Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Port Hedland 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

Port Hedland Primary School is located in the Pilbara Education Region.

Port Hedland Primary School became Independent Public School in 2015.

It has an Index of Community Socio-Educational Advantage of 981 (decile 6) and currently there are 483 students enrolled from Kindergarten to Year 6.

Parents and the wider school community provide support to the school through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Port Hedland Primary School was conducted in Term 3, 2021. 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 transparent school self-assessment.

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

- The Principal and leadership team undertook a collaborative approach in preparing the school's self-assessment, with responsibility distributed through the identification of domain leaders, reflecting an open, honest and transparent account of the school's performance.

- Domain leaders consulted widely, collated evidence and facilitated staff reflection. This distributed leadership approach strengthened collective ownership of improvement and reinforced a culture of shared responsibility.

- The Electronic School Assessment Tool (ESAT) submission provided a transparent and authentic illustration of practice against the Standard and the domain foci, with annotated evidence samples, supported by contextual explanation to illustrate practice and impact.

- Genuine collaboration and high levels of staff engagement in the school self-assessment process underpins a school-wide culture where self-assessment is valued, regularly practised and linked to deeper learning and professional responsibility.

- Discussions with sincere and reflective students provided valuable insights into the school's self-assessment. Sharing their experiences at the school, and opportunities for learning and agency, added much to the positive tone of the validation process.

- Committed School Board members, parents and community partners contributed genuine reflections that enriched the validation process. Their feedback reinforced the school's welcoming environment and the strong sense of connection and belonging experienced by families and community members.

The following recommendation is made:

- Consider utilising the domain-level Planned Actions field within the ESAT to further synthesise the planned actions identified across entries, assisting the school to prioritise the most impactful and achievable actions for its improvement cycle.

Relationships and partnerships

A welcoming and caring school community underpins professional relationships and meaningful partnerships, with dedicated staff and a shared commitment to enriching student learning and wellbeing.

Commendations

The review team validate the following:

- Visible and approachable leaders and staff strengthen connections across the school community. Opportunities for collaboration and a commitment to cultural responsiveness build trust and partnerships with students, families and the wider community.

- Clear and consistent communication systems operate within the school and with the wider community. Structured internal processes, including the Weekly Memo, daily operational emails and Compass updates, ensure staff clarity, while the Weekly Wrap-Up digital newsletter, SMS alerts and class notices keep families well-informed and connected.

- The School Board and P&C play an active and valued role in strengthening school-community partnerships. Through strategic governance, visible participation in school events and fundraising initiatives that enhance the learning environment, they contribute meaningfully to the school's improvement agenda.

- The BHP Early Learning Program Partnership demonstrates a strong commitment to early identification and intervention, facilitating purposeful collaboration with families and external therapy services to support successful transitions to Kindergarten and build community connections.

Recommendation

The review team support the following:

- Sustain momentum for the Lifelong Learning Culture and Arts project to ensure its successful completion, strengthening authentic partnerships and ongoing engagement with the local Aboriginal community.

Learning environment

A responsive and inclusive learning environment ensures students feel heard, supported and connected, reflecting the school's strong culture of care and belonging.

Commendations

The review team validate the following:

- Intentional practices respond to individual student needs. Structured play opportunities, calm spaces, sensory supports and personalised regulation strategies promote inclusion and strengthen student engagement.

- A proactive, evidence-informed approach is evident through the implementation of The Resilience Project and targeted supports. Informed by school psychology service data, the initiative has established a shared language across the school community, improving emotional regulation and students' readiness to learn.

- Student voice and agency are actively promoted through leadership roles, regular meetings and opportunities for feedback. Student leaders collaborate with staff on initiatives, contributing to decision making while building confidence, responsibility and communication skills.

- Staff wellbeing is prioritised as an important element of the collaborative school culture. Recognition initiatives, social activities and opportunities to celebrate staff contributions build collegiality and support a collaborative and supportive workplace environment.

Recommendations

The review team support the following:

- Embed the newly implemented Positive Behaviour Support framework to ensure consistent behaviour expectations and shared language across the school community.

- Review and refine the school behaviour management policy and procedures to align with Positive Behaviour Support, restorative practices and Department of Education Student Behaviour in Public Schools policy.

Leadership

Visible, supportive and collaborative leadership promotes a culture of high-expectations and care, where shared responsibility, aligned planning and staff leadership opportunities drive continuous improvement.

Commendations

The review team validate the following:

- Operational planning is collaborative and aligned with the school's Business Plan. Curriculum teams review plans each term, ensuring school priorities are well understood and consistently implemented.

- Distributed leadership structures build staff capacity and engagement in school improvement. Professional learning communities, curriculum and program leaders work collaboratively with staff to guide planning, data analysis and informed decision making.

- Diverse leadership pathways support the development of current and future leaders. Opportunities including mentoring, professional learning communities leadership and targeted professional learning empower staff to lead improvement initiatives with confidence.

- A consultative and research-informed approach to change management ensures data and staff voice informs decision making. Professional learning, provision of time and leadership support, enable effective implementation with modelling, observation and collaboration strengthening sustained practice.

Recommendation

The review team support the following:

- Strengthen leadership capacity through partnering program leaders with aspiring leaders, providing authentic opportunities for coaching, collaboration and succession planning.

Use of resources

Purposeful and strategic resource management aligns financial planning, staffing and infrastructure investment to school priorities, ensuring resources are directed to maximise student outcomes.

Commendations

The review team validate the following:

- Financial planning is closely aligned with the school's strategic and operational plans. Staff teams develop cost centre and budget summaries linked to school priorities, which are reviewed through Finance Committee and School Board processes to guide targeted resource allocation.

- Student characteristics funding is intentionally allocated to maximise impact. Education assistant deployment, professional learning and intervention programs are responsive to student needs, with proactive pursuit of grants and supplementary resourcing enhancing targeted support.

- Strategic workforce planning aligned to student needs and operational requirements guides staffing decisions. Consideration of staff requests, work fractions and rostering, alongside local housing and childcare availability, supports staff retention and workforce stability.

- Information and communications technology resources are deliberately planned and monitored to support curriculum and operational needs. A dedicated planning tool tracks expenditure and informs replacement schedules, ensuring sustainable and timely renewal of digital infrastructure.

Recommendation

The review team support the following:

- Maintain a focus on grounds and playground improvements, including the Early Childhood Education project planning to enhance student safety and outdoor learning opportunities.

Teaching quality

A collaborative culture of shared responsibility ensures high-quality teaching practices are consistent and responsive, supporting strong student engagement and achievement.

Commendations

The review team validate the following:

- A consistent, whole-school approach to teaching and learning is supported through the PHPS Approach 2026 handbook, whole-school literacy and numeracy programs, and shared planning systems. These structures strengthen coherence in curriculum planning and reduce variance in classroom practice.

- Collaborative professional learning communities strengthen teaching practice. Professional learning community leaders support new and graduate teachers through modelling, observation and guided planning cycles, building staff confidence and capability in curriculum planning and delivery.

- Effective processes guide the identification and provision of additional support for students. Classroom teachers use data, observation and screening to inform referrals to the learning support team, with targeted interventions including MiniLit, MacqLit and Small Group Tuition monitored through regular review.

- Strategic professional learning builds staff capacity and supports improved teaching practice. Targeted, role-specific and whole-school opportunities aligned with school priorities enhance curriculum design and delivery, teaching consistency and student engagement.

Recommendation

The review team support the following:

- Sustain the specialist teachers' professional learning community structure to support collaborative practice, strengthen instructional consistency and reinforce agreed whole-school pedagogical approaches.

Student achievement and progress

Student success is strengthened through purposeful use of data, targeted intervention and coordinated support systems that ensure individual needs are identified early and addressed through intentional, evidence-based practices.

Commendations

The review team validate the following:

- High levels of data literacy are evident across the school with staff engaging in regular collaborative interrogation of school-based and systemic data to identify trends and learning gaps at individual, class, cohort and whole-school level.

- A clearly documented whole-school assessment schedule provides a consistent framework for data collection, analysis and reflection. This enables staff to align teaching, intervention and improvement priorities with evidence of student progress.

- Collaborative assessment and moderation practices strengthen teacher judgement and curriculum planning. Staff use common assessment tasks and School Curriculum and Standards Authority Judging Standard exemplars within year-level and learning area teams to triangulate data, analyse achievement and inform teaching.

- Whole-school screening and data tracking systems support the monitoring of student progress. These approaches enable staff to identify concept attainment and adjust instruction, contributing to strong cohort progress and positive performance against like schools as evidenced in Year 5, 2025 NAPLAN[1] performance.

Recommendation

The review team support the following:

- Provide further opportunities to collaborate with the Hedland Network of schools to undertake cross-school moderation processes that strengthen the consistency of teacher judgements.

Reviewers	
Danielle Roache **Director, Public School Review**	Helena Nicholson **Principal, Shark Bay 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.

Steve Watson
Deputy Director General, Schools

References

1   National Assessment Program – Literacy and Numeracy