Department of
Education

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Hollywood Primary School

Public School Review

May 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 focussed 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

Hollywood Primary School is located seven kilometres from the Perth central business district in the suburb of Nedlands. Built in 1935, the original heritage block blends successfully with the more recent building additions.

The school currently enrols 305 students from Kindergarten to Year 6 with increasing enrolment trends over the last few years. A diverse student population includes students with EALD[1], students attending the local hospital and siblings of students in hospital who are provided with uniforms, stationery and fees. Short and long-term hospital related enrolments are highly transient due to the circumstances surrounding the family's stay at the locally-based hospital home providers.

The school, with an Index of Community and Socio-Educational Advantage rating of 1169, gained Independent Public School status in 2015 and enjoys strong community partnerships. The School Board provides valued support that benefits student learning directly and an active Parent and Citizen's Association (P&C) makes significant contributions to the school resources, facilities, grounds and subsidised events. The P&C manage costs associated with the running of the pool and canteen.

Strong links with the off-site Department of Education Kindergarten enhances quality education and successful transition to the school. Further responding to community need, in 2019 Hollywood Primary School provides two classrooms for access to out-of-school hours care.

In 2018 the school initiated a Cambodian Sister School Partnership with Wat Phnomn Primary School. As global citizens, part of the school's community fundraising efforts contribute to resources and equipment for their sister school students.

School self-assessment validation

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

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the analysis of data informed the school's self-assessment and Electronic School Assessment Tool submission.

- A detailed plan supported staff to reflect on the progress of the school against each of the performance domains.

- The selection of a comprehensive range of credible evidence provided an open, honest and transparent account of the current school context and performance.

- There is alignment between evidence of school performance, observations and judgements about performance and planned actions.

- The Principal, teaching staff, support staff and parent representatives elaborated on the planning intentions, described in the submission, during the validation visit.

- The review process provided opportunity to refine the school's improvement and target setting processes.

The following recommendations are made:

- Consider the selection of information for submission that most effectively and efficiently represent the school's judgement of performance and related planning.

- Include description about the impact of the school's strategies, programs, policies or initiatives, in addition to observation and analysis statements, to support the judgement of performance.

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Relationships and partnerships

The school has developed productive relationships with parents who feel valued and are strong advocates for the school and staff. An ethos of high care, trust and mutual respect is apparent.

Effectiveness	The review team validate the following:
	• NSOS[2] feedback is valued and informs school improvement. Student opinion is sought to extend opportunities for learning and leadership.
	• An informed School Board review and respond to improvement and progress agenda items, within the scope of their responsibilities.
	• A Parent Representative from each class facilitates family and P&C links.
	• The use of online communication is appreciated by parents.
	• Parkerville Children and Youthcare facilitate parent workshops, increase service and information access, support individual counselling and enhances learning during protective behaviour lessons.
	• Strong connections with network schools support collaborative learning, staff development and sharing of resources.
Improvements	The review team support the following actions:
	• Provide concise and timely distribution of School Board communication.
	• Consolidate expectations for consistent use of Class Dojo to communicate timely information about school activities and student progress.
	• Review community partnerships to align purpose with student outcomes.

Learning environment

An ethos of care and respect is apparent in staff, students and families which results in an inclusive community culture that values and embraces diversity and high achievement for all.

Effectiveness	The review team validate the following:
	• A comprehensive engagement policy and code of conduct identifies clear behavioural roles and expectations of students, staff and parents.
	• School procedures, processes, routines, roles and responsibilities are articulated clearly and communicated broadly at the start of each year.
	• Students are encouraged to take supported risks to develop independence.
	• Protective behaviour learning is enhancing student esteem and identity.
	• Personalised planning for students at risk is enhanced by comprehensive identification and referral processes and strong case management.
Improvements	The review team support the following actions:
	• Extend consistent whole-school implementation of values education and positive behaviours that are embodied in the school's behaviour matrix.
	• Increase whole-school cultural responsiveness aligned with the ACSF[3].
	• Develop a health and wellbeing plan that consolidates all related strategies, programs and initiatives in support of student SEL[4] and wellbeing.

Leadership

Visible and instructional leaders set high standards, hold staff accountable and support staff to share in meeting these expectations. A strategic cultural change was initiated through a whole-school reflective process that involved reshaping school priorities, structures and processes.

Effectiveness	The review team validate the following:
	• A distributed leadership model creates meaningful opportunities to build all staff capability and engagement in the school improvement agenda.
	• The Principal demonstrates a clear understanding of change management practices and intends to build this understanding in others.
	• Scheduled opportunities are provided to transparently and collaboratively reflect on school performance and direction.
	• A collaboratively developed performance management template supports reflection and growth goal planning of high impact teaching strategies.
	• Comprehensive feedback to staff is provided by the Principal and based on observation, self-assessment, survey and student progress data.
	• The school shares strategies to embed technology across all learning and coordinates moderation opportunities for schools in the network.
Improvements	The review team support the following actions:
	• Increase celebration of achievement and ongoing recognition of practice.
	• Continue to review and embed whole-school approaches through a balance of ongoing support and accountability.
	• Use staff expertise to deliver a formal induction program that articulates school vision, strategic directions, policy, practice, plans and expectations.
	• Utilise experienced staff to lead the requirements outstanding in the NQS[5].

Use of resources

The School Board, MCS[6], Finance Committee and Principal work transparently to ensure the budget development process is accountable and appropriate to support teaching and learning priorities that increase student achievement.

Effectiveness	The review team validate the following:
	• The well-credentialed MCS supports a trained and budget-aware staff.
	• Audits for purpose ensure purchases are aligned to school priorities.
	• Classroom technology is maximised and available throughout the school.
	• Creative timetable management and workforce planning leverages expertise and interest. This maximises financial efficiencies while addressing the learning needs and characteristics of students.
	• Short and long term plans are documented for the grounds and gardens, capital works, minor works, replacement and reserve account expenditure.
	• The school is focused on attracting and maintaining a stable workforce.
Improvements	The review team support the following action:
	• Raise the school profile and increase LIA[7] enrolment through frequent visible, accessible and positive representation of achievements.

Teaching quality

Highly experienced and reflective staff share responsibility to meet the need of all learners by providing appropriate adjustment and support. A continued focus on rigorous whole-school curriculum delivery is a committed priority for the school.

Effectiveness	The review team validate the following:
	• Collaborative agendas and meetings engage staff in deep, quality reflective dialogue linked to teaching practice, student progress and planning.
	• Staff access a breadth of processes, feedback mechanisms, frameworks and scaffolds to support ongoing and high-level reflective practice.
	• Mathematics peer coaching of the Singapore CPA[8] Bar Model[9] is ongoing to sustain an increase in numeracy problem solving skills.
	• Whole-school numeracy instructional language is consistent across P–6[10].
	• Technology is embedded across all curriculum areas and is used to enhance quality teaching and assess student learning.
	• Learning area operational plans include time for common assessment.
Improvements	The review team support the following actions:
	• Review and consolidate a whole-school lesson structure and language.
	• Enhance consistent judgements and grade alignment through targeted assessment and rigorous moderation processes.
	• Develop a STEAM[11] scope and sequences across each phase of learning.
	• Consolidate knowledge and whole-school consistent use of the RTP SEN[12].

Student achievement and progress

Staff value the rigorous analysis of a broad range of data to enhance targeted teaching strategies that improve student progress and achievement. Students demonstrate increased engagement of their learning and are supported to develop greater competence.

Effectiveness	The review team validate the following:
	• Overall, 2018 NAPLAN[13] relative achievement data indicated Year 3 and Year 5 achieved more than one standard deviation above the expected score.
	• The PATRM[14] wall indicates student growth data and effect sizes.
	• Analysis of the 2017 to 2018 standard deviation growth of 2.1 in numeracy is attributed to the implementation of the CPA Bar Model.
	• A range of formative K-6[15] testing is undertaken each year to inform targeted teaching that provides intervention or enrichment opportunities.
	• Students with high, stagnant or low progress receive targeted program opportunities that raise their academic skills and self-efficacy.
	• Oral language specialist enhance communication in the ECE[16].
	• Coding clubs are well-subscribed and develop critical thinking skills.
Improvements	The review team support the following action:
	• Access the TT[17] framework to support at least one year's growth in a year and measure growth using Hattie's[18] effect sizes.

Reviewers

Merrilee Wright
Director, Public School Review

Sue Mikkelsen-Taylor
Principal, Ardross 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
A/Deputy Director General, Schools

References
1 English as an additional language/dialect
2 National School Opinion Survey
3 Aboriginal Cultural Standards Framework
4 Social and Emotional Learning
5 National Quality Standard
6 Manager Corporate Services
7 Local intake area
8 Concrete, Pictorial, Abstract
9 Mathematics strategy
10 Pre-Primary to Year 6
11 Science, technology, engineering, arts and mathematics
12 Reporting to Parents Special Educational Need
13 National Assessment Program – Literacy and Numeracy
14 Progressive Assessment Tool Reading and Mathematics
15 Kindergarten to Year 6
16 Early Childhood Education
17 Targeted Teaching framework Grattan Institute
18 Professor John Hattie