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Department of
Education

Shaping the future

Hillman Primary School

Public School Review



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

Hillman Primary School is located in the South Metropolitan Education Region, approximately 50 kilometres from the Perth central business district within the City of Rockingham.

Established in 1974, Hillman Primary School gained Independent Public School status in 2013.

The school has an Index of Community Socio-Educational Advantage rating of 925 (decile 8). It currently enrolls 226 students from Kindergarten to Year 6.

The school works in partnership with parents and is the beneficiary of the work undertaken by the School Board and the Parents and Citizens' Association (P&C).

The last Public School Review of Hillman Primary School was conducted in Term 1, 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 clearly articulated school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided a robust, honest and authentic illustration of the school's performance against the Standard. Domain entries, compiled during collaborative and systematic processes, were clearly contextualised within the school's improvement journey and consistently structured.
- Domain summaries, including focus areas, commendations and recommendations, were supported by annotated evidence. Evidence included annual staff reflection against each domain, business plan milestones, and biennial School Culture surveys involving staff, students and parents.
- School leaders demonstrate a strong understanding of self-assessment processes. A rigorous improvement agenda is driven through engagement in collaborative reflection and consultation, contributing to a shared understanding of priorities and collective responsibility for student success.
- Committed School Board members, P&C representatives and parents contributed genuine reflections that enriched the validation process. Their feedback reinforced the school's inclusive and supportive environment and the strong sense of connection and belonging experienced by families and community members.
- Discussions with sincere and reflective students provided valuable insights into the school's self-assessment. Sharing their experiences at the school, and opportunities provided for learning and agency, added much to the positive tone of the validation process.

Relationships and partnerships

A positive and cohesive school culture, grounded in respectful relationships, clear direction and a strong sense of community, drives a shared commitment to continuous improvement.

Commendations

The review team validate the following:

- Well-developed frameworks and documented guidelines ensure clarity of expectations and the implementation of consistent practices across the school. These intentional and considered approaches support staff confidence, enabling them to effectively access information and enact school practices.
- Clear expectations and consistent communication processes have strengthened parent confidence in the school. Parents report feeling well-informed, connected and supported, recognising the staff and leadership team as visible, approachable and responsive to the needs of their children.
- The School Board is well-informed and actively engaged, with regular review processes supporting effective governance through monitoring progress against the business plan and reviewing student achievement data.
- The P&C is an active and highly valued partner, strengthening community connection and student belonging through initiatives such as the design and provision of the Big Day Out T-shirt and the organisation of events including family picnics, breakfasts and discos.
- Effective partnerships with community organisations enhance student engagement, wellbeing and achievement. Programs such as GRIT¹ student leadership program, Breakfast Club, Sprouts and Kids Hope Australia mentoring, alongside chaplain and AIEO²-led initiatives, deliver targeted support to meet diverse student needs.

Recommendation

The review team support the following:

- Implement strategies to increase visibility of the School Board and P&C, highlighting their contributions, achievements and impact on school improvement to strengthen their advocacy role within the community.

Learning environment

Cohesive and responsive learning environments, underpinned by consistent whole-school practices and a strong focus on wellbeing, inclusivity and belonging, ensure students feel supported and ready to engage in learning.

Commendations

The review team validate the following:

- Positive Behaviour Support processes provide clarity and consistency in behaviour expectations across the school. Data-informed systems, consistent messaging and student-informed rewards contribute to orderly and engaging learning environments.
- A whole-school approach to Zones of Regulation provides a consistent framework for emotional regulation. The strategic use of staff and dedicated spaces, including the Zen Zone, classroom Zen Corners and Zen Office, supports student self-regulation and reduces the incidence and intensity of negative behaviours.
- Student voice and agency are actively promoted through a variety of leadership roles, regular meetings and opportunities for feedback. Student leaders contribute to school improvement through the 'Big Pitch' presentation initiative, while building confidence, responsibility and communication skills.
- The Kindy Café program strengthens transition into school through enhanced family partnerships and structured learning opportunities. Supported by Kindergarten interviews and external agency collaboration, this approach enables early identification and timely support for students.
- A collaborative student services team operates within a multi-tiered system of support, using data to inform case management. Effective processes support targeted intervention, increased access to disability resourcing, and improved support for students with diverse needs.

Recommendations

The review team support the following:

- Strengthen staff wellbeing practices by developing and implementing a whole-school policy that formalises processes, clarifies roles and responsibilities, and embeds a multitiered system of support approach.

Leadership

Visible, cohesive and stable leadership provides strategic clarity, strengthens relationships and enables collective responsibility for ongoing improvement.

Commendations

The review team validate the following:

- An evidence-informed school self-assessment and improvement model guides a systematic cycle of review and reflection. Staff engage in whole-school target monitoring, reflection against the Standard, and survey processes aligned to business plan milestones, strengthening collective responsibility and consistency of practice.
- The Leadership Strategy Team, comprising of the executive team and Professional Learning Team (PLT) leaders, strengthens distributed leadership and strategic alignment across the school. Clear roles and shared goals ensure school priorities are consistently enacted within teams and reflected in staff actions.
- A structured implementation model supports the effective management of change across the school. Leaders balance support and accountability to ensure staff engagement, with clear processes guiding the planning, monitoring and review of initiatives.
- Leadership development is supported through a clear and transparent framework. Defined pathways and targeted professional learning empower staff to take on leadership roles, strengthening capacity and shared ownership for school improvement.

Recommendation

The review team support the following:

- Formalise and extend the instructional coach role, clarifying responsibilities and processes to support staff professional growth, and ensure consistent, high quality teaching practice across the school.

Use of resources

Strategic, forward-thinking resource management has intentionally optimised all physical spaces to create a modern, future-focused learning environment that maximises opportunities for student learning, engagement and achievement.

Commendations

The review team validate the following:

- Strong financial governance is supported by effective Finance Committee and School Board processes. Clearly articulated procedures and detailed tracking systems maintained by the manager corporate services, ensure transparency, accuracy and informed decision making, aligned to the business plan.
- A streamlined faults management system ensures timely resolution of faults and improved efficiency. Transparent tracking and communication processes strengthen accountability and promote a shared responsibility for maintaining a safe environment.
- Student characteristic and targeted initiative funding is strategically and explicitly allocated using clear processes to support whole-school priorities, in-class support and focused interventions. The impact of resourcing decisions is monitored through student performance data and stakeholder feedback.
- A clearly defined Professional Learning Plan aligns staff development with the school's strategic direction and business plan priorities. This intentional approach strengthens cohesion, transparency and the strategic use of resources to build staff capacity.

Recommendation

The review team support the following:

- Strengthen reserve planning processes to ensure funds are strategically allocated and aligned to support the school's improvement priorities and long-term goals.

Teaching quality

A shared vision for teaching and learning underpins the whole-school instructional model, providing a clear and consistent foundation for classroom practice, with targeted support and accountability reinforcing consistent implementation across the school.

Commendations

The review team validate the following:

- The clearly defined Explicit Lesson Design model, supported by the Instructional Playbook, has reduced variability and strengthened instructional quality and student engagement.
- Structured processes, including peer observations, learning walks and student interviews, support reflective practice and accountability. Supported by a Collegial Engagement Framework and instructional coaching opportunities, these approaches strengthen feedback, build staff confidence and enable support for ongoing improvement.
- Clearly defined PLT processes, centred on cycles of collaborative data analysis and targeted planning, and enacted through teaching sprints, strengthen teacher data literacy and support the consistent implementation of whole-school practices.
- The introduction of the Noongar languages program has strengthened the inclusion of Aboriginal perspectives in teaching and learning across the school. Supported by the Aboriginal Education Operational Plan, AIEO leadership and the Young Achievers Club, culturally responsive practices are enhanced and contribute to improved engagement and achievement for Aboriginal students.

Recommendations

The review team support the following:

- Review current mathematics practices to inform the development and implementation of a whole-school, evidence-based approach to mathematics.
- Sustain the implementation of the instructional framework, Explicit Lesson Design model and whole-school curriculum approaches to embed consistent and connected teaching practices across all year levels to support year-on-year student progress.

Student achievement and progress

Strengthening data literacy has bolstered staff understanding of student performance which underpins a strong collective commitment and sense of urgency to improve student outcomes.

Commendations

The review team validate the following:

- Regular and rigorous whole-school interrogation of NAPLAN³ data has been embraced and is the driving force behind the high expectations and collective commitment to consistent teaching and learning practices that exists. This is reflected in 2025, Year 5 NAPLAN results, which demonstrate higher progress compared to like schools in reading, spelling, numeracy, and grammar and punctuation.
- Moderation processes in English, embedded within PLT cycles, strengthen staff knowledge of the Western Australian Curriculum and Judging Standards. Consistent assessment practices support accurate judgements, reduced variability and increase confidence in student performance data.
- A well-developed reading intervention program with clear identification processes, including data analysis, teacher referral and enrolment assessment, guides student support. Targeted in-class and small group instruction, delivered by skilled education assistants, is monitored and communicated effectively, strengthening student progress and achievement.
- Strengthened data systems improve the accuracy and accessibility of behaviour and attendance data, enabling analysis of longitudinal trends to inform proactive strategies and targeted resourcing.

Recommendation

The review team support the following:

- Develop and implement a suite of mathematics assessment and moderation tasks to support consistent and comparable teacher judgements across the school.

Reviewers	
Danielle Roache Director, Public School Review	Eloisa Goss Principal, Narrogin 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.

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Growth, Resilience, Integrity, Traction
- 2 Aboriginal and Islander education officer
- 3 National Assessment Program – Literacy and Numeracy