



Department of
Education

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Roseworth Primary School

Public School Review

April 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.



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Context

Roseworth Primary School opened in 2009, subsequent to the amalgamation of Montrose and Hainsworth Primary Schools. Co-located with Roseworth Education Support Centre, the school is situated in the suburb of Girrawheen, within the North Metropolitan Education Region. It is approximately 12 kilometres north of the Perth central business district.

Becoming an Independent Public School in 2010, Roseworth Primary School was one of the first schools to gain this status.

Currently, there are 323 students enrolled from Kindergarten to Year 6. Enrolments are trending upwards and around 15 per cent of students are Aboriginal. The school has an Index of Community Socio-Educational Advantage of 910 (decile 9).

One of the 21 State Government-funded, purpose-built Child and Parent Centres is located on the school site, providing opportunities for the school to support local families with young children.

The school is supported by the School Board, which plays a critical governance role and represents the wider community, and an active Parents and Citizens' Association (P&C).

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 school submitted a wide range of credible evidence in the Electronic School Assessment Tool (ESAT) submission.
- There is a clear alignment between performance evidence, and current and future planned actions.
- Summary statements for each domain provided further contextual information to assist the validation phase of the process.
- The school's self-assessment process was facilitated through the establishment of collaborative teams, with the responsibility of reviewing a domain focus area of choice.
- An extensive tour of the school, with opportunity to speak with staff, further enriched the validation process and provided a greater understanding of evidence presented in the ESAT.
- The leadership team reported the school review process had raised staff awareness and developed their appreciation for the real contribution they make in providing clarity, direction and structures that enable them to teach, and students to learn.
- Staff regarded the review as a positive experience, citing pride for what they have accomplished and a strengthening of connection to their school.

The following recommendations are made:

- Review, with the intention of prioritising, the number of entries in future school self-assessment submissions in the ESAT.
- Continue to promote reflection on the Standard to guide staff engagement in aligning judgements about school performance and supporting evidence, to embed ongoing school self-assessment practices.

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Relationships and partnerships

Respectful, positive and supportive relationships exist across the school community, creating a cohesive, collaborative and positive culture with an unwavering focus on supporting students to reach their potential.

Commendations

The review team validate the following:

- Sustained partnerships with Edith Cowan University (ECU), The Smith Family, Fogarty Foundation, STEM¹ Enterprise and co-located health and education services, have been thoughtfully cultivated providing unique opportunities in building the expertise of staff and enhancing student outcomes.
- Communication with families is clear, with particular focus on the value of Seesaw as a reliable and accessible communication platform for the diverse range of families attending the school.
- The school actively seeks and acts on the opinions of staff, students and parents through a variety of targeted surveys, giving valuable insight and direction in meeting the needs of the school community.
- The School Board composition is diverse with representation from the local community, partnerships and external stakeholders, who provide active input into the school improvement process.

Recommendation

The review team support the following:

- Continue to broker a partnership with the Wadjak Northside Aboriginal Community Group by working with the Swan-West Aboriginal support coordinator.

Learning environment

The school has been purposeful in developing a culturally responsive and engaging learning environment that extends beyond the school gates, creating a closely knit community hub. Staff, students and families express a deep sense of belonging, inclusion and pride in their school.

Commendations

The review team validate the following:

- The importance of the Social and Emotional Wellbeing (SEW) Committee and its work in developing a safe place for students and families, underpins all decisions for their health and wellbeing.
- Pivotal to success of processes for students at educational risk, is the role of education assistants as paraprofessionals in the provision and implementation of support.
- A strong focus on positive student behaviour is evident. Programs, such as Levels of Behaviour, 3Rs² and School Playground Support provide incentives, clear expectations and a common language leading to a reduction in playground incidents.
- A planned and considered approach to developing student voice has led to genuine input in the direction of the school, creating a sense of ownership and strong connection to their school community.
- The school has been strategic and deliberate in their implementation of the ACSF³. The work of the AIEO⁴ in embedding Aboriginal histories and culture across the school, and strong visual messages through signage and art, has resulted in a culturally responsive and engaging learning environment.

Recommendation

The review team support the following:

- Continue to work with the staff of the co-located Education Support Centre to establish whole-of-campus, consistent playground behaviour management processes and procedures.

Leadership

Driven by the Principal, the leadership team has been strategic in its development of trusting, positive relationships across the school. Staff and community engagement is evident in the school's vision, values and strategic directions.

Commendations

The review team validate the following:

- Well-defined and structured induction processes are established for new staff, School Board members and ECU interns, providing clarity of school processes, programs and procedures.
- Staff and the School Board are consulted and have active input in the development of the school business plan. This contributes to a strong understanding of, and commitment to, school improvement.
- Change is carefully managed by the leadership team and supported through the engagement of Fogarty EDvance, which guides action research with regular surveys used to monitor impact and progress.
- Performance management processes and procedures are well established with the Roseworth Primary School Effective Practices Guide providing direction and focus for staff.
- Leadership structures are evident, with a shared understanding of role clarity. The establishment of the mentoring program, teacher leadership roles and committees for Teaching Assessment and Reporting (TAR), SEW and Relationships and Partnerships, provide many opportunities for staff to confidently take on leadership roles within the school.

Recommendation

The review team support the following:

- Continue to investigate ways to provide leadership opportunities for specialist teachers.

Use of resources

The school's approach to the management of its budget, within the complexity of a shared campus site, has been measured and innovative, with students' needs consistently at the centre.

Commendations

The review team validate the following:

- Considerable trust and autonomy has been bestowed on staff to be authentic partners in the resourcing of the school through the Finance Committee, cost centre management and the distribution of corporate cards for each staff member.
- Considered planning, linked to evidence and school priorities, around student characteristics funding and targeted initiative allocations, supports the school's efforts to meet complex student needs.
- The Finance Committee and cost centre managers are well supported by the manager corporate services in developing their understanding of sound financial management practices.
- Strategic workforce planning, aligned to the business plan and whole-school operational plans, ensures resources are deployed according to student needs and the skill sets required of staff to maximise student outcomes.
- Astute management, oversight and clear documented agreements of the shared arrangements with the Child and Parent Centre, Dental Clinic and Roseworth Education Support Centre, have been effective in ensuring the transparency of resourcing to maximise mutual financial benefits.

Teaching quality

High levels of teacher efficacy and the commitment by all staff to be accountable and responsible for every student to achieve their potential, have created a strong, collaborative, reflective and focused teaching culture.

Commendations

The review team validate the following:

- The school's implementation of inquiry-based learning, supported by an explicit teaching pedagogy, ensures consistent beliefs of effective teaching practice are shared by all staff.
- The TAR Committee provides oversight to the implementation and development of quality teaching practice. It is supported through a milestones timeline to maintain direction, focus and ongoing monitoring of planned actions.
- Staff value the development of the 'TAR Folder' in providing an accessible repository for all school documents, such as expectations, scope and sequence maps and operational plans.
- Moderation processes and schedules have been developed for all teaching areas, supported through interschool moderation sessions, open-ended tasks, rubrics and surveying of uptake to monitor consistency of practice and student progress.
- A disciplined dialogue approach to data analysis across the school has led to staff competency in the analysis of evidence to inform classroom practice. The development of a comprehensive data wall supports teachers in the differentiation of programs and tracking of student progress.

Recommendation

The review team support the following:

- Continue to develop and embed whole-school programs to support continuity and sustainability of student learning.

Student achievement and progress

The importance of evidence-informed decision making is well recognised by staff. System and school-based data are used to inform levels of achievement and determine targets for ongoing improvement.

Commendations

The review team validate the following:

- The implementation of higher order thinking skills (HOTS) together with provision of a variety of ways for students to demonstrate their learning, have resulted in students achieving above the expected standard reflected in reporting grades.
- The school's response to the Australian Early Development Census data, and the subsequent work with the Child and Parent Centre, which focuses on school readiness, parent workshops and the establishment of a Pre-kindergarten program, creates the pre-conditions for student success.
- Rigorous analysis of data, in particular NAPLAN⁵, PAT⁶ and ACER⁷ Social-Emotional Wellbeing Surveys, is leading to the development of targeted improvement plans and whole-school planning documents.
- A focus on the early years has led to improved student progress for the stable cohort significantly above like schools, as measured from On-entry Assessment Program data to 2019 Year 3 NAPLAN progress.
- Astute analysis of data informs areas of strength and improvement, influencing workforce planning such as the employment of an English as an Additional Language or Dialect specialist teacher and implementation of the whole-school programs: Seven Steps, STEM and Kiddo.

Recommendation

The review team support the following:

- Continue to ensure targeted whole-school approaches are embedded with fidelity across the school.

Reviewers

Maxine Augustson
Director, Public School Review

Andrew Whitney
Principal, Fairview 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 2, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 Resilient, Respectful, Responsible
- 3 Aboriginal Cultural Standards Framework
- 4 Aboriginal and Islander education officer
- 5 National Assessment Program – Literacy and Numeracy
- 6 Progressive Achievement Tests
- 7 Australian Council for Educational Research