



Department of
Education

Shaping the future

Hudson Park 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

Context

Hudson Park Primary School is located approximately 20 kilometres from the Perth central business district, in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 943 (decile 8) and currently enrolls 211 students from Kindergarten to Year 6.

It has the support of the School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Hudson Park Primary School was conducted in Term 3 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 school's Electronic School Assessment Tool (ESAT) submission delivered an in-depth account of the school's operations and improvement agenda, including robust planning processes and a focus on cultural change over recent years.
- The school has embedded self-assessment processes that privilege data driven decision making and high levels of staff collaboration and engagement.
- In preparation for the review, the school followed a systematic and documented process of staff consultation and reflection on the school's performance in each domain of the Standard. Working in teams, staff collaboratively developed overview documents for each of the domain foci.
- A wide selection of credible data sources accompanied detailed analysis and well-defined planned improvements. This served to clearly articulate the school's current performance and demonstrated a sound understanding of future directions.
- The review process was viewed by leaders as an opportunity to reflect on the school's progress to date and areas for further development, as well as acknowledging the commitment that staff have shown.
- Authentic contributions to validation discussion by staff, students, community members and parents further enhanced the school's submission.

The following recommendation is made:

- Continue to embed cycles of self-assessment and the collaborative engagement of staff in data driven decision making.

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Relationships and partnerships

A diverse school community is embraced by a staff who view respectful relationships as fundamental to student success. With a focus on cultivating students' sense of connection and belonging, relationships are positive, trusting and culturally responsive.

Commendations

The review team validate the following:

- Teachers report that opportunities to have a voice are enabled through clear decision making structures, consultation, surveys and open and transparent communication.
- Families are welcomed into the school and embraced at every level. Front office staff prioritise their role in building connections and caring for the students and families they engage with.
- Communication with families is enhanced with the use of interpreters for meetings and events, which promotes increased levels of understanding between the school and families.
- Students expressed their appreciation for the school which they described as respectful, kind, and caring. Parents value the school highly. They 'feel seen' and have trust in the school.
- Partnerships with Wanslea and the Child and Parent Centre add value, increase family connections and access to intervention for student wellbeing.
- The School Council and P&C hold the school leaders in high regard, and are committed to the school's improvement journey and focus on championing every child.

Recommendation

The review team support the following:

- Continue to build connections with all families with a focus on maximising student learning. Progress plans to reinstate parent meetings for specific linguistic groups.

Learning environment

The school's safe, inclusive and culturally responsive learning environment is characterised by a commitment to early intervention and wrap around support, optimising the conditions for students to thrive.

Commendations

The review team validate the following:

- The school has embraced a Response to Intervention model to cater for the learning and wellbeing needs of students including the early implementation of MacqLit. Students with English as a Second Language or Dialect (EAL/D) are supported with intervention opportunities, ongoing support, and progress monitoring.
- The introduction of a whole-school behaviour approach has led to improved student behaviour outcomes. Following professional learning, staff report an increased understanding of the use of observation and data collection to inform behaviour plans, goal setting and the delivery of targeted support.
- Staff report that professional learning in Trauma Informed Practice and Autism have led to an increased capacity to meet students' specific needs and establish predictable routines.
- The implementation of the You Can Do It program and data collection is focused on increasing students' positive relationships and social and emotional development.
- A commitment to developing cultural responsiveness is evident in the school's engagement with the Aboriginal Cultural Standards Framework and focus on building connections with families.
- Support for student attendance led by the deputy principal, in collaboration with staff and school officers, has continued to improve attendance outcomes.

Recommendations

The review team support the following:

- Continue to use student wellbeing data to inform the social and emotional learning curriculum.
- Continue to refine the early intervention and use of the EAL/D Progress Map for students from linguistically diverse backgrounds.

Leadership

The Principal has worked collaboratively with the leadership team to embed a culture of high expectations driven by a clear shared vision, a robust school improvement agenda and high levels of staff engagement.

Commendations

The review team validate the following:

- The collaboratively developed strategic plan, operational plans, target setting and whole-school monitoring processes support the school's clarity and shared understanding of improvement imperatives.
- Support for staff to develop their instructional practice is informed by a shared vision of how students learn best and a focus on staff collaboration, mentoring, coaching and professional learning.
- A distributed leadership structure including curriculum, phase teams and phase leaders is supporting the development of consistent practices and connected learning. Staff collaboration in Professional Learning Communities (PLC) is engaging staff in data analysis to inform classroom decision making.
- Based on the school's understanding that success is founded on the ability to develop the potential of staff, performance development processes and professional learning are focused on learning, collaboration and staff sharing.
- Change is evidenced based, structured and well-paced in response to an identified need and with a view to engaging and empowering staff.

Recommendation

The review team support the following:

- Continue planned intentions to embed instructional coaching and mentoring through engagement with Shaping Minds across the school.

Use of resources

Prudent financial management decisions, enabled through collaborative planning by the Principal, the manager corporate services and Finance Committee, ensure resource allocation is aligned to student needs.

Commendations

The review team validate the following:

- The school uses the analysis of data to inform decision making on the allocation of resources for interventions and evidence-based support.
- Careful reserve planning and asset replacement processes are in place, contributing to the school's focus on ensuring the sustainability of information and communication technology resourcing across the school to support student learning.
- The school has allocated funds for additional chaplaincy and school psychologist time as well as roles to support students with EAL/D and students with Special Educational Needs.
- Workforce planning is based on careful monitoring of student enrolments and student needs with a view to ensuring and sustaining high quality teaching.
- Staff are supported to understand financial management through a cost centre management handbook and sharing of information relevant to their responsibilities in managing public resources.

Recommendation

The review team support the following:

- Ensure the ongoing monitoring of enrolments to inform workforce planning and sustainability of quality teaching.

Teaching quality

Committed staff are working collaboratively to support high levels of student engagement and improved outcomes. This is informed by high expectations, data driven decision making and the implementation of school-wide evidence-based teaching practices.

Commendations

The review team validate the following:

- Shared beliefs, aligned to school-wide teaching and learning practices and programs have been collaboratively developed through school development days, and staff, committee and PLC meetings. Whole-school and targeted professional learning provide further opportunities for consolidation of agreed practices.
- A commitment to play-based learning and explicit instruction in the early years is effectively supporting student progress as evidenced in school and system student achievement data.
- The implementation of the Heggerty Phonemic Awareness program, Sounds Write, Promoting Literacy Development Phonic programs and daily reviews based on Shaping Minds professional learning have been embraced by staff who report a positive impact on student learning.
- Staff use system and school-based assessments to monitor individual student progress, identify learning needs and inform classroom decision making. The collaborative reflection on student achievement data through PLCs is further enhancing staff understanding of levels of student progress.
- Differentiation for individual student needs is integral to the school's focus on planning in the classroom, including the targeting of learning gaps through interventions.

Recommendations

The review team support the following:

- Continue intentions to embed consistent school-wide pedagogy and practice, including daily reviews.
- Continue to identify the speech and language needs of Kindergarten students and link with supports provided through the Child and Parent Centre and the Dyslexia-SPELD Foundation to build staff capacity to support language needs.

Student achievement and progress

A central focus for the school is an unrelenting commitment to every student achieving success and the development of a culture of evidence-based decision making. This is founded on the systematic collection and collaborative analysis of student achievement and progress data contributing to a sense of collective responsibility for improvement.

Commendations

The review team validate the following:

- The whole-school data collection schedule has clear monitoring points and is aligned to school-wide, evidence-based teaching practices. At the classroom level, the school is prioritising daily formative assessment, observations, feedback and checking for understanding.
- Student phonics assessment data has been used to modify the school's phonics program and set new benchmarks and expectations for Pre-primary and Year 1 phonics instruction. An assessment database is supporting longitudinal, cohort and individual student tracking.
- Early intervention has been prioritised to ensure student learning gaps are addressed and students are able to maximise their progress and levels of achievement.
- Tangible evidence of the impact of intervention and evidence-based practice is demonstrated in student progress from On-entry to Year 3 NAPLAN¹ achievement 2022.
- The school has used DIBELS² Universal Screening Assessment to inform classroom decision making and practice.

Recommendations

The review team support the following:

- Continue intentions to use fine-grained data to inform future strategic, operational, classroom planning and intervention planning for students.
- Continue to provide opportunities for staff to engage in moderation to support grade distribution.

Reviewers

Kim McCollum
Director, Public School Review

Andrea White
Principal, Westminster 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

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Dynamic Indicators of Basic Early Literacy Skills