



Department of
Education

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Public education
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Honeywood Primary School

Public School Review

November 2020



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 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 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

together with the Funding Agreement for Schools.

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.



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Context

Honeywood Primary School is located in the suburb of Wandí, 30 kilometres from the Perth central business district, within the South Metropolitan Education Region. It has extensive grounds including basketball and tennis courts.

The school opened in 2017 as an early childhood facility operated from transportable classrooms for Kindergarten and Pre-primary aged children. Key services for families, through the provision of an on-site Out of School Hours Care program, is available. In 2018, Honeywood Primary School was established as an Independent Public School.

Currently there are 471 students enrolled from Kindergarten to Year 6, with planning in place to cater for an anticipated growth in enrolments. Honeywood Primary School has an Index of Community Socio-Educational Advantage of 1040 (decile 3).

Across all levels of the school, there is a strong commitment to establishing and maintaining the conditions for learning. Underpinned by positive relationships, students are provided with opportunities to learn and grow within nature playgrounds, sensory vegetable gardens and engaging learning environments.

The School Board and the leadership collaborate in a genuine partnership to embed the school's vision and values with a strong alignment to the strategic focus.

The Parents & Citizens' Association (P&C) is supportive, highly engaged and leads initiatives and programs. Links to local groups and businesses, participation in The Fathering Project and active engagement on school-based committees are testament to the school's capacity and commitment to building strong community partnerships.

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 provided a genuine and honest understanding of the school context, with input from a range of staff.
- A consultative and collaborative approach in the identification of evidence and planned actions informed the school's self-assessment.
- A wide range of staff and parents met with the review team to validate indicators of school performance and further enhance the self-assessment.
- Staff and parents engaged positively with the process, which was reflective of the strong, positive culture of the school.

The following recommendations are made:

- When engaging in ongoing self-assessment, be mindful of the nuances that occur when modifying key self-assessment language.
- Review, with the intention of prioritising, the number of indicators of the Standard addressed and associated attachments in the school self-assessment.

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Relationships and partnerships	
<p>The school is well regarded, enjoying a positive reputation within the local community. Flourishing relationships with families and the community have led to improved opportunities and a shared commitment to the development of the whole child.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School Board members have a sound understanding of their governance responsibilities. They engage in discussion around school planning, data and financial aspects in relation to the business plan. • Underpinned by a commitment to work in collaboration, staff relationships are professional and supportive. • Embedded communication processes are valued by parents and staff, ensuring that the community are well informed with opportunities to understand the learning foci in every classroom. • National School Opinion Survey data indicates very high levels of satisfaction with the school by parents, staff and students.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore opportunities for inclusive engagement of the distinctively diverse school population in community events and as members of the School Board. • In line with planned staffing and classroom structures, formalise collaborative opportunities for teaching teams.

Learning environment	
<p>A feature of the school is the commitment to provide inclusive, vibrant and engaging learning spaces designed to support the development of the whole child. Students are afforded opportunities to thrive with all social, health and wellbeing needs considered.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Engagement strategies including the school's positive approach to the management of behaviour are underpinned by strong values. There is a shared language with clear strategies to promote appropriate and agreed expectations for staff and students. • The values of 'be safe, be kind, be respectful, be responsible and be your best' are embedded in all aspects of operations and planning. • In addition to a dedicated learning support coordinator, processes ensure students at educational risk are identified and supported. A learning differentiation and adjustment document captures key information, intervention, interagency support and plans. • Underpinned by SDERA¹, CHAT² and Be You³, a whole-school health plan highlights the commitment of the school to addressing the broad health needs of its community.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore, and plan for the provision of, programs that explicitly support students requiring academic extension.

Leadership

Underpinned by an unrelenting focus on the values, beliefs and vision of the school, there is clear understanding of the strategic intent and focus of the school.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The expertise of staff is harnessed and capitalised on, with distributed leadership opportunities in place. • There is alignment between the business, operational and year group planning. • A performance management cycle is embedded with a focus on self-reflection, planning, observation and review. • Through leadership and class representative meetings, student perspectives, feedback and ideas are shared with the leadership team. • Guidance and instruction are provided to all staff. Support staff report working with authentic purpose and value as they lead initiatives that support student learning development.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to review the whole-school mathematics plan to inform best practice. • Establish a system that will provide greater opportunities for informal classroom visits by the leadership team.

Use of resources

Financial, human and physical resources are applied in a targeted way to meet the learning and wellbeing needs of all students. The school responds appropriately to the changing numbers and needs of their learners.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Finance Committee meets regularly and provides sound financial oversight of the schools' management practices. Clear alignment between school budgets and planning is evident. • There is a commitment to the provision of training and allocation of staff to enable effective delivery of a phonological awareness intervention program. • Workforce management is considered regularly in line with impact considerations of student enrolments, and recruitment of staff whose beliefs align with the school's culture. • Through implementation of a BYOD⁴ program and provision of professional learning and technologies across the school, a strong commitment to empower teachers with resources and expertise to embed digital technologies as a learning tool exists.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to assess and prioritise planning to inform the allocation of funding for reserve accounts. • Continue with targeted recruitment processes and effective use of support staff.



Teaching quality

Professional and passionate about the development of the whole child, staff are committed to the delivery of whole-school programs and approaches to teaching and learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A valued and shared process is embedded to support performance and development of teaching staff. Induction processes, feedback mechanisms and scheduled meetings reflect this defined support. • Teachers value and plan for regular opportunities to engage in moderation within the school and across the network. • Timetable structures enable some teams to collaborate and engage in shared planning, assessment and moderation. • There is a strong alignment and understanding of the Western Australian Curriculum and SCSA⁵ Judging Standards, evidenced in planning and scope and sequence documents.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • In addition to using OneDrive, enhance collaborative processes through formalising meeting structures with a focus on increasing data literacy of all staff. • Continue to review and reflect on programs with a focus on the impact of teaching practice.

Student achievement and progress

The staff believe that creating a safe environment for students to develop socially, emotionally and behaviourally sets the foundation for student success. Teachers, in close alliance with support staff, evaluate the impact of their programs on student achievement and progress.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • On-entry Assessment Program (OEAP) data inform the setting of individual and group achievement goals in the early years. • Support from the Fremantle Language Development Centre was prioritised in response to the OEAP data, resulting in the implementation of a phonological awareness intervention program. • The school considers and analyses a range of systemic and school-based data in order to inform the progress of all students. • Teachers document targeted assessment data for every student in order to track progress and achievement aligned to expected standards. • Allied professionals support teachers through the implementation of the ABLEWA⁶ assessment tool.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Expand the use of the OEAP into Year 1 to monitor student achievement and progress in writing and numeracy. • Continue to plan and schedule time for year levels to review data to support the developing understanding of student achievement and progress measures.



Reviewers

Rebecca Bope
Director, Public School Review

Lou Zeid
Director, Public School Review

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 scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 School Drug Education and Road Aware
- 2 Changing Health Acting Together
- 3 National mental health initiative for educators
- 4 Bring Your Own Device
- 5 School Curriculum and Standards Authority
- 6 Abilities Based Learning Education, Western Australia