Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

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Rosalie Primary School

Public School Review

March 2021

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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.

Context

Rosalie Primary School is located in Shenton Park, five kilometres south-west of the Perth central business district, within the North Metropolitan Education Region.

The school opened in 1906 and became an Independent Public School in 2011. Student numbers have remained stable in recent years and there are currently 568 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1181 (decile 1).

The School Board works in collaboration with the school leadership to support and review strategic planning, targets, policy and budget priorities.

The Parents and Citizens' Association (P&C) organises many school events throughout the year and makes significant financial contributions to the school.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit delivered a clear account of the school context and operations in addressing its improvement agenda.

- Staff were engaged in data review and analysis, and had input into the identification of evidence sources for the ESAT submission.

- During the school visit, a range of school staff, leaders, School Board members, parents and community members contributed enthusiastically to discussions and elaborated on evidence, adding value to the ESAT submission.

- The Principal valued the school review process as an opportunity to both highlight the school's strengths and achievements and identify areas for ongoing development.

- The school review preparation process was viewed by the leadership as useful in informing and shaping future cycles of school self-assessment.

- The School Board contributed to the school's self-assessment process, including the monitoring of school achievement of milestones and strategic directions.

The following recommendations are made:

- Continue to build opportunities for staff to engage in data review and contribute to the development of targets at the strategic, operational and classroom level.

- Continue to refine the selection of evidence for future ESAT submissions, and the inclusion of succinct analysis of evidence with clear alignment to planned actions.

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Relationships and partnerships

A positive culture of collaboration, trust and respect is evident across the school community, fostered through open communication, strong staff, student and family connections, shared decision making and positive community partnerships.

Commendations

The review team validate the following:

- A range of partnerships with community groups, local schools and universities is contributing to the development of learning programs and enhanced student outcomes.

- The harnessing of parent expertise has led to opportunities for enriched learning experiences including an Artist in Residence project and STEM[1] festival.

- The school prioritised collaboration with community members and the School Board to develop the school's mission, vision and values.

- A highly skilled and invested School Board contributes to the future directions of the school, monitors performance and enhances links with the wider school community.

- A dynamic P&C generates significant funds for the school to support business plan priorities, student and school needs, including a playground, community garden, and Aboriginal Six Seasons Wall Mural Art project.

Learning environment

Guided by a strong moral purpose, the school has developed a welcoming, safe and engaging environment contributing to the students' sense of connection, belonging and readiness for learning.

Commendations

The review team validate the following:

- The school's behaviour matrices and development of shared school values are contributing to a school-wide understanding of behaviour expectations.

- The implementation of the Act, Belong, Commit framework is providing a strong foundation for the ongoing improvement of student health and wellbeing outcomes.

- Australian Council *for* Educational Research - Social-Emotional Wellbeing survey data is used to inform planning and decision making for improved student wellbeing outcomes.

- The learning support coordinator and school psychologist work in collaboration with teaching staff to ensure students identified at risk have access to the curriculum through differentiated planning and support.

- Student voice is actively promoted through leadership roles and opportunities for input into school policy and learning experiences.

- The school has an authentic commitment to building cultural responsiveness. A committee comprised of staff, community members and Aboriginal Elders is collaboratively progressing the school's Reconciliation Action Plan.

Leadership

The consultative leadership approach of school leaders is contributing to a growing culture of reflection and shared decision making. This is strengthening staff cohesion and the development of a collective vision for maximising students' learning and wellbeing outcomes.

Commendations

The review team validate the following:

- The collaboratively developed business plan reflects the needs of the school community and clarifies the school's future strategic directions, aligned to operational and class plans.
- A range of leadership roles, including curriculum leaders, year level leaders, Business Plan Priority team leaders, SAER[2] coordinator role and curriculum support roles are providing opportunities for staff to pursue leadership aspirations.
- A Professional Growth Plan is viewed by staff as beneficial in providing opportunities for reflection, peer observation and feedback.
- The newly formed, collaborative DOTT[3] process is assisting the school in its development of opportunities for staff shared practice and discussion on curriculum directions and improvement.

Recommendations

The review team support the following:

- Progress instructional leadership through further development of the distributed leadership structure. Build capacity of teacher leaders to drive ongoing instructional development and progression of whole-school programs and practices.
- Sharpen the link between student achievement and clearly defined teaching and learning foci across the school to ensure it is owned by staff and driven by all levels of leadership.

Use of resources

The executive team, manager corporate services and Finance Committee share decision making to manage school finances and allocate resources in alignment with business plan priorities and school needs.

Commendations

The review team validate the following:

- The school is proactively responding to local area planning changes to ensure planning and preparation reflect future resourcing and infrastructure needs of the school.
- Additional funds generated by the P&C, fundraising and donations are used to add to school resources that support student learning and achievement.
- Regular and transparent engagement with the School Board ensures opportunities for review and clarification of school finances, deepening the Board's understanding of school financial management and decision making.
- The allocation of student characteristics and targeted initiative funding is contributing to improved student outcomes. Additional resources are used to implement literacy and numeracy interventions, and employ a SAER coordinator and GATE[4] specialist.
- Prudent management of reserves ensures resources are allocated strategically for future funding priorities, including staffing, ICT[5] equipment and infrastructure and furniture.

Recommendation

The review team support the following:

- Continue to review student population characteristics annually to ensure resources align to future needs and infrastructure adjustments.

Teaching quality

A focus on meeting the needs of all students through differentiation is supported by a passionate staff focused on the ongoing improvement of student outcomes. Specialist teachers in visual arts, music, drama, French, and health and physical education provide high quality programs, community engagement and opportunities for student success.

Commendations

The review team validate the following:

- The review and implementation of a whole-school approach to mathematics, including the use of Think Mentals, iMaths and ICE-EM Mathematics[6], is designed to support continuity of learning and student progress.
- In response to NAPLAN[7] data analysis and the need to further progress student achievement in key target groups, a dynamic maths streaming approach in Years 5 and 6 is providing opportunities for academic extension in mathematics.
- Early years' staff have accessed professional learning in Sounds Write for implementation from Kindergarten to Year 2.
- The integration of ICT as a learning tool is a school priority. It is supported through Google Classrooms, Seesaw and the creation of a 'Rosalie Hub'.

Recommendations

The review team support the following:

- Strengthen opportunities for staff to share pedagogical understandings aligned to agreed practices and student achievement data.
- Progress intentions to develop school-wide practices in cooperative learning strategies, metacognitive strategies and differentiation.
- Continue to refine, in line with data and evidence, a whole-school approach to literacy, including clarity of assessment, pedagogy and programs.

Student achievement and progress

The school is building an increasingly sophisticated approach to the use of data and evidence to inform classroom planning and whole-school decision making. A whole-school assessment schedule is supporting the collection of school and system data to further progress the school's assessment processes and procedures.

Commendations

The review team validate the following:

- Moderated assessment tasks are supporting improved consistency in teacher judgement, grade allocations, planning for future learning and targeted intervention.
- The implementation of the Toe by Toe reading manual, SRA decoding and comprehension interventions are positively impacting student literacy achievement progress.
- PAT[8] data is analysed biannually to inform classroom practices and monitor progress. Staff analyse NAPLAN results using SAIS[9] and First Cut to identify lines of achievement enquiry.
- OEAP[10] testing is continued for students considered to be at risk at the beginning of Year 1.

Recommendations

The review team support the following:

- Continue to use fine-grained assessment to identify gaps in learning and to set goals for sustained student success.
- Continue to use data and evidence to track student progress at the individual, cohort and whole-school level and monitor the efficacy of existing programs.

Reviewers

Kim McCollum
Director, Public School Review

Carlene Thorpe
Principal, Oberthur 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 scheduled for Term 1, 2024.

Melesha Sands
A/Deputy Director General, Schools

References

1   Science, technology, engineering, mathematics
2   Students at educational risk
3   Duties other than Teaching
4   Gifted and Talented Education
5   Information and communications technology
6   Cambridge HOTmaths
7   National Assessment Program – Literacy and Numeracy
8   Progressive Achievement Tests
9   Student Achievement Information System
10 On-entry Assessment Program