



Rosalie 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

Rosalie Primary School is located in Shenton Park, 5 kilometres south-west of the Perth central business district, within the North Metropolitan Education Region.

Opening in 1906, Rosalie Primary School became an Independent Public School in 2011.

There are currently 470 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1193 (decile 1).

The school is supported by the Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Rosalie Primary School was conducted in Term 1, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a refined and rigorous school self-assessment, strategically aligned with their improvement agenda.

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

- The Principal, executive team, and staff demonstrated a thorough and well-informed understanding of the school's context and strategic direction.
- The school's commitment to self-assessment as a driver of continuous improvement is evident. Staff engagement in collaborative reflection has fostered a strong sense of collective responsibility for student success.
- The collaborative process to prepare the comprehensive Electronic School Assessment Tool (ESAT) submission provided staff with a valuable opportunity to reflect on the school's professional practice and celebrate progress, resulting in an open, honest, and transparent account of school performance.
- During the validation visit, school leaders, teachers, and allied professionals made authentic contributions that validated the reliable evidence presented in the ESAT submission.
- During the validation visit, the school community were represented by passionate School Board members, P&C representatives, and community members who were invested in the school's strategic direction, and advocates of the school's leadership.

Relationships and partnerships

Professional relationships thrive across the school community as a result of proactive engagement, constructive feedback, and strategic dialogue, supported by partnerships that enhance student learning opportunities and the school's reputation.

Commendations

The review team validate the following:

- A collegial culture built on trust and respect is supported by structured collaboration that promotes the sharing of expertise to improve teaching and student outcomes. The willingness of staff to provide feedback highlights strong, connected working relationships that foster a vibrant, positive school culture.
- The School Board is a stable, high-performing group of diverse and well-qualified professionals, committed to effective governance. With a clear understanding of their roles, strategic planning, and familiarity with the School Improvement and Accountability Framework, the Board actively supports school improvement initiatives.
- The school actively seeks feedback to enhance educational experiences and foster a collaborative school community. The highly engaged and responsive P&C also values community input, using feedback to guide funding decisions and project planning.
- A strong commitment to transparent, respectful, and proactive communication is evident across all stakeholder groups, supported by a range of multimodal, two-way strategies that foster meaningful partnerships and actively promote student wellbeing and learning.

Recommendations

The review team support the following:

- Strengthen feedback loops with the school community by enhancing communication about the value of community input and its influence on school decision making.
- Enhance collaboration among allied professional staff by establishing regular meeting opportunities and structured feedback mechanisms.

Learning environment

The school lives its moral purpose, supporting students through a range of opportunities for academic, social, emotional, physical, and creative growth within a safe, inclusive and supportive environment.

Commendations

The review team validate the following:

- An evidence-based Positive Behaviour Support (PBS) framework fosters safe, inclusive and engaging learning environments for all students. It is characterised by strong staff collaboration and consultation and promotes a community-wide culture of positive behavioural expectations.
- Restorative approaches have been embedded into behaviour support practices, fostering respectful dialogue with students. A consistent framework guides conversations, enabling high levels of reflection, including 3-way conferences that promote accountability, empathy and expected behaviours.
- A strong emphasis on student voice is evident, including decision making at the classroom, whole-school, and community levels, empowering students to be active citizens and to contribute meaningfully to their learning environment.
- Students at Educational Risk (SAER) processes have been streamlined and developed in conjunction with a tiered Response to Intervention framework, featuring the Rosalie Curriculum Adjustment Plan, providing targeted support and tailored adjustments to meet individual learning requirements.

Recommendations

The review team support the following:

- Finalise and distribute the PBS playbook to staff, including clear descriptions of the data sets that will be used to evaluate the program's impact.
- Leverage the momentum of the inclusivity and diversity team to lead a school self-assessment using the Aboriginal Cultural Standards Framework to focus on the development of the Reconciliation Action Plan.

Leadership

With a clear vision and strong community trust, the leadership team drives high quality practices, fosters professional growth, and leads meaningful change to improve student outcomes across the school.

Commendations

The review team validate the following:

- A 3-year improvement agenda is clearly articulated through comprehensive strategic planning. Regularly reviewed milestone documents measure progress in team and School Board meetings, developing a collective understanding of the rationale and intended outcomes of each initiative.
- A defined distributed model supports a highly effective leadership group comprising priority focus team leaders and the executive leadership team. Sustainable improvement is driven through guiding frameworks that are clearly linked to strategic planning documents. Targeted support fosters leadership capacity and provides clear opportunities for staff to lead key initiatives with purpose and clarity.
- Comprehensive change management approaches guide school improvement. Selected approaches are grounded in well-researched models that emphasise moral purpose, relationship building, and recognise the complexities of considered and sustainable organisational change.
- The professional review process provides meaningful performance feedback and is designed to build staff capacity through a lens of support and development. It is focused on continuous improvement in high-impact teaching strategies and embedding whole-school approaches to curriculum programs.

Recommendations

The review team support the following:

- Provide targeted shoulder-to-shoulder instructional leadership across the school that supports the consistent implementation of the Rosalie Instructional Framework and whole-school curriculum programs.
- Strategically enhance data literacy among middle leaders to further strengthen a culture of evidence-based decision making.

Use of resources

The school prioritises strategic resource allocation to support student learning and wellbeing, with financial decisions guided by the Business Plan and a well-defined improvement agenda.

Commendations

The review team validate the following:

- Robust financial governance structures are in place to ensure transparency and accountability. The manager corporate services oversees all financial operations in close collaboration with the Principal.
- The school maintains a 1:1 Chromebook ratio for students in Years 3–6 and an iPad program for Kindergarten to Year 2. A comprehensive replacement schedule supports the sustainability of devices and network infrastructure.
- Targeted initiative funds are deployed with fidelity to support student needs. The student services team, including the chaplain and school psychologist, work closely with the SAER associate principal to implement tailored support programs, while level 3 classroom teacher funding is strategically allocated to strengthen middle leadership structures, enhancing capacity across the school.
- A strategically managed workforce plan has been established, aligning staffing and recruitment with student needs and demographic trends. Planning and management have been deliberate and measured, ensuring the school remains responsive, adaptable, and well-positioned to meet evolving demands.

Recommendations

The review team support the following:

- Review and strengthen reserve planning processes to ensure the sustained provision of adequate resources that support high quality teaching programs.
- Invest in developing the financial literacy of all staff, including as part of the broader capacity-building strategy for middle leadership.

Teaching quality

Rosalie Primary School is committed to embedding evidence-based programs, deepening data analysis and aligning instructional practices across year levels.

Commendations

The review team validate the following:

- The Rosalie Pedagogical Framework articulates the essential elements of effective teaching practice. Its implementation is strengthened through the integration of Teach Well strategies and ongoing professional learning focused on developing consistent instruction across the school.
- Teachers collaborate within year-level teams and across phases of learning to design responsive learning experiences. This approach includes sharing instructional strategies, co-developing resources, and aligning assessment to support the development of consistent teaching practice across the school.
- A consistent and well-defined approach to reporting prioritises clear, timely, and comprehensive communication with parents. The Open Classroom evening offers an additional opportunity for families to actively engage in their child's learning and gain deeper insight into student progress.
- Continuous professional growth is a cornerstone of the school's approach to pedagogical effectiveness and curriculum improvement. Professional learning is strategically aligned with the Business Plan and tailored to meet the diverse needs of staff across all career stages.

Recommendations

The review team support the following:

- Complete the development of the Rosalie Pedagogical Handbook, including the school's instructional framework and whole-school approaches to teaching mathematics and English.
- Formalise instructional feedback mechanisms by introducing self-observation through Swivl technology, complemented by structured peer and coaching observations that are aligned with performance and development processes and the school improvement agenda.

Student achievement and progress

The school's strategic planning and improvement agenda are centred on enhancing student achievement and progress through structured, collaborative, and evidence-based approaches.

Commendations

The review team validate the following:

- Systemic and school-based comparative data sets, such as NAPLAN¹ like school data and nationally normed assessments, are used to evaluate student achievement and progress. This evidence-informed approach supports strategic planning and drives a focused improvement agenda.
- The engagement of the Early Years team in a collaborative inquiry process to enhance assessment practices has contributed to greater consistency and clarity in grade allocations. Ongoing planned professional conversations support a culture of continuous improvement and have strengthened assessment integrity.
- The targeted collection and robust analysis of non-academic data sets such as Australian Council for Educational Research's SEW² survey and Rumble's Quest supports a strategic framework that guides informed decision making to enhance wellbeing outcomes for students across the school.

Recommendations

The review team support the following:

- Further refine data collection and analysis through targeted longitudinal tracking of identified cohorts, sub-cohorts, and individual students, with a focus on Early Years literacy.
- Develop complementary data sets to support Maths Trek assessments for Pre-Primary to Year 2, enabling fine-grained analysis of the impact on student achievement and progress.
- Maintain and strengthen structured moderation practices within and across phases of learning, as well as through network collaboration opportunities.

Reviewers

Craig Stanners
Director, Public School Review

Susan Mikkelsen-Taylor
Principal, Ardross 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.

The next review process focusing on the student achievement and progress domain only, is scheduled for Term 3, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Social-Emotional Wellbeing