Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Learning changes lives

Halidon Primary School

Public School Review

D26/0838839

CC BY

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Halidon Primary School is located 17 kilometres north of the Perth central business district in the North Metropolitan Education Region.

Opened in 1986, the school gained Independent Public School status in 2017.

The school currently enrols 191 students from Kindergarten to Year 6 and has an Index of Community Socio-Educational Advantage rating of 1058 (decile 2).

Halidon Primary School is supported by a School Board and the Parents and Citizens' Association (P&C).

The last Public School Review of Halidon Primary School was conducted in Term 4, 2023. This 2026 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:

- The Principal led staff meetings to build a shared understanding of the Public School Review process and domains of the Standard, supporting staff engagement in an authentic self-assessment.
- Responsibility for gathering evidence across the domains was allocated to key staff, promoting distributed leadership and shared ownership of the process.
- Staff across the school contributed to the collection and collation of evidence, ensuring broad participation and multiple perspectives informed the self-assessment.
- Evidence was coherently presented and critically evaluated, with a clear reflective approach used to assess performance, identify strengths and determine further actions.
- The process enabled staff to recognise and reflect on the school's improvement journey, particularly the progress made in the teaching quality domain.

The following recommendation is made:

- Strengthen future self-assessment processes by including key documents referenced in the submission to substantiate judgements and provide clear evidence of the school's performance and improvement progress.

Relationships and partnerships

Respectful, collaborative relationships with students, staff, families, the wider community, the School Board, P&C and the Kingswood Network bring together a shared vision, expertise and resources to strengthen opportunities and outcomes for students.

Commendations

The review team validate the following:.

- The School Board is invested in ongoing school improvement, trusts staff to meet the needs of students and families, understands its governance responsibilities and actively contributes to the development of the school's business plan.
- Survey feedback confirms strong endorsement of the school by parents, students and staff, with a shared sense of commitment and belonging evident across each group.
- The Principal takes a methodical approach to communication, ensuring staff receive weekly newsletters and meeting agendas in advance, while families are kept informed through Seesaw, newsletters, email and social media.
- A respectful and collaborative partnership between the school and P&C is evident, with purposeful fundraising events engaging the wider community and generating support for school initiatives and projects.

Recommendations

The review team support the following:

- Close the feedback loop by clearly communicating to stakeholders the actions taken in response to survey findings.
- Document a whole-school Communication Policy to clarify purposes, expectations and appropriate channels for staff, students and families, while supporting consistency, clarity and accessibility of information across the school.

Learning environment

A safe, inclusive and engaging learning environment founded on shared values, targeted support and ongoing reflection fosters wellbeing and belonging, enabling students to feel known, valued and supported to achieve and take increasing ownership of their learning.

Commendations

The review team validate the following:

- Staff have created a safe and caring learning environment, where students have access to trusted adults they feel comfortable approaching and who provide support for them when needed.
- The school's Positive Behaviour Support (PBS) approach is underpinned by the values of Gratitude, Resilience, Respect, Ownership and Willingness (GRROW), which are well known by students and staff and guide expectations for student behaviour.
- The review of the Friendly Schools curriculum to develop a coherent scope and sequence that aligns and integrates social and emotional learning with the school's GGROW values and PBS approach.
- Student agency is increasingly evident across the school, with authentic learning experiences enabling students to make choices, collaborate, solve problems and take increasing ownership of their learning.

Recommendation

The review team support the following:

- Review students at educational risk processes and documentation to ensure expectations are clear, consistent and sustainable across the school.

Leadership

Strong, approachable and responsive executive leadership combines a collaborative, evidence-informed approach with deliberately shared responsibility to build staff capacity and collective ownership of school improvement.

Commendations

The review team validate the following:

- The development of the 2027–2029 Business Plan was informed by achievement, attendance, behaviour and survey data in consultation with staff, the School Board and community.
- Building distributed leadership is prioritised through mentoring, leadership programs and authentic leadership responsibilities for formal leaders, teacher leaders, aspirant leaders and graduate teachers.
- Providing teachers with opportunities to access meaningful and bespoke performance feedback is evident through the introduction of instructional coaching informed by The Impact Cycle by Jim Knight.
- The sequencing of change, with professional learning, implementation support, staff check-ins and feedback, supports staff to manage workload and allow initiatives to become established.

Recommendations

The review team support the following:

- Clarify and document the roles, responsibilities and decision making authority of the middle leadership team to strengthen distributed leadership and support greater autonomy and shared accountability for school improvement.
- Incorporate contextually relevant measurable student achievement and progress targets as an element of the school's improvement plans to enable evaluation of strategic actions and their impact on student learning.

Use of resources

The use of financial, physical, human and community resources is informed by the school's strategic intent, the business plan, evidence-informed priorities and student needs,

Commendations

The review team validate the following:

- The financial expertise of the manager corporate services (MCS), combined with a positive working relationship with the Principal, ensures the responsive deployment of human resources
- The Principal, MCS and Finance Committee jointly prepare, monitor and review operational budgets, cash budgets, reserves and funding requests.
- Grants are secured and utilised to support playground improvements, Small Group Tuition, professional learning, garden enhancements and student participation in sport.
- Fundraising priorities are collaboratively established by the Principal and P&C, with funds supporting learning resources, sports equipment, technology and wellbeing resources.

Recommendations

The review team support the following:

- Evaluate the impact of targeted funding on student progress through the formal multi-tiered system of support and intervention data and use the findings to inform future resource allocation.
- Make explicit the links between school planning, budget allocations and identified improvement priorities, making transparent how resources support intended school improvement outcomes.

Teaching quality

A strong belief in staff efficacy underpins the development of a shared understanding of impactful teaching, supported by a consistent lesson design and purposeful feedback. Teachers embrace opportunities to collaborate and strengthen their practice through phase of learning team meetings and shared duties other than teaching time.

Commendations

The review team validate the following:

- The development of a shared Halidon Primary School Lesson Design and supporting Teaching Framework establishes common expectations for effective teaching, aligned with the Department's Teaching for Impact framework.
- Learning intentions and success criteria are embedded, non-negotiable expectations of classroom practice, well understood by staff and students and supported through explicit instruction, co-construction, feedback and reflection.
- The introduction of consistent student feedback and goal setting as the next phase of non-negotiable classroom practice supports teachers to provide meaningful feedback and enable students to monitor their progress and take greater ownership of their learning.
- Informed by the Office of Early Childhood and supported through participation in the full-time Kindergarten pilot, intentional play is a prominent feature of the school's early childhood programs.

Recommendations

The review team support the following:

- Embed and regularly evaluate the Halidon Primary School Teaching Framework to strengthen the rigour and consistency of high-quality teaching practices across classrooms.
- Embed instructional coaching to create a culture of observation, feedback and professional reflection that supports continuous improvement in teaching practice.

Student achievement and progress

Building a process and system that tracks learning over time is central to an increasingly rigorous approach being undertaken to monitor and respond to the achievement and progress of students from Kindergarten to Year 6.

Commendations

The review team validate the following:

- The deputy principal leads the implementation of a whole-school assessment schedule that includes the use of common assessment practices and tracking tools to monitor student, cohort and whole-school progress.
- A developing approach to triangulating NAPLAN[1], Maths Trek, Dynamic Indicators of Basic Early Literacy Skills, classroom assessment, MiniLit and early-years language data is supporting the identification of student strengths, learning gaps and needs for targeted support or extension.
- Engagement with the Department's School Performance directorate has provided professional learning for teachers demonstrating an ongoing commitment to building staff data literacy and strengthening the use of data to inform teaching practice.
- Dedicated teacher meeting time is systematically allocated for the collaborative analysis of assessment data to identify student learning needs and inform teaching practice.

Recommendation

The review team support the following:

- Embed the whole-school assessment schedule and consistent data recording processes while continuing to build staff capacity to analyse and use data to monitor and impact student and cohort progress over time.

Reviewers	
Gary Crocetta **Director, Public School Review**	Jaylene Fritchley **Principal, Lake Monger 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2029.



Steve Watson
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy