Roseworth Primary School

2012

Independent Review Findings
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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: Mr Geoffrey Metcalf
Board Chair: Ms Jessica Biggs
School Location: 30 Stebbing Way Girrawheen WA 6064
School Classification: Level 5 Primary School
Number of Students: 386
Independent Reviewers: Ms Margaret Brede and Ms Audrey Jackson AM
Review Dates: Self-review presentation: 5 November 2012
Review visits: 26 and 27 November 2012

1. About the Independent Review

The purpose of the independent review of Roseworth 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 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 MySchool™ 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 self-review. During these two days the reviewers sourced information and evidence to support the school 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**

Roseworth Primary School opened in new buildings on the current site in Girrawheen at the beginning of 2010 following the amalgamation of Montrose Primary School and Hainsworth Primary School. The Principal and staff had significant input into the development of the new site which has resulted in a bright, attractive, well-maintained learning environment with a strong sense of ownership by staff, students and families.

The school has low SEI and ICSEA indices which reflect the socio-economic disadvantage of the community with approximately 30% indigenous students, 10% of Vietnamese descent and 40% of Non-English Speaking Backgrounds. There is also a significant degree of transience within the student population with a 25% yearly change in the school enrolment. The complexity of this situation requires the school to build considerable support structures for students and families. The comprehensive range of programs offered by the school to engage families include: the 0 – 3 Playgroup to increase school readiness; parenting programs and information sessions; Breakfast Club three mornings a week; health services from an on-site Dental Clinic, and a Community Health Nurse. The respectful integration of these services within the school and the active support by the staff create a genuine sense of community that unites the diverse components. This unity was very apparent in the sense of calm that pervaded the school grounds and the classrooms.

The quality of the education offered to the students has been greatly enhanced by partnerships developed and sustained by the school. Edith Cowan University (ECU), the Fogarty Foundation, the Smith Family, the Classroom Strategies Management Team, Next Challenge Consultancy, the Health Department of WA and the Greenwood Uniting Church work within the school to provide support, information, professional development and service to the students, staff and families in a synergetic manner.

The autonomy as an Independent Public School has enabled Roseworth Primary School to appoint curriculum leaders who have effectively led staff in an analysis of data to: prioritise gaps in student learning; identify and implement appropriate programs; monitor student progress, and respond appropriately. There is a culture of reflective practice amongst staff and a structure that facilitates genuine collaboration and encourages professional learning.

Personal growth of students is also addressed and assessed through the values program and evident in the mutual respect shown by staff, students and parents.
around the school. The cultural diversity of the school community is celebrated, particularly the Noongar culture with a ‘Welcome to Country’ included in assemblies and Noongar language taught as the LOTE in Years 1 and 2. Students show school pride and identity through wearing the uniform which is available to all at little or no cost. This is particularly apparent at the numerous cultural events attended by groups of students outside school. These activities enhance the reputation of the school and the self-esteem of the students. This reputation as a school of innovation has been the impetus for a number of high profile visitors to the school which has in turn provided stimuli for unique learning opportunities for the students.

The school has approached the problem of poor attendance and late arrival in a holistic manner by targeting parents and students with positive incentives. Obstacles are removed by the provision of breakfast three mornings a week, with the support of volunteer staff, and the discreet provision of emergency lunches when required. Parents and caregivers are encouraged with the school benefits provided through the Passport Program and students with attendance medals and cards, prizes, sports and values activities. The employment of an Indigenous Attendance Officer and the allocation of Education Assistant time to follow up absentees of concern complete the multi-faceted approach that is improving attendance rates across the school.

There is a clearly shared philosophy amongst the leadership team and the staff. New staff undergo a very effective induction program. The regular collaboration between year levels and across phases of learning maintain and develop this understanding. The culture of continual review means that areas of need are addressed promptly and positive progress maintained.

Roseworth Primary School’s strategic partnerships are key factors in the way the school functions. The presence of partner representatives from ECU, the Smith Family and the Fogarty Foundation on the School Board underwrite the sustainability of the partnerships. Furthermore, the construction during 2013 of the new health centre on site will ensure the maintenance of the health and therapy services, keeping the school as the hub of the community, as a full service school.

Roseworth Primary School, under the leadership of the Principal and the administration team, has created an inclusive and vibrant learning community that is continuing to evolve and develop as more and more families are feeling confident to become involved. Together, they are working hard to overcome the socio-economic disadvantage experienced in the community so the students have the best learning opportunities possible.
Commendations

- The engagement with families through the Roseworth and Parents Program.
- The programs which engage with parents and carers to support attendance.
- The quality of the learning environment and the learning program.
- The partnerships that have been established which support student learning and promote the professional growth of staff.
- The 0 to 3 program to promote school readiness and engage parents in early years education.
- The appointment of a 1.0 FTE Curriculum Deputy Principal and Curriculum Coordinators in Literacy, Numeracy and Science to lead staff teams in data driven planning and curriculum implementation.
- The pro-active sourcing of an appropriate suite of tests to provide relevant baseline and ongoing data.
- The clear and comprehensive use of data to drive planning.
- Evidence of the staff shared vision for best practice.
- The engagement of students in their learning in calm but vibrant classrooms.
- The entrepreneurial approach to the establishment and maintenance of partnerships that impact on student learning and bring such significant mutual benefits to the school and the organisations concerned.
- The involvement of staff and partners in the creation of a vibrant learning community.
- The highly visible engagement of the administration team in the school community.
- The processes established to ensure a shared culture among the staff of the school and to engage with parents to reinforce this culture.

Affirmations

- The school's innovative strategy of allocating resources through the provision of accommodation to support existing and new partnerships and programs that enhance student learning.
- The school's acknowledgement of shortcomings in student achievement and flexibility to respond promptly with appropriate resources.
- The school's acknowledgement of the crucial need for prompt, regular student attendance and recognition of the role of parents and caregivers through an ongoing holistic approach to addressing student attendance.
Recommendations

- The school develops student achievement targets that are challenging, realistic and established in the light of current performance.
- The Board and the leadership team work together to engage parents as participants in the governance of the school.
- The Board investigates and implements ongoing training for Board members in the responsibilities of their role.
3. **School Context**

Roseworth Primary School was formed through the amalgamation of Hainsworth and Montrose Primary Schools and is located in Girrawheen. On amalgamation a new school was built on the site of the Montrose school which required the school to relocate to the Hainsworth site for two years while the new school was built. The Principal was appointed to Montrose prior to the amalgamation with Hainsworth and therefore understands the origins of the school and its place in the community. The Principal and staff were able to have significant input into the development of the new site and this has resulted in an attractive learning environment. The school shares the site with the Roseworth Education Support Centre which, although separate in an organisational sense, is nevertheless part of the school community. The school is valued by parents and students and it is a reflection of its place in the community that there has been no graffiti or vandalism since its opening in 2010.

The school has low SEI and ICSEA indices which reflect the nature of its community. These indices reflect significant socio-economic disadvantage in comparison with other school communities in Australia. In consequence, there is a need to scaffold the education program with additional services to support families. The school provides a breakfast program three days a week in partnership with Food Bank. School staff volunteer to provide this service. Parents are encouraged to engage with the school and their children’s education through the Roseworth and Parents Program (RAPP) which is also run by staff volunteers.

The community from which students are drawn is complex in structure. Approximately 50% of the families are Australian born with a significant Indigenous population. The remainder of the community is culturally and linguistically diverse with 40% of the people living in the area being from non-English speaking backgrounds. The school enrolment is as diverse as the community, having an Indigenous cohort of approximately 30%, a Vietnamese cohort of 10% and a significant number of students from language backgrounds other than English. Approximately 28% of students receive ESL support. The school uses its resources to provide support for these students in their classrooms. Despite this diversity the student community presents as a united whole in which students are valued, and value each other, for themselves.

There is a significant degree of transience within the school enrolment, with a 25% yearly change in the student population. This, together with socio-economic and cultural factors, increases the requirement for family support as well as support for student learning. The school has recognised that there is a need to engage and
support families prior to enrolment in formal education. A playgroup strategy for children from 0 to 3 years of age has been introduced, with the goals of improving early learning and development of children, increasing school readiness and supporting families to develop parents’ capacity to provide positive early developmental experiences for their children. This has the additional benefit of engaging families who are new to the community with the school.

Roseworth has established partnerships with a number of organisations in order to support students and parents. In addition to supporting individual students The Smith Family works with the school on the RAPP and has located a Learning for Life worker at the school. The Smith Family has ongoing representation on the school Board through a partnership with the Health Department. A Dental Clinic and a Community Health Nurse are located on site. A partnership with Next Challenge Consultancy gives access to Speech Therapy, Physiotherapy and Occupational Therapy. The school has made space available to house these programs. Roseworth has used the flexibilities of IPS to increase the support available from an Educational Psychologist who is also located on site.

The students who attend Roseworth can present challenges to teachers and the collocation with the Northern Suburbs Classroom Management Strategies Team has assisted the school to work with both teaching and non-teaching staff to develop and implement strategies that are consistent throughout the school. The success of this approach was evident during the review visit with an impressive sense of calm throughout the school and the engagement of students in learning. Due to the environment that the staff have created the Department of Child Protection places students at Roseworth who require the support that the school can provide.

Attendance is a problem that the school manages through interactions between the school and families which focus on supporting parents to make sure that their children attend regularly and removing obstacles that might hinder attendance. Examples of this are the Roseworth Passport, the uniform bank and the breakfast and emergency lunch programs. The Roseworth Passport allows parents to earn points for regular attendance and parent engagement with the school. These points can be used at the school for a variety of purposes including the purchase of uniform, contribution to the cost of excursions or the purchase of school photographs.

Through the partnerships with ECU and the Fogarty Foundation the ECU Fogarty Professional Learning Centre has been established on the school site. This Centre has been used effectively by the school to promote professional learning through reflective practice among staff. The reflective practice is supported by the technology
which is integral to the Centre. Both ECU and the Fogarty Foundation have ongoing representation on the School Board. Roseworth has a partnership with ECU in the Residency stream of the Graduate Diploma in Education and students in the program also make use of the Centre to improve their teaching skills. The Centre provides a valuable research tool for ECU which engages with the school in a variety of research projects.

Through an ECU research project the school and its partners, ECU, the Fogarty Foundation and The Smith Family, have developed a set of Principles of Engagement. These principles are based on a set of beliefs concerning the engagement of children and families in learning and the links between the school and its partners.

Commendations

- The engagement with families through the Roseworth and Parents Program.
- The programs which engage with parents and carers to support attendance.
- The quality of the learning environment and the learning program.
- The partnerships that have been established which support student learning and promote the professional growth of staff.
- The 0 to 3 program to promote school readiness and engage parents in early years education.

Affirmation

The school's innovative strategy of allocating resources through the provision of accommodation to support existing and new partnerships and programs that enhance student learning.
4a School Performance - Student Learning

The Roseworth Primary School Business Plan 2010 - 2014 identified key focus learning areas of Literacy, Numeracy, Science and Values. The school provided clear evidence of its annual reviews of achievement and resultant adjustment of targets and strategies with particular attention to the significant socio-economic disadvantage present in the school community.

Analysis of NAPLAN results highlighted significant gaps in student learning, but the high level of transience in the student population meant the stable cohort was insufficient to produce worthwhile longitudinal data. Furthermore teachers reflected that the initial targets were unrealistic and that checkpoints were too broad. As a result the school has identified a suite of literacy and numeracy tests that better informs planning and better meets their students' needs.

In the literacy area, in addition to NAPLAN, South Australian Spelling Test, BURT Reading Test, Running Records, On-Entry Testing and Edu-Check were selected as tools to establish baseline data and enable the collection of that data to occur at times appropriate for effective identification of student learning needs and program planning. Students are tested on entry (as required), in Term 1 to inform planning and Term 3 to measure individual student progress. Staff consideration of literacy data has resulted in the selection of an appropriate new spelling program that will facilitate a common approach to teaching spelling and build on the effective programs in place in the early childhood years.

Year by year analysis of the Edu-Check Literacy tests administered in February 2012 and November 2012 show that every year level has made significant gains in all ten areas assessed. Importantly, areas of relative weakness identified in February have been targeted to produce significant gains across the school.

Best Performance Analysis of 2012 NAPLAN data (Year 3-5) showed expected progress for the stable cohort in reading and significant value added in writing. The Year 5-7 stable cohort showed value added results for reading, writing and spelling in Best Performance Analysis of NAPLAN 2012.

NAPLAN Numeracy data is used to indicate gaps in learning and to refine the whole school Numeracy Plan by the Numeracy Committee. First Steps Diagnostic Tasks and Mathematics Today Series resources were implemented as diagnostic and ongoing measurement tools for student learning and program adjustment.
Best Performance Analysis of NAPLAN 2012 Numeracy results showed both the Year 3 to Year 5 and the Year 5 to Year 7 stable cohorts all reflected value added performances.

The reviewers were impressed by the detailed analysis of the range of data collected and how thoroughly the school reviewed and recorded reflections to drive adjustment of the learning programs and school structures.

Roseworth Primary School has utilised the facilities of its IPS status to adjust its staffing regime to match the learning priorities. A 1.0 FTE Curriculum Deputy Principal was appointed to coordinate and support the work of the Literacy, Numeracy and Science coordinators who in turn lead their relevant staff committees. The Principal completed the Principal as Literacy Leader Strategy while school representatives, including the Principal and Numeracy Coordinator, enrolled to participate in the Learning for Numeracy Leadership Project.

The School has made numerous structural changes in response to strategies to address student learning needs. Whole school literacy and numeracy plans were developed by the relevant committees and implementation across the school was supported by the establishment of common DOTT periods and regular collaborative meetings at year levels and across phases of schooling. Literacy blocks for Years 3 to 7 enable flexible staffing and appropriate ability grouping of students. Years 1 and 2 elected to use a rotational model which they believed best suited their currently preferred classroom structure. The four Year 1 and Year 2 classes are currently cross-set to facilitate ability grouping and allow for collaborative teaching and curriculum targeting at the point of need. This model is reviewed annually to best meet the needs of the particular cohort. On a pastoral level, this supports some ongoing positive teacher-student relationships and also maximises positive student interaction.

With only 28% of Year 5 students and 18% of Year 7 students achieving the expected standard in WAMSE testing in Science (2011), the school appointed a Science Coordinator to set budget priorities to implement the Primary Connections science program and to maintain the resources and personnel needed into the future. There has also been a commitment made to establish baseline data to track student progress annually.

Roseworth Primary School has developed a holistic approach to the teaching of values. Initially the staff Values Committee implemented the You Can Do It (YCDI) program, establishing baseline data with annual profiling to identify students at risk.
This regime has been modified to incorporate Values Baseline Testing every two years instead of three, and the committee has been widened to include parents.

The reviewers were impressed by the breadth of the Values program and the effective involvement of the whole community. This is achieved on a number of levels. The vibrant Physical Education program plays an integral role in reinforcing the Values program and healthy lifestyle principles. There are community initiatives that welcome and engage families within the school such as the 0-3 Playgroup, Breakfast Club, Roseworth and Parents Program (RAPP) and various parent workshops and information sessions. It was clear to the reviewers from discussions with parents that these programs facilitated positive relationships with staff and other parents to open and maintain effective communication channels.

Roseworth Primary School uses an integrated model for its ESL program. Most incoming ESL students have a basic level of English so the ESL teacher and assistant work in the classrooms supporting the teachers whilst targeting the relevant students through a literacy support model. This inclusive approach has developed a collaborative team philosophy that has also increased the knowledge and skills of the classroom teachers.

Staff at Roseworth Primary School are actively engaged in professional learning to support the achievement of student learning targets and whole school objectives. The priority learning areas of Literacy, Numeracy, Science and Values are supported from staff within the school and external partners and providers such as ECU, Scitech, Next Challenge Consultancy Therapies (Speech Therapy, Occupational Therapy and Physiotherapy). There is a clear and open willingness by teaching and non-teaching staff to utilise the learning resources available. This is evident from the school culture of reflective practice, teacher involvement in research projects and the growing use of the ECU Fogarty Professional Learning Centre by classroom teachers to enhance their personal skill development. This culture for ongoing professional learning is modelled by the administration team with the Principal involved in the Principal as Literacy Leader Strategy (PALLS), Leadership for Numeracy Learning (LfNL) and the EdVance program to build the capacity of Principals.

Commendations

- The appointment of a 1.0 FTE Curriculum Deputy Principal and curriculum coordinators in Literacy, Numeracy and Science to lead staff teams in data driven planning and curriculum implementation.
The pro-active sourcing of an appropriate suite of tests to provide relevant baseline and ongoing data.
- The clear and comprehensive use of data to drive planning.
- Evidence of the staff shared vision for best practice.

Affirmation

The school's acknowledgement of shortcomings in student achievement and flexibility to respond promptly with appropriate resources.

Recommendation

The school develops student achievement targets that are challenging, realistic and established in the light of current performance.

4b. School Performance - Quality of Learning Environment

The Roseworth Primary School community is multi-faceted. The Principal and the Administration team have fostered positive relationships to build an inclusive learning community. The physical environment of the school is bright and attractive. It is maintained to a very high standard that reflects the pride taken by students and parents in their school and its resources. Every student is dressed in the school uniform from their first day, regardless of the financial circumstances of the family. The school endeavours to ensure every student feels welcomed and valued by providing uniforms at little or no cost, Breakfast Club three mornings a week and emergency lunches for any student attending without a lunch. Further support is available to families through the school partnerships with the Smith Family and the Greenwood Uniting Church.

The school has an enrolment that includes 30% students of Indigenous background and 10% of Vietnamese descent. There are at least seven main languages with a total of 29 spoken amongst school families. Parent Take-Home-Packs are sent home fortnightly to relevant families with bilingual materials to develop English skills whilst valuing and retaining mother tongues. Information packs sent home from the Playgroup and Kindergarten contain materials and reading tips translated by Ngala.

There is a significant emphasis on Aboriginal culture with Noongar as the LOTE in Years 1 and 2, numerous pieces of art displayed around the school, a ‘Welcome to Country’ delivered by an Indigenous student at Assembly and the employment on site of an Aboriginal and Islander Education Officer (AIEO). The school also employs
an Education Assistant of Vietnamese descent who works partly in the 0-3 Playgroup, where she is a vital link with Vietnamese mothers, and partly as the Teacher Assistant in the classrooms with the ESL teacher as they run their integrated, literacy support program. Cultural diversity is celebrated and a welcome feature in the playground, the classroom and the school community.

Through the reputation of Roseworth Primary School as innovative and the brokering role of its partners, the school has taken part in numerous public events that have raised the profile of the school in the wider community and excited the school community about the learning programs in place. Staff, parents and students have displayed obvious pride in their school through a choir performance at Government House for the Smith Family Anniversary, displaying their art work at PICA through their work with visiting artists in the SPARK Lab program and acting as the official ‘Jury’ of the Perth International Arts Festival Children’s Choice Awards. Also through its reputation, Roseworth has also been the focus school for a number of high profile visitors such as Professor Fiona Stanley and Minister Peter Garrett to launch the extension of funding for the Australian Early Development Index (AEDI), hosting Mr Paul Collard as the inaugural Thinker in Residence in 2011 then subsequently Dr Stuart Shanker in 2012 and the live link-up with the deep sea cameras of scientist James Cameron. This particular event produced particular links with the Australian Curriculum for the students in the areas of Literacy and Science. It was clear to the reviewers through conversations with students that this program had made a great impression upon them and they felt very privileged to have shared the experience. These events give affirmation to the quality of the work being done at Roseworth by both the staff and the students.

In addition to addressing some basic needs and the learning of the students, a number of the partnerships have the significant additional benefit of building the capacity of the teaching staff and parents.

Partnership with the Health Department of WA is helping develop Roseworth as a full service school. The provision of facilities for the School Dental Service has enabled 100% enrolment of the students in the dental program. A Community Health Nurse on site encourages parents of young children to see themselves as a part of the school community. The staff from these facilities provide education and information to both teachers and parents through professional learning opportunities and parent information sessions.

The partnership with ECU facilitates the Residency Program within which staff and pre-service teachers benefit from University staff expertise, have the opportunity to participate in research projects and gain assistance in the development of targeted
programs to improve outcomes for students. The 0-3 Playgroup is an example of the school's commitment to support research data from the Australian Early Development Index (AEDI) that aims to close the educational gap by providing positive early developmental experiences to increase children's readiness for school and build family capacity. The use of the outstanding facility of the ECU Fogarty Professional Learning Centre highlights the willingness of teachers to involve themselves in professional learning and reflection which is commonplace at Roseworth Primary School.

The presence of the Classroom Management Strategies Team on site at Roseworth provides ready access to this expertise for teachers. They provide regular professional development to staff and play a key role in the induction of new staff. There is an agreed view of staff that the implementation of the recommended strategies has freed them to focus on their teaching and student learning.

National Partnership funding, together with the provision of office facilities, have enabled Roseworth Primary School to host personnel from Next Challenge Consultancy. As a result, students have prompt access to speech therapy, occupational therapy and physiotherapy services without cost. Furthermore, the therapists provide training to up-skill staff to gain proficiency in identification of student needs.

The Smith Family provides financial support, mentoring and counselling to students and through provision of facilities at the school, a Learning for Life Officer is based on site. The Smith Family organisation primarily focuses on the establishment of the school as a natural hub for the community. The Smith Family conducts training for staff and as a member of the school team supports programs and activities that will have the largest impact on engaging children with education.

The Fogarty Foundation is a long term partner with Roseworth Primary School. It provides significant funding for educational objectives, notably the ECU Fogarty Professional Learning Centre, and brokers community resources and personnel to support programs within the school such as the Wildcats Literacy Project. This project aimed to increase student engagement with learning, specifically with reading and was trialled at Roseworth with a view to extending it to other schools with similar issues and SEI.

The Fogarty Foundation, ECU, the Smith Family and Scitech all express long term commitments to Roseworth Primary School and have representation on the School Board which augurs well for the sustainability of the programs through their involvement.
Regular and prompt attendance is set as a priority focus for the school and one that requires the cooperative involvement of parents and care-givers. Although student attendance at 91.4% is slightly below the State average of 92.7%, the attendance for Aboriginal students at Roseworth is 88.3% whereas the State average is 81.6%. The school is commended for the following range of initiatives in place to encourage both regular attendance and prompt arrival: Breakfast Club; positive incentives such as the Passport Program and attendance medals; 25 day attendance cards; sports and values activities; Happy Kids program; the employment of an Indigenous Attendance Officer, and Individual or Family Attendance Plans for students at risk. It appears that a significant proportion of the absenteeism is due to three or four disengaged families with whom the school is working closely. This suite of strategies engages students and families, underlining the importance of regular attendance as a prerequisite to effective learning.

Parents and the reviewers recognise the high visibility of the administration team attending the entry and exit points of the school at the start and end of every day to welcome and farewell students and families. This clearly provides numerous opportunities for informal conversations and maintains the relationships built through involvement in many of the school community programs. The reviewers noted a comment by an Education Assistant that 'Roseworth Primary School is the safest bank the Education Department could deposit in'.

Commendations

- The engagement of students in their learning in calm but vibrant classrooms.
- The entrepreneurial approach to the establishment and maintenance of partnerships that impact on student learning and bring such significant mutual benefits to the school and the organisations concerned.
- The involvement of staff and partners in the creation of a vibrant learning community.
- The highly visible engagement of the administration team in the school community.

Affirmation

The acknowledgement of the crucial need for prompt, regular student attendance and recognition of the role of parents and caregivers through an ongoing holistic approach to addressing student attendance.
4c. School Performance - Sustainability

A feature of the leadership team at Roseworth is the shared philosophy evident among the team which comprises the Principal and three deputys. This ensures that the programs for which each is responsible reflect the shared beliefs on student learning, family engagement and teacher professional growth defined in the “Principles of Engagement”.

The induction program ensures that new members of staff understand the school community and the philosophy that underpins its educational program. Staff are given the support they need within the classroom through mentoring by more experienced colleagues or by working with specialist support, for example the Classroom Management Strategies Team. Teaching staff are encouraged to develop their skills using the ECU Fogarty Centre and to seek Level 3 Classroom Teacher status. Non-teaching staff are encouraged to attend professional development that will assist them in their role in the school. Staff are also offered many opportunities to take leadership roles within the school and are supported in doing so. The ability of the school to select its staff is greatly valued by the leadership team and is acknowledged to be a benefit by members of the Board and parents.

The school has established a curriculum leadership team led by a deputy principal to review and analyse performance in standardised testing; the implementation of the Australian Curriculum and of the Early Years Learning Framework. Work on curriculum development is supported by the block and teaching team planning structures. In respect to testing, the curriculum leaders focus on the use of tests that will provide data relevant to their teaching so that it can be integrated into classroom practice. It is a feature of the school that it will review programs whether linked to teaching or to the support of parents, and if they are found not to be achieving the desired outcomes, they will be amended to fit the school’s needs or a more appropriate program will be found.

The strategic partnerships with ECU, the Fogarty Foundation and The Smith Family are embedded in the schools programs and culture and the partners view them as important in the achievement of their goals. The Roseworth model of embedding The Smith Family program into the school through the collocation of the Learning for Life worker at the school is viewed by the organisation as a model to pursue with other schools. The ECU commitment to the use of the Research Centre in partnership with the school and the Residency Program is viewed as an integral part of the work of the University’s School of Education.
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The partnership with the Health Department will be further enhanced through construction of a Child Health Centre on site which will house the Community Health Nurse, the Dental Clinic and therapy programs. In addition the 0 to 3 years playgroup will operate from this building which is due to open in 2014. This will release a number of rooms for use by the school.

The School Board has 12 members including representatives from partner organisations, parents and staff. It is operating effectively and the Principal and Registrar have worked with the Board to ensure understanding of school finances and educational initiatives. Reports to the Board from the Principal and Registrar are comprehensive. The Board receives a report on NAPLAN testing and an analysis of school performance annually. While the Board is working well, the Chair expressed concern about the difficulty of engaging with the parent body to promote interest in membership of the Board. There was also a concern that while the initial training provided by the Department of Education had been beneficial there was a need for ongoing training in specific aspects of governance, in particular the role of the Board in selection of a Principal. Both of these issues are of importance to the future role of the Board.

Commendation

The processes established to ensure a shared culture among the staff of the school and to engage with parents to reinforce this culture.

Recommendations

- The Board and the leadership team work together to engage parents as participants in the governance of the school.
- The Board investigates and implements ongoing training for Board members in the responsibilities of their role.
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 Roseworth 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.

(Signature of Margaret Brede, Lead Reviewer)  
18/12/2012  
(Date)

(Signature of Audrey Jackson AM, Reviewer)  
17 December 2012  
(Date)

(Signature of Richard Strickland, CEO, Department of Education Services)  
18/12/12  
(Date)