



Department of  
Education

**Shaping the future**

# Harvey 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 resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Harvey Primary School is approximately 140 kilometres from Perth, within the Southwest Education Region. Currently there are 265 students enrolled from Kindergarten to Year 6.

The school has an Index of Socio-Educational Advantage of 938 (decile 8) and it gained Independent Public School status in 2020.

Harvey Primary School is supported through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Harvey Primary School was conducted in Term 4, 2018. 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 and rigorous school self-assessment.

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

- Viewed as an opportunity to reflect on the school's improvement journey, preparing for the Public School Review was described as a positive, reflective and collaborative process by staff.
- Staff engaged collectively and transparently in the process, and were provided with opportunities to contribute to the Electronic School Assessment Tool (ESAT) submission.
- A range of well-informed and enthusiastic staff, students and parents contributed to the discussions held with the reviewers during the validation visit.
- A tour of the school grounds and classrooms, guided by students, added value to the review process and extended opportunities for the review team to appreciate elements of the learning environment ethos.

The following recommendations are made:

- Continue to use the Standard to facilitate ongoing discussions about school performance as part of the school's self-assessment practices and review cycle.
- In future ESAT submissions, be selective about evidence submitted ensuring a clear alignment to the Standard and judgements made regarding school performance.

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### Relationships and partnerships

Cohesive and positive, the staff and community work in partnership in the best interests of students. The school has established a genuine culture of care and respect demonstrated through their commitment to support students and families.

### Commendations

The review team validate the following:

- A range of communication platforms, including Facebook, the school website and ClassDojo, are in place to promote the effective sharing of information between the school and community.
- A dynamic and committed School Board advocate positively for the school and have a sound understanding of their governance roles and responsibilities. A culture of robust reflection and decision making is enabling the School Board to support the planned direction of the school.
- The P&C Committee are small in number but effective in output, providing valuable support to the school through fundraising and working together to enhance learning experiences and opportunities for students.
- The school values the connection to various community groups, promoting positive engagement that benefits the students and the local community.
- Culturally responsive approaches are supported through the work of the highly valued Aboriginal and Islander education officer (AIEO), who provides an essential link between the school and families.
- The school seeks feedback from staff, students and families. Responsive and reflective, the leadership team have shared key findings from that feedback and enacted changes.

### Recommendations

The review team support the following:

- Strengthen School Board processes by reviewing and updating documentation and the induction process.
- Continue to strengthen wellbeing approaches for staff and students.

### Learning environment

A feature of the school is the learning environment. Reflecting the focus virtues of respect, cooperation, caring integrity and courage, indoor and outdoor learning spaces provide the strong foundation for students to thrive academically, emotionally and socially.

### Commendations

The review team validate the following:

- A collaboratively developed policy guides the approach to managing student behaviour. Aligned to the focus five virtues, processes are in place and the explicit teaching of expected behaviours are evident across the school.
- Shared processes and a range of strategies are established to support students at educational risk. Pastoral care meetings are highly valued, providing a collaborative and supportive model that ensures the needs of students are identified and plans are developed that support the holistic needs of students.
- Embedded across the school, the Highway Heroes program supports social and emotional wellbeing learning approaches that provide valued support for students.
- The deputy principal promotes and fosters a range of partnerships with agencies and groups that support students with additional learning needs.
- In addition to safe, supportive and engaging classrooms, the specialised STEM<sup>1</sup> classroom provides a highly motivating learning environment for all students.

### Recommendations

The review team support the following:

- Build greater consistency regarding whole-school behaviour approaches through embedding clear expectations and guidelines across all year levels and learning areas.
- Track and monitor students at educational risk data to support transition processes.

## Leadership

Underpinned by trust and respectful relationships, the leadership team are committed to leading a school-wide culture of improvement, which places student success at the heart of all decision making.

### Commendations

The review team validate the following:

- Distributed leadership approaches enable staff to lead change and share progressive ideas and thinking with the leadership team.
- Performance management and development processes are in place. Staff value opportunities to undertake self-reflection, engage in peer observations on teaching practice and participate in meetings to set and review goals.
- Aligned to the Department's Code of Conduct, the leadership team purposefully engage staff in reflective activities to ensure a shared understanding of the school values.
- Student leadership is valued and defined with opportunities for students to have an active voice and develop leadership skills within and beyond the school.
- Teachers in the school provide instructional leadership, and the expertise of all staff is valued with opportunities to lead programs and initiatives evident.

### Recommendations

The review team support the following:

- Ensure whole-school structures and priorities are clearly aligned to the business plan, operational and classroom planning.
- Build and embed leadership capacity across all layers of the school by clearly outlining leadership roles and responsibilities.
- Embed instructional leadership across all areas of the curriculum. Align the development and accountability of curriculum operational plans to leadership roles.

## Use of resources

Careful management of the school's resourcing is undertaken collaboratively between the manager corporate services (MCS) and Principal, with Finance Committee oversight, strengthening resourcing links between the allocation of resources and the priority areas for school improvement.

### Commendations

The review team validate the following:

- Responsive to students' needs, there is a strong commitment to the provision of teaching and learning adjustments and supports evident through timetabling and the allocation of staffing.
- Aligned to planning, resourcing is allocated for asset replacement, development of infrastructure and implementation of ICT<sup>2</sup>. The leasing of technologies ensures access to current technologies for students.
- Elevating levels of student achievement and progress in spelling is prioritised through the implementation of intervention approaches aligned to the Letters and Sounds program.
- Workforce planning and management practices are documented with consideration to workforce issues and strategies to address potential gaps.
- Student characteristics and targeted initiative funding is deployed to support the implementation of intervention approaches, chaplaincy program, and support for Aboriginal students through a dedicated AIEO.

### Recommendations

The review team support the following:

- Continue to undertake careful management of the budget, workforce planning and seek opportunities for additional funding where appropriate.
- Ensure there are clear and transparent links between budgets, school priorities and operational planning.

## Teaching quality

Committed to embedding school-wide shared beliefs, connected and collaborative practices, the school has acknowledged the need to implement a whole-school instructional teaching and learning framework.

### Commendations

The review team validate the following:

- Through the implementation of Talk for Writing and 7 Steps for Writing, staff engaged in collaborative planning to embed consistency in writing across the school.
- Open, transparent and consistent communication is valued by staff, who actively use Teams to communicate, collaborate and review relevant information.
- Cluster meetings, staff meetings and professional learning days are privileged for staff to work collaboratively, to engage in learning that supports improvement in teaching practice.
- Formal performance management and development processes are in place. Informal feedback is highly valued and facilitated through classroom visits underpinned by high levels of trust.

### Recommendations

The review team support the following:

- Prioritise the implementation of an agreed whole-school consistent approach to numeracy.
- Develop and implement a whole-school instructional model that clarifies the school's expectations for consistent lesson design across curriculum areas.
- Develop operational plans across all priority and curriculum areas that describe targets, milestones, resourcing and strategies.
- Ensure a school-wide data analysis culture is focused on building staff data literacy.

## Student achievement and progress

Raising student academic performance is viewed as the work of everyone. There is an overarching commitment to using data, to ensure every student is supported to reach their potential.

### Commendations

The review team validate the following:

- The school uses a range of systemic, standardised and school-based assessments to inform the effectiveness of teaching and learning programs.
- Data reviewing behaviours are being developed with the leadership team undertaking the analysis of data then guiding and supporting the use of data through whole-staff and the cluster meeting structures.
- Academic supports are in place for identified students for intervention and extension. Fine grained data is used to inform the identification of students and track their targeted progress.
- Staff engage in moderation practices aligned to School Curriculum Standards Authority Judging Standards and use Brightpath to moderate writing and inform planning.
- Student non-academic data, including behaviour, attendance, wellbeing and ABE<sup>3</sup> data is reviewed to inform the impact of and changes to whole-school approaches and processes.

### Recommendations

The review team support the following:

- Ensure the new business plan and operational plans include improvement targets that are aligned to data collection cycles.
- Implement a process whereby whole-school data is tracked to build collective understanding of individual, cohort and longitudinal levels of student achievement and progress.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Christiaan Moir  
**Principal, Anne Hamersley 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.

The next review process focusing on the leadership and teaching quality domains only, is scheduled for Term 3, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Science, technology, engineering and mathematics
- 2 Information and communications technology
- 3 Attitude, Behaviour and Effort