school actively seeks to establish and maintain beneficial relationships and partnerships with their community to meet the needs of students, families and staff. The establishment of strong relationships, fostered with purpose and compassion, underpin the culture and very essence of Eden Hill Primary School.

### Commendations

The review team validate the following:

- Communication with parents and carers is regular, accessible and timely, with information focused on student learning and delivered to meet the needs of the community.
- The P&C are valued for their significant contribution in enabling programs and services for students such as the Year 5 and Year 6 1:1 iPad initiative, operation of the canteen and organisation of community events.
- The professional and committed School Board works in partnership with the Principal providing governance oversight and significantly engaging with the school's improvement journey.
- The school seeks feedback from parents through the National School Opinion Survey and topic specific surveys. They provide valuable information to inform future planning and improve school operations and processes.
- Professional relationships between staff are strengthened through regular timetabled and structured collaborative interactions that are constructive, purposeful and underpinned by meeting norms.

### Recommendation

The review team support the following:

- Continue with the intention to develop communication guidelines. Ensure agreed processes, content, frequency and the most appropriate platforms of communication between school and home are employed.

### Learning environment

Inclusive and welcoming, both built and natural environments are adapted to support every child's participation in quality experiences. Characterised by a focus on the wellbeing of students, the school has established an inclusive and engaging environment, creating a sense of care and belonging for all.

### Commendations

The review team validate the following:

- Positive behaviour support, aligned to the school values, is embedded school-wide. Explicit teaching of the behaviour expectation matrix and a shared language is key to heightened levels of student engagement and participation.
- The school pays attention to the health and wellbeing of students, With oversight from the health and wellbeing team. Zones of Regulation and Be You Survey data provide evidence and track students' social and emotional wellbeing, and with the work of the Chaplain, a wraparound model of support for students is established.
- Evident in the structure and opportunities for meaningful and impactful student leadership positions, students are provided increasing opportunities to have voice and agency over their learning.
- The Learning Support Plan gives clarity to the processes and procedures for implementation of teaching practices that meet the learning needs of students. The Student Profile System together with student journals provides a one-stop-shop for the recording and storage of Individual Education Plans, Group Education Plans, Individual Behaviour Plans and all relevant student information.

### Recommendations

The review team support the following:

- Progress the intention to build an effective feedback culture which facilitates opportunities for students to engage in self-assessment and provide feedback to teachers to further develop student agency.
- Continue to promote and build culturally inclusive practices including the identification of high impact strategies for Aboriginal students and those with English as an Additional Language or Dialect.

## Leadership

A considered approach to implementing an ambitious change agenda has been taken by the Principal and the leadership team. This structured and supported model has resulted in staff buy-in, where all are responsible, accountable and empowered to contribute to the school's improvement strategy.

## Commendations

The review team validate the following:

- There is a spotlight on developing staff capability through a distributed leadership structure. This approach builds and promotes a sense of collective efficacy whilst the provision of professional learning develops skills and confidence to lead.
- Identification and development of emerging and aspirant leaders is facilitated through access to leadership professional learning such as the Language Leadership School Series, and the Western Australian Future Leaders Framework Program.
- The performance growth and development process has been modified to create a clear alignment with AITSL<sup>1</sup> standards and the Department's template. The focus is on promoting a growth culture with professional review involving rigorous staff self-reflection processes and improvement through the identification of SMART goals.
- The school has paid attention to the development of operational plans that align to business plan targets and milestones.
- An expectation that student data is a focus at Professional Learning Communities (PLCs) meetings has improved staff understanding of the need for alignment between strategic, operational and classroom planning.

## Recommendations

The review team support the following:

- Continue to build an instructional leadership model that impacts directly on the classroom. Embed whole-school processes and programs, creating low variability and consistency of teaching practice.
- Consider further development of phase of learning leaders to support and develop staff capacity to interrogate data to measure the impact of their teaching on student achievement and progress.

## Use of resources

The Principal and manager corporate services provide open and transparent management structures in collaboration with the School Board, Finance Committee and staff. This is developing a shared understanding of the complex nature of school resourcing.

## Commendations

The review team validate the following:

- There is a clear link and alignment between the business and operational plans and school budget, with a focus to raise standards and outcomes for all students.
- The Finance Committee has representation from across the school and provides oversight of decision making processes for budgetary and funding allocations.
- A detailed Financial Management Handbook, training for Finance Committee members and cost centre managers, and the annual budget submission form provides guidance and ensures budgets are managed in accordance with Department's guidelines.
- School characteristics and targeted initiative funding supports programs and initiatives such as the Chaplaincy program, Speech Pathologists in Schools Pilot, literacy intervention programs MiniLit, MultiLit, MacqLit and Reading Tutor programs.
- Attention to the deployment of education assistants allows for a holistic, targeted and streamlined approach to cater for students at educational risk, inclusive of those who do not attract disability funding.

## Recommendation

The review team support the following:

- Target and align resourcing to support the implementation of Teaching for Impact. Include the allocation of time to formalise and strengthen the existing collaborative planning structures.

## Teaching quality

High levels of teacher efficacy are reflected through a shared commitment to accountability and responsibility for every child's success. Staff understand their purpose and are invested in ensuring no child is left behind.

### Commendations

The review team validate the following:

- The establishment of PLCs supports teachers to collaboratively plan, develop common assessment tasks, analyse student data, moderate work, and reflect on their practice.
- Teachers are building their capacity to make data informed decisions in the identification, planning and monitoring of students requiring intervention and extension. Learning adjustments and the differentiation of the curriculum is provided through specific academic/social/emotional intervention, extension programs and documented plans.
- The focus to improving teacher effectiveness is evident in the early years where teachers and education assistants from K-2 use the National Quality Standard to reflect on and review practices and processes, strengthening early childhood teaching across this phase of schooling.
- Staff are supported in the delivery of whole-school programs and approaches through operational plans, scope and sequence documents, coaching/mentoring and professional learning as applied to building the capability of staff to implement 21<sup>st</sup> century learning through digital technologies.

### Recommendations

The review team support the following:

- Aligned to the Quality Teaching Strategy, build on and further strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across the school.
- Establish a set of shared beliefs about teaching and learning by progressing the development of a Teaching and Learning Handbook to align direction, providing a reference point for staff and induction processes.
- Continue to embed classroom observations and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model, with fidelity, across the school.

## Student achievement and progress

The implementation of whole-school programs and greater consistency of instructional approach is providing traction in the improvement of student outcomes.

### Commendations

The review team validate the following:

- A focus on the early years has led to improved student progress for the stable cohort that is significantly above like schools, as measured from the On-entry Assessment Program (On-entry) to the 2022 Year 3 NAPLAN<sup>2</sup>.
- A variety of systemic and school-based assessment tools, including On-entry, NAPLAN, Letters and Sounds, ACER<sup>3</sup>, Elastik and Brightpath are analysed and used to make judgements on student progress.
- The detailed and carefully structured assessment and reporting schedule guides the implementation of timely data analysis at both the individual and whole-school level.
- The student profiling spreadsheet is used to effectively record and track student data from Kindergarten to Year 6. This aids the facilitation of a seamless transition and handover process.

### Recommendations

The review team support the following:

- Progress intentions to strengthen staff data literacy and engage in the collaborative analysis of data using a disciplined dialogue approach.
- Provide opportunities for staff to participate in moderation processes with network schools to accurately make judgements and allocate grades.
- Continue to monitor closely the impact and consistency in the implementation of agreed whole-school programs, the instructional model and interventions on learning outcomes for students.

## Reviewers

Maxine Augustson  
**Director, Public School Review**

Karen Povey  
**Principal, Makybe Rise 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 for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy
- 3 Australian Council for Educational Research