

WA Education Awards 2022

Written statement

Nominated school: Hampton Park Primary School (HPPS)
Nominator: Xavier Teo, School Board Chairperson
Category: Excellence in Teaching and Learning (Primary)

1. Relationship and partnerships

The school has placed high importance on forming respectful, positive and supportive relationships by valuing and celebrating the diverse richness of the school community. There is a high degree of trust and respect between staff enabled through the collaborative committee structure, empowering maximum contribution to decision making processes. For example, staff were empowered to collaborate and develop drafts of school policies and business plan for Board discussion and endorsement. This ensured that the content was relevant and measurable. It also facilitated staff accountability to realistic and stretched targets.

Communication platforms are clear and responsive, and very accessible for the culturally diverse student/family population. Regular communication with the school community is achieved through Connect, newsletters, website and assemblies with interpreters provided as needed. Our active and inclusive P&C also works closely with the school to provide updates through social media.

A high emphasis has been placed on Aboriginal studies in the past two years. Understanding of the six seasons has been a strong focal point. One highlight is students creating an Aboriginal artwork (rainbow serpent) using recycled materials which is now proudly displayed in the school. Another highlight is students learning to write Aboriginal symbols.

During Harmony Week each year, students also undertake a variety of activities to help their understanding of different cultures. This included parents, staff and students sharing and having a long table lunch with food from different cultures. Initiatives such as signage in Mandarin and Noongar and special event days also contribute to a culturally inclusive environment.

The school acts on feedback sought from Parent School Opinion Surveys in planning for improvements in students' experience, safety and academic performance. There was a 120% increase in the number of responses received in the 2021 survey and the school has increased the communication channels with the school community and updated all the school policies to address the feedback received.

We have an influential and progressive School Board which has lobbied and secured funding for infrastructure improvements to the school, provided transparency in their role, raising their profile and positively impacting outcomes for the students and school community. The School Board collaborated with the Minister of Education and Morley Member of Parliament to secure funding to ensure improvements to school concertina doors, the kiss and drive shelter and general maintenance were completed. The School Board also provides regular updates to the community on their Board discussions, uploads their meeting minutes, terms of reference and photos on the school website.

The partnership with the Morley Schools Network has facilitated professional relationships between staff and provided additional learning opportunities for students. The school staff continues to meet with Network peers to share best practices and apply them in the school and with the students.

2. Learning environment

The purpose of Hampton Park Primary is to 'Learn, Make Friends and Have Fun' and the school prides itself on being values-based with a strong focus on explicit teaching and ensuring all children achieve their personal best.

Students are encouraged and rewarded for displaying the school's values (Confidence, Courtesy, Cooperation, Honesty, Persistence, Resilience, Respect, Responsible) which establishes a strong foundation for learning and good behaviour. School values are exhibited in the undercover area where school assemblies are held and students who have demonstrated school values are recognised in every assembly. A school values assembly was also held to reinforce their meaning and importance.

The health and wellbeing of students is prioritised by the school Principal and supported by the school's Physical Education teachers, Chaplain and Psychologist. The school continues to encourage students to participate in extracurricular activities including:

- Interschool athletics, cross county carnivals, netball, AFL, soccer, volleyball, and basketball
- Good Fun Times organised by each class teacher for in-class student participation
- Chinese speaking and writing competition
- Public speaking competition
- Values Days at the end of each term
- Lunch time discos organised by Student Councillors
- School of Instrumental Music at John Forrest Secondary College
- Year Six participation in Science classes at Hampton Senior High School
- Year Six Camp at Dwellingup

A safe and orderly environment has also been established in the school. Zones of Regulation and positive rewards such as 'Good Fun Time' have provided incentives for students to meet the school's Occupational Health and Safety guidelines.

A multi-layered approach to supporting high-achieving students those at risk, using a variety of assessments and targeted intervention programs, has been developed. The school continues to:

- Coordinate and organise PEAC and EYES programs through NMREO for the students
- Use SEN planning document to write IEPs
- Increase Education Assistants time to give support in the classroom with small group work in English and Mathematics
- Run the MultiLit program with two full time Education Assistants for years 1–6. 73% of the students who have finished the program were at or above their year level. Some quotes from them include:
 - "Before MacqLit I sometimes struggled a bit in reading or understanding the meaning of questions + in maths. It's a lot easier to read and spell and I understand the questions better and my confidence has raised."
 - "I like reading and writing, but I was not good at spelling. MacqLit has helped me with words I don't know how to spell. It has helped me with my writing in class. I struggled reading my maths book 2 years ago and now I have the hang of it."
 - "Before starting MacqLit reading, and writing was kind of hard. I could never understand some words in books and what the teacher was talking about. I have improved in reading, writing and in my spelling group."

3. Leadership

The School Leadership Team has been deliberate in creating a non-hierarchical model of leadership promoting trust and empowerment of staff to be accountable in the achievement of the school business plan targets. The Leadership Team has set up committees and empowered teachers to contribute to the improvement of school performance and student experience.

New research-based programs are introduced with a structured, scaffolded professional learning program. This has been embraced by staff and seen as an opportunity to further improve.

An evolving distributed leadership model is providing opportunity for all staff to lead. They are supported in their role through professional learning and feedback. Teachers have been encouraged to become Senior Teachers with five in two years taking up the opportunity. All planning and reviewing are also undertaken in a collaborative manner, where everyone is encouraged to have a voice. Collaborative time is built into every staff meeting as well as through the DOTT timetable.

A collaborative and consultative process of communication has ensured staff have input into, and clear understanding of, the school's vision and priorities. For example, staff were empowered to develop the recent school business plan which facilitated staff accountability to the realistic and stretched targets they have provided.

The selection, implementation and embedding of whole-school approaches is clearly articulated within school plans providing guidance and support for staff.

4. Use of resources

The school has well-developed processes and procedures for resource management with a strong alignment between school resourcing and student needs. Examples include:

- Consideration around student characteristics and requirements including targeted initiatives when allocating resources to support the efforts in working with students with complex needs.
- The school maximises its sophisticated understanding of school resourcing, student characteristics funding and in particular, special links to school priorities and evidence.
- The Corporate Services Manager supports the Finance Committee and cost centre managers to develop the capabilities and understanding of sound financial management practices.
- The school applies strategic workforce planning, aligned to the business plan and whole-school operational plans, by deploying resources based on the needs of the students and staff strengths.

5. Teaching quality

A feature of the school is the high level of skill, passion, professional accountability and commitment of staff to provide opportunities for every child to achieve their highest potential. Examples include:

- Teachers' focus on enhancing the students' experience, learning and character development through creative and innovative ways such as creating scenarios using classroom furniture and having students solve problems through hands-on experiences.
- Providing additional insightful information around subjects to enhance students' interest and desire to learn such as providing quizzes and interesting facts about insects in Science.
- Implementing a whole-school model across the core subject areas to facilitate consistency and effective ways of learning such as Talk for Writing (T4W) and ORIGO Mathematics.
- Investment in digital technology to enrich students' learning opportunities and provide equity of access to the curriculum for all students.
- Implementing a school-wide focus on explicit instruction and a common lesson design model, providing consistency of teaching practice across all learning areas.
- Classroom practice is evidence-informed and targeted to student needs ensuring consistency and sustainability of student learning.

6. Student achievement and progress

System and school-based data, benchmarked by the school's Business Plan, are used to inform levels of achievement and determine targets for ongoing improvement. Examples include:

- A progressive School Board who provides strategic input through the development of the school's Business Plan, analysis of data and regular updates on how it is tracking against its agreed targets.
- Collaborative, data-driven conversations demonstrate a growing understanding by staff of the impact of disciplined dialogue and interrogation of data to inform planning.
- Rigorous analysis of data, in particular NAPLAN and Progressive Achievement Tests, has led to the development of targeted improvement plans and whole-school planning documents to address identified areas of need.
- A focus on the early years has led to improved student progress as measured from On-entry Assessment to 2019 Year 3 NAPLAN progress.
- Students scored in the top right quadrant of High Progress High Achievement from 2019 – 2021 in all five components of NAPLAN testing.
- Thorough analysis of literacy data identified areas requiring targeted intervention and programs such as MultiLit and T4W. These have had a positive impact on student achievement and progress.
- Current achievement of the School Business Plan targets 1, 3 & 7 showing an increase in effect size of a minimum of 0.3 between 2019 and 2021.
 - Target 1 Effect size in Writing is 1.24
 - Target 3 Effect size in Reading is 1.12
 - Target 7 Effect size in Numeracy is 1.37

HPPS will continue to put its students at the heart of everything they do and provide them with an enriched learning environment through strong partnership with its staff and community.