



Government of Western Australia
Department of Education Services

Rosalie Primary School

2013

Independent Review Findings



Independent Review of
Independent Public Schools

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Disclaimer

This document has been based on the findings of the independent reviewers' verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the Minister for Education, the Director General of Education, the Principal and the Board Chair.

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School and Review Details

Principal:	Ms Su Wilson
Board Chair:	Dr Bronwyn Rasmussen
School Location:	101 Onslow Rd Shenton Park WA 6008
School Classification:	PS Class 5
Number of Students:	512 (Semester One 2013)
Reviewers:	Mr Lindsay Usher and Ms Georgina Detiuk
Review Dates:	Self-review presentation: Wednesday, 22 May 2013 Review visits: Friday, 14 and Monday, 17 June 2013

1. About the Independent Review

The purpose of the independent review of Rosalie Primary School is to provide an assurance to the Minister for Education, the Director General of Education and the school community on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. The focus of the review is on:

- how well the school has improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments formed the basis for the school's self-review which was presented to the reviewers for verification at the commencement of the independent review.

Prior to the presentation of the school's self-review, reviewers were provided with information on the school's educational achievements, its processes and its student performance data from a number of sources which include, but are not limited to:

- the *My School*TM website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Reviewers visited the school for a half-day presentation of the school's self-review by the Principal, the Board Chair and other key stakeholders chosen by the school. Subsequently, the reviewers analysed the evidence presented in the school's self-review documentation and developed lines of enquiry where further verification was required.

An agenda for a two-day review visit was then negotiated with the school to enable the gathering of further evidence to clarify or confirm the claims made in the school's self-review. During these two days the reviewers sourced information and evidence to support the school's self-review claims through observation and discussion with teaching and non-teaching staff, board members, parents, students and the school leadership team.

The evidence provided by the school, along with information gathered by the reviewers prior to and during their review visits, was used by the reviewers as the evidence base for their verification of how well the school has met its commitments as outlined in its DPA and Business Plan.

This document reports on the findings of the independent review.

2. Summary

Rosalie Primary School has an enviable, long standing reputation and tradition as being a valued member of its community for over 100 years. It is meeting the challenge of a changing demographic while maintaining its standing as a school where students are able to achieve personal excellence and self-responsibility. It is supported by quality teaching and learning that meets the needs of a diverse and growing student population while maintaining high standards of attainment in academic and non-academic areas. It has developed successful partnerships to ensure that learning programs are supported and that oversight from an engaged and capable School Board is adding value to the school and its operations.

The school's nationally recognised position in maintaining student achievement at very high levels can be attributed to the development of a challenging curriculum that is supported by evidence-based practice, ongoing monitoring, professional and talented staff and the development of strategies such as the 'Thinking Classroom' focus. While considerable emphasis is placed on academic performance, the school has developed a holistic approach that encourages individual excellence and talent across the curriculum and a social context that supports learning in partnership with parents.

Rosalie Primary School has created a dynamic and challenging environment that provides a rich and extensive curriculum that enables students to achieve their potential. Students are engaged in learning that enhances their individual needs and aspirations in an environment that values and supports diversity in culture and academic ability. The school and community work as one to ensure that students are able to have positive and rewarding educational experiences that challenge them to achieve their best and develop confidence in their abilities.

The school is well placed to sustain and improve its performance. It has strong leadership in place at all levels that lead the implementation of comprehensive plans for improvement and engage with all staff in the planning, monitoring and review stages. Teaching staff are professionally challenged and engaged in a process of evidence-based inquiry in teaching and learning and reflection on their practice. Staff members are selected on the basis of meeting particular school needs in the delivery of teaching and learning and are highly supportive of the school culture, values and

improvement planning. Governance strongly supports the school in being able to sustain its improvement planning and maintain its unique position in the Shenton Park community. The school has established excellent partnerships with its parents and wider community and provides students with a challenging and broad curriculum that sets high academic standards in a safe and inclusive environment.

The following **commendations** support the schools claims of significant strengths and areas of improvement:

- the performance of the school in national assessments of literacy and numeracy in 2012 and over time
- the clear links established between the Business Plan focus areas, the school operational plans and self-review to ensure the day-to-day delivery of a broad range of learning opportunities to meet individual student needs
- the planning, monitoring over time and self-review processes developed by the school in ensuring that focus areas, strategies and milestones are supporting student learning
- the achievement in ensuring that the school values are central to the daily life of the school and are reflected in the shared understandings of students, staff and the parent community
- the development of the 'Thinking Schools' strategy with a 'Critical, Creative and Caring' focus as part of day-to-day teaching and learning
- the commitment by the school and parent community in developing a true partnership to support student learning
- the culture of self-review and analysis of student learning in academic and non-academic domains at a school and classroom level to identify areas for improvement
- the key role played by the Board in leading the Business Plan development and review process and in developing a strong partnership with the community, school leadership and staff.

The following **affirmations** support continued implementation of strategies and initiatives or areas for improvement identified by the school:

- the developing culture of sharing ICT expertise between staff impacting positively on teaching and learning
- the decision by the school and the Board to review target setting for the 2014+ Business Plan to better reflect the strong performance of the

school, focus on identified areas requiring attention and how value-adding can be demonstrated

- the use of evidence and a focus on professional practice to evaluate classroom pedagogy as a means of improving the quality of teaching and learning
- the review and use of the operational plan strategies and targets in planning to improve specific areas of less than expected academic performance in cohorts and groups of students.

3. School Context

Rosalie Primary School upholds a long tradition of offering its community quality education. Its purpose and role is embodied in its motto 'Proud Tradition – Shaping Futures' and in its aim 'to provide high quality educational opportunities for each child, ensuring they develop a broad range of skills and a strong sense of values to enable them to develop responsibility for their own direction and adapt to a changing world'.

The school has invested strongly in developing, articulating and delivering a clear purpose that manifests itself in the provision of learning opportunities to enhance academic development while fostering student social, physical and creative potential. The school's history and links with its community are reflected in the views held by parents, ex-students and community members, who see the school as being like a 'rural' school reflecting similar values that build social responsibility and a sense of belonging. Collaboration between the school, families and the wider community is evident in the close partnerships developed and in the expression of shared values.

The school is located in suburban Shenton Park with close proximity to Kings Park, playing fields, major community services such as Sir Charles Gairdner Hospital and The University of Western Australia. The challenge of providing for an increasing number of students over the last decade has meant that building programs have been needed to provide an appropriate level of facilities. The school is not on a large site but benefits from having adjacent playing fields and hard court facilities. Parents have made significant contributions to the physical environment through fundraising and the City of Subiaco plays an important role in planning for future improvements, including parking and traffic flow to and from the school.

Rosalie Primary School has an Index of Community Socio-Educational Advantage (ICSEA) of 1183 indicating students' family backgrounds as having a potentially positive influence on their children's educational outcomes at school. The demographic for the suburb has undergone considerable change as evidenced by the enrolment increase of approximately 25% since 2009. This increase is due in part to the attraction of and proximity to the Perth business district, hospitals and university. Employment opportunities have also contributed to the demographic change with parents taking up fixed contract employment opportunities or on short-term visas. The number of students with English as an Additional Language or Dialect (EAL/D)

backgrounds has increased with students being provided with specialist support. The 13% transiency rate for the school indicates some movement can be attributed to contract situations but there is a long-term, stable population that provides the majority of student enrolments for the school. There is also the added factor of 'school of choice' impacting on increased enrolments with parents moving to take up residence in the catchment area to ensure access to Rosalie Primary School for primary education and to Shenton College for secondary education.

The increased enrolments and diversity of the student and parent population have also provided a challenge for the school in maintaining its small school, community feel and 'rural' culture: a 'Country School in the City'. A change in recent years has seen many Year 6 students leaving the school to meet the early entry requirements of non-government schools with the school retaining approximately 64% of enrolments for Year 7 in 2013. The school reported that many parents had more recently made decisions to continue enrolment of their child at the school for Year 7 resulting in a smaller than expected loss in enrolments. Year 7 students mainly transition to Shenton College, with nine Rosalie Primary School students entering selective academic and arts programs at government secondary schools in 2013.

The school has developed a comprehensive Workforce Plan to meet the challenges of maintaining and improving the delivery of quality teaching and learning with a growing and changing staff. The school has responded to the growth in enrolments through establishing a process of increasing support to classes rather than the disruption of class restructures. The school has actively sought through merit selection to appoint staff who reflect the school's values and meet the skill and knowledge sets required. A younger staff profile is being established to complement the 29% of experienced staff who are over 55. The school expects that 20% of staff are likely to retire in the next 3-5 years. The school has also made provision for supporting and acquiring Level 3 teachers, appointing staff with early childhood qualifications, staff training and professional learning and meeting the staffing challenge of Year 7 transition to secondary education in 2015.

A characteristic of the school has been the maintenance and development of strong partnerships. The parent-school partnership is most notable with all parties commenting on the mutual benefits that arise from the free flow of communication and the support both to and from the home, ensuring that children are able to maximise their opportunities for learning and growth. An

active Parents and Citizens' Association (P & C) makes a strong financial contribution to the school, providing funds for lap-top computers, library resources, the Artist in Residence program and contributing to the cost of additional on-entry assessments of students in the early years. The participation of parents in governance, school operations and classroom support are notable features of the school. Wider community support from a range of business and community organisations and educational institutions demonstrates both commitment and willingness to be involved in enhancing learning opportunities for students at the school.

The School Board made a seamless transition from a Council and was heavily involved in developing their first Business Plan as an Independent Public School. The Board has experienced, stable membership, well thought out processes and carries out its oversight functions with considerable expertise and engagement while maintaining strong loyalty to the school vision. It has sought feedback on its performance and is preparing the groundwork for the next Delivery and Performance Agreement and Business Plan based on the school self-review findings and the Independent Review.

Rosalie Primary School has an enviable, long standing reputation and tradition as being a valued member of its community for over 100 years. It is meeting the challenge of a changing demographic while maintaining its standing as a school where students are able to achieve personal excellence and self-responsibility. It is supported by quality teaching and learning that meets the needs of a diverse and growing student population while maintaining high standards of attainment in academic and non-academic areas. It has developed successful partnerships to ensure that learning programs are supported and that oversight from an engaged and capable School Board is adding value to the school and its operations.

4a. School Performance - Student Learning

The school has focused its student learning improvement agenda on creating successful learners who not only achieve well in academic measures but also are successful in achieving within their existing talents. The major overarching strategy to meet individual needs and promote learning has been the implementation of the 'Thinking Classroom' to develop successful learners over a three to five year period. The school aims to have students who are motivated, engaged, enthusiastic and confident in achieving personal growth.

Rosalie Primary School students have the building blocks for successful academic performance with the school demonstrating through its planning and results that it adds value to student learning in the academic and social domains. The expected student performance according to ICSEA background is very high.

Distribution	Bottom Quarter	Middle Quarters		Top Quarter
Rosalie PS	1%	1%	16%	83%
Australian	25%	25%	25%	25%

Assessments of the school's academic performance demonstrate the students of Rosalie Primary School perform to expectations. This is evidenced by successful achievement in the International Competitions and Assessments for Schools (ICAS), including gold medal awards and in the 2012 National Assessment Program - Literacy and Numeracy (NAPLAN) where Rosalie Primary School was the highest rated of only three WA schools to rank in the top 100 Primary Schools in Australia. The school encourages and supports students who attend the Primary Extension and Challenge program (PEAC). Rosalie Primary School also successfully competed in the Mathematics Association of Western Australia's interactive Mathematics quiz for schools.

The performance of the school in national assessments of literacy and numeracy in 2012 and over time is commended.

The Rosalie Primary School *Business Plan 2011-2013* contains information on the school's vision and values, key focus areas with strategies and milestones and student improvement targets. Focus areas shape the day-to-day work of staff and include strategies to be implemented and milestones of progress aimed at developing:

- successful students
- excellence in teaching and learning
- a safe, supportive and sustainable environment
- strong sustainable partnerships.

Student achievement improvement targets are based on student performance in national and state assessments and monitoring. The school has focused on performance in:

- literacy and numeracy (NAPLAN)
- science – (WAMSE)
- society and environment (WAMSE)
- attendance.

The school has carried out a comprehensive self-review of performance against its targets and focus areas of the Business Plan and has reviewed focus area milestone achievements and strategy implementation as described in the school's operational planning. The self-review document *IPS Independent Review 2013* also includes review information from 2011 and 2012 with Directions for 2013 indicating areas for further development and inclusion in the *School Operational Plan 2013*. The clear links established between the Business Plan focus areas, the school operational plans and self-review to ensure the day-to-day delivery of a broad range of learning opportunities to meet individual student needs is commended.

The self-review highlighted progress in the 'Successful Students' focus area designed to foster the learning environment. Strategies to differentiate the curriculum through monitoring of students at educational risk and staff analysing performance in NAPLAN through the Student Achievement Information System (SAIS) and the Educational Assessment Reporting System (EARS) are implemented. Data-driven learning plans involved training for the learning teams and collaborative staff meetings to plan for improvement in student learning. Early intervention strategies involved the analysis of the *Teacher Assessment of Communication – Kindergarten* assessments, the consideration of speech screening, on-entry assessment testing at the beginning and end of the year for analysis and identification of student progress and achievement. Of significance is the early partnership with parents of Kindergarten children identified as needing additional support. This is enhanced by the school developed family packs to address individual student needs. Individual education plans (IEPs) are developed for students

requiring support and provision is made for additional staff and support for teachers with EAL/D students. Thinking Classroom strategies have been implemented to support lifelong learning, with training provided for staff in Kagan - Cooperative Learning. Students have leadership opportunities through responsible roles in sport, music, Information and Communications Technology (ICT) and the school buddy system. A whole-school healthy lifestyle program is on track for implementation in 2013.

The 'Excellence in Teaching' strategies aim at building staff capacity to ensure each student achieves his/her potential. Strategies to implement the Australian Curriculum and provide support for staff are key elements of the planning, with the review indicating that the staff were meeting both school and government expectations for implementation. The reviewers noted that staff were keen to implement the Australian Curriculum, believing that it provided real opportunities to enhance student learning. The school is supportive of the development of leadership opportunities through recognition of achievements and access to Level 3 Teacher professional learning. The Board also supports the attainment of teachers to Level 3 status and has approved release time in support of aspirant teachers engaged in the process. Professional learning opportunities in ICT were also provided to enhance the use of innovative technologies. The key roles played by staff and a developing culture of sharing ICT expertise between staff in impacting positively on teaching and learning are affirmed.

In developing the 'Safe, Supportive and Sustainable' focus area, student and parent surveys were used to inform the aim of having a learning environment that supports student learning. Results from annual surveys indicated high levels of satisfaction with the school's strategies and support for students and their families. The opportunities to reinforce the school values through the website, school celebrations and newsletters were also reviewed including the extent to which classroom planning provided evidence of values being taught. A whole-school approach to sustainability was also reviewed with each class participating in at least one area of environmental sustainability.

The development of 'Strong Sustainable Partnerships' forms a considerable part of the school's efforts in supporting student learning. Strategies were employed to engage parent/community members to participate and share their skills in classroom learning experiences, engage in information sessions/forums on key school initiatives and practices and support parent organisations such as the P&C. In addition, the school successfully sought to

engage the business, wider community and social and cultural organisations to enhance opportunities and innovation to support student learning. Evidence presented and reviewed suggested that the school had a considerable degree of success in achieving the milestones established for this focus area.

The planning, monitoring over time and self-review processes developed by the school in ensuring that focus areas, strategies and milestones are supporting student learning, is commended.

The review of the performance against student achievement improvement targets using national and state assessments indicated mixed success. Discussions with staff and the School Board indicated that the initial target setting process was reliant on advice as to the nature of the targets being set. On reflection it was clear that despite the outstanding performance of the school in literacy and numeracy a number of targets were more aspirational than had been anticipated. The reviewers were advised that the school and Board were reviewing the targets for 2014 and were interested in exploring target setting that better reflected school priorities and value-adding to student performance.

The reviewers verified student performance from the school's self-review *IPS Independent Review 2013* using NAPLAN assessments from 2011 and 2012 as indicators for literacy and numeracy attainment. Targets included same cohort expected improvement over time, attainment against 'relative achievement' and improvement above national minimum standard for identified lower performing students. The findings on school performance against the targets were:

- Reading – all years perform above like schools. Two of the three targets applicable were not achieved despite the strong performance of cohorts over the period 2008 to 2012 (eg same cohort Year 3 to Year 7).
- Writing – all years perform above or similar to like schools. Three of the four targets were achieved.
- Spelling – the school noted that while Year 3 performance was at a similar level to like schools, Years 5 and 7 were performing just below like school levels. The lack of a pattern consistent with other performance has been attributed to the implementation of a common spelling strategy and the degree to which it has been embedded in classroom practice. The school believed that further investigation was necessary. Of the four targets in spelling none were achieved.

- Grammar and Punctuation – performance for all years is above like schools. Three of the four targets were achieved.
- Numeracy – students in Years 3 and 5 perform consistently above like school performance. Year 7 performance in 2012 fell just below like school levels for the first time in five years. All four targets were not achieved despite the strong performance across all years.

WA Monitoring Standards in Education assessments were used to develop targets in science, and society and environment. Targets included attainment of 60% of Rosalie Primary School students in the top 20% of the state performance and improvement in mean performance by students below WAMSE standard between Year 5 and Year 7 assessments.

- Science – Targets were partially achieved with 60% of Year 5 and 41% of Year 7 in the top 20% of the state and one of two matched cohort students achieving the target.
- Society and Environment – Again, targets were partially achieved with 50% of Year 5 and 51% of Year 7 students in the top 20% of the state and five matched cohort students achieving the target.

The attendance targets were based on achieving 95 % overall attendance and reducing unauthorised absences and the number of children in the ‘at risk’ category. The school has a high attendance rate of 94.8% with very few ‘risk’ issues.

The decision by the school and the Board to review target setting for the 2014+ Business Plan to better reflect the strong performance of the school, focus on identified areas requiring attention and examine how value-adding can be demonstrated is affirmed.

The school’s nationally recognised position in maintaining student achievement at very high levels can be attributed to the development of a challenging curriculum supported by evidence-based practice, ongoing monitoring, professional and talented staff and the development of strategies such as the ‘Thinking Classroom’ . While considerable emphasis is placed on academic performance, the school has developed a holistic approach that encourages individual excellence and talent across the curriculum and a social context that supports learning in partnership with parents.

4b. School Performance - Quality of the Learning Environment

Rosalie Primary School has a shared ethos and culture promoting high expectations of learning for all students. Reviewers were able to verify the extent to which the ethos is shared amongst all participants through discussions with staff, parents, students and the wider community. It is also evident in the school's detailed planning at a strategic, operational and classroom level, that the sense of purpose pervades the monitoring and implementation of strategies and engages students in high level learning, ensuring no student is left behind. The zeal and professionalism with which staff apply evidence-based planning and the whole-school focus on collaborative learning through the 'Thinking Classroom' approach is further evidence of commitment to creating an environment that supports student learning.

The Business Plan focus area of 'Safe, Supportive and Sustainable Environment' uses the embedding of the school's values as the basis of the inclusive environment which is evident in all aspects of school life. The school's assertion that 'our values provide the foundation to build social responsibility and a sense of belonging through collaboration between child, family, school and the wider community' is well founded in the practice and perceptions held by the whole school community. Further evidence of the embedding of values can be found in classroom teaching, assemblies, student awards, student leadership, the buddy system, annual camps, newsletters and the approach taken to welcome and include new families to the school community. The reviewers were appreciative of the opportunity to attend a school assembly, ably conducted by students who enacted and promoted the school values. The achievement by the school in ensuring that the school values are central to the daily life of the school and are reflected in the shared understandings of students, staff and the parent community is commended.

The school has developed sophisticated and meaningful strategies and resources to meet student learning needs. The Business Plan focus area of 'Successful Students' outlines key strategies to support learning for the diversity of student needs and abilities. Reviewers were able to gain verification from staff and parents on the success of the learning strategies implemented in response to individual learning across a range of student abilities. These included the differentiated curriculum: a curriculum that matches learning styles and extension and remediation for individual and groups of students. Early intervention targeted programs for identified

students performing above or below expected levels are catered for by setting individual learning goals through IEPs and providing the necessary resources and support. Resourcing for student learning has been a key element of the flexibility provided by the one-line budget which has enabled the school to employ teaching and non-teaching staff for withdrawal, teacher support, and enrichment and extension programs. The school has also been proactive through its Workforce Plan employing staff to meet specific curriculum needs and tailoring performance management processes to support student learning. Specific strategies to support EAL/D students were identified by the school and included the use of tablet technology to enhance student understanding of English and also to recognise student conceptual knowledge through the translation facility.

The 'Thinking Classroom' is a multi-faceted strategy implemented by the school to promote life-long learning and foster skills and abilities through an inquiry approach. It has been embedded in cross-curricula teaching and learning through extensive planning and review. It has the capacity for student goal setting and the development of critical and creative thinking consistent with aspects of the General Capabilities in the Australian Curriculum and the Melbourne Declaration of Educational Goals for Young Australians. The development of the 'Thinking Schools' strategy, with a 'Critical, Creative and Caring' focus as a part of day-to-day teaching and learning, is commended.

The 'Excellence in Teaching and Learning' focus area provides direction to building staff capacity and is evident in the distributed leadership model. The school has provided opportunities for the development of shared understandings of curriculum expectations through ongoing discussions about student achievement and refinement of curriculum provision. The ability to share information about curriculum, student performance and classroom practice has been enhanced by the introduction of learning teams and the learning team leader role. Team leaders form part of the school's executive and have a key role with their team in planning for the implementation of focus area strategies, supporting assessment and reporting, mentoring staff and promotion of best practice. Other leadership roles including learning support, ICT and curriculum are key roles in the development of curriculum strategies to support implementation of the Australian Curriculum and ICT.

While the school has an academic emphasis on literacy, numeracy and science there was strong supporting evidence for pursuing personal excellence in other learning areas as evidenced in the implementation of

strategies in the *School Operational Plan 2013*. Planning for cross-curricula and learning area strategy implementation was evident in society and environment, French, health and physical education, technology and enterprise and the visual arts. The focus on visual arts was particularly evident in classrooms with a wide variety of media displayed attributable to staff expertise, the Artist in Residence program, participation in awards and culminating in the successful school art exhibition. The quality of visual arts activities offered and student expertise is recognised by staff at Shenton College when the Rosalie Primary School students transition to secondary school. Music was also a feature with strategies to engage students in the School of Instrumental Music tuition, band, choir and an innovative 'Musical Bites' program of lunchtime performances. The involvement of parent musicians in these sessions has provided an added dimension to the many and varied musical opportunities available to students at the school. A tradition for Rosalie Primary School students has been their participation in an annual Year 7 musical production. The biennial Rosalie Writers' Festival has provided the opportunity for as many as 20 authors and illustrators and community members to work with students to explore excellence in writing. Physical education is seen as a vehicle for the development of lifelong skills and positive attitudes. The integration of outdoor challenge activities on camps provides another avenue of physical endeavour while also fostering student leadership skills.

Partnerships play an important role at the school in supporting the learning environment and learning. The Business Plan focus area - 'Strong Sustainable Partnerships' - contains strategies that aspire to improve outcomes for all students at the school. As outlined in other sections of this Findings report, the partnership with parents is very strong. Meetings with parents, the Board and P&C representatives all affirmed the strength of the relationship between the school and the home. It was clear to the reviewers that the shared values; the attainment of students at both an individual and whole school level; the engagement of parents in the school providing extensive funding for programs and in support roles; the inclusive nature of the school, and the open communications that exists between all parties were evident in all aspects of the school's operations. The commitment by the school and parent community in developing a true partnership to support student learning is commended.

At a broader community level the school has actively established productive partnerships with institutions to provide support for cultural activities and to

support student learning. The Subiaco City recognises the school as a hub in Shenton Park, has participated in awards for the school and funded parent activities and contributed to a sustainability garden project. A partnership with Tennis Australia has maximised the use of adjacent tennis courts, contributed to the school's success in inter-school tennis competitions, and is attributable to the school celebrating success in Western Australian championships. A proud tradition has been established by Rosalie students participating in the schools Anzac Dawn Services with a member of the Returned Services League (RSL) being a patron of the school. The partnership with the RSL is extended into providing a student academic award for Year 7 students.

The support of the Science Faculty at The University of Western Australia is appreciated, with the input from professional personnel and the use of facilities contributing to increased awareness of research.

Partnership with the Western Australian Combined Universities Training Schools (WACUTS) to support placement of pre-service teachers provides added flexibility to workforce planning and classroom support. In addition, the school benefits from its association with Shenton College and other contributory schools in professional learning activities.

Rosalie Primary School has created a dynamic and challenging environment that provides a rich and extensive curriculum that enables students to achieve their potential. Students are engaged in learning that enhances their individual needs and aspirations in an environment that values and supports diversity in culture and academic ability. The school and community work as one to ensure that students are able to have positive and rewarding educational experiences that challenge them to achieve their best and develop confidence in their abilities.

4c. School Performance - Sustainability

It is evident through observation, discussion with staff, parents and community members and through data collected from surveys, that leadership at all levels takes responsibility for self-assessment processes underpinning the development of priorities, focus areas and strategies for improvement. It is also clear from feedback from the Board, parents, staff and students that the Principal and executive team have established an environment of high quality teaching and learning in a positive school climate. The Principal is leading a sustainable self-assessment process involving the Board, staff, students and

parents ensuring that student learning and a supportive environment is the focus of school activity. The shared leadership model at the school encourages staff participation in setting targets at the operational level, monitoring performance and developing action plans in priority and learning areas. This is accomplished through whole-school review and planning sessions and with the involvement of team leaders and their respective learning teams of teachers and non-teaching staff. The Principal plays a pivotal and hands-on role in leading the administration team and the executive team in developing the planning at a strategic and operational level to maintain and improve student achievement, progress and engagement. The Principal's impending retirement has the possibility of being a factor in the sustainability of school performance. Evidence strongly suggests that the School Board representative on the selection panel for the appointment of a new principal has extensive knowledge of the school's requirements complemented by the well-embedded existing school practices and leadership structure which should sustain existing practice.

The school has a strong culture of self-review that permeates from the whole-school to the classroom level. Documentary evidence included school self-reviews for the first two years of the Business Plan (2011 and 2012) which contained data and a range of judgements made on student performance and the implementation of key strategies to support student learning. In addition each self-review provided an opportunity for modifications to be made to improvement strategies. The school has linked its Business Plan to its operational plan so that the focus areas and student achievement targets are in the form of action plans that guide staff and team leaders in implementing school priorities. The operational plan is further extended to include plans for other learning areas and key strategies the school is implementing as a part of the Business Plan. Self-review at the whole-school level therefore encompasses all areas of the school's delivery of teaching and learning with provision for improvements for future planning.

Evidence-based self-review practices that analyse the learning of all students are evident in the data collected on at risk students across the school. Analysis of data identifies achievement and progress of students at risk of not achieving minimum standards or below expectations across the range of expected performance. The student services team, including the learning support coordinator, school psychologist, chaplain and education assistant provide detailed monitoring information in their oversight and distribution of resources and support to students. Support is provided in consultation with

classroom teachers and based on school and teacher generated information and standardised assessments of academic and non-academic areas. Teacher judgement also has a key role in establishing and using performance information and targets to achieve improvement in student learning. This is particularly evident in the interventions carried out in the early childhood area with on-entry screening and speech assessments at the Kindergarten and Pre-primary level and the use of IEPs to target improvement in student learning. The culture of self-review and analysis of student learning in academic and non-academic domains at a school and classroom level to identify areas for improvement is commended.

Teachers and school leaders are engaged in the review of the effectiveness of teaching practice. This was evident in a documentary sense and also observed in discussions with staff. An example of the extent to which the school reviews practice is in the implementation of a school spelling approach which was introduced to address a decline in NAPLAN performance from 2010. Performance in 2012 demonstrated that targets were not achieved with the review process suggesting that interrogation of both performance and implementation was required. In particular, staff were to analyse year level information and the NAPLAN data to further determine areas for improvement in the pedagogy. Additionally, explicit teaching through a systematic synthetic phonics program has been adopted in the early years. Opportunities to examine teaching practice also arise in the performance management process which provides for self-reflection and connection to the targets and aims of the business and operational plans. The Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers are used for reflection purposes. A focus on professional practice and learning is evident. Staff are also supported by considerable opportunities to engage in improving professional practice particularly associated with strategies that support the Business Plan focus areas. The use of evidence and a focus on professional practice to evaluate classroom pedagogy as a means of improving the quality of teaching and learning is affirmed.

School planning at an operational level meets and exceeds the requirements of the Delivery and Performance Agreement with all learning areas being reviewed and action plans developed. The school's first Business Plan has many excellent qualities in its use of the focus areas and milestones to support the implementation of well thought out and executed strategies. The student achievement improvement targets provide an opportunity for the school and the Board to consider the strengths of their existing model of target

setting. Although school performance is outstanding when compared with like schools and all Australian schools, the concern of not achieving a number of targets based on NAPLAN data needs to be addressed. Discussion with the Board and the school leadership indicated that consideration will be given to making the Business Plan more strategic with broad targets with the Operational Plan using targets that pinpoint specific areas of improvement determined by the analysis of performance information at a school and classroom level. The review and use of the Operational Plan strategies and targets in planning to improve specific areas of less than expected academic performance in cohorts and groups of students is affirmed.

The School Board has evolved since the school gained IPS status. It has developed documentation and guidelines to support its operations and to enhance good governance. It has remained a relatively stable body since the transition to IPS with wide representation of parents including the P&C. Its Terms of Reference also ensure that membership retirements are staged ensuring stability of knowledge and purpose. It has sought feedback from the community on its operations and reviewed its own performance. An indication of its success has been the recent nominations for membership which exceeded expectations. Although its function and operations are not always evident to the whole school community, parents are able to access information on the Board operations through the P&C. The Board indicated that it has given consideration to the task of making its community representative role better understood through a range of communications. This has already included a nominated Board member accepting a communications responsibility with the intent of researching effective strategies including the use of the website and Newsfeed.

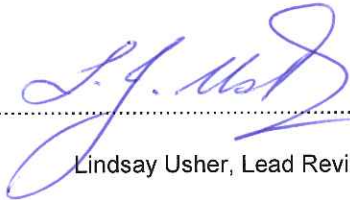
The Board played a key role in Developing the *Business Plan 2011-2013* and acknowledges both the quality and quantity of information provided by the Principal and staff to assist them in examining the progress of priorities in the Business Plan. It has also been heavily involved in the ongoing review of progress towards the achievement targets and is preparing to use review information in developing the next Business Plan. Board members demonstrated ongoing interest in their governance role in relation to IPS and in maintaining an informed engagement with the school. The key role played by the Board in leading the Business Plan development and review process and in developing a strong partnership with the community, school leadership and staff is commended.

Rosalie Primary School

Rosalie Primary School is well placed to sustain and improve its performance. It has strong leadership in place at all levels that leads the implementation of comprehensive plans for improvement and engages with all staff in the planning, monitoring and review stages. Teaching staff are professionally challenged and engaged in a process of evidence-based inquiry in teaching and learning and reflection on their practice. Staff are selected on the basis of meeting particular school needs in the delivery of teaching and learning and are highly supportive of the school culture, values and improvement planning. Governance strongly supports the school in being able to sustain its improvement planning and maintain its unique position in the Shenton Park community. The school has established excellent partnerships with its parents and wider community and provides students with a challenging and broad curriculum that sets high academic standards in a safe and inclusive environment.

Declaration

We the undersigned hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on our assessment of the evidence provided by Rosalie Primary School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



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Lindsay Usher, Lead Reviewer

26.7.13

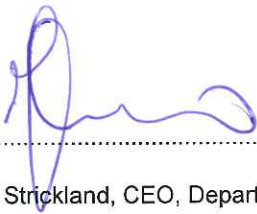
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Date



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Georgina Detiuk, Reviewer

26 July 2013

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Date



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Richard Strickland, CEO, Department of Education Services

29/7/13

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Date