



Department of
Education

Shaping the future

Roseworth Primary School

Public School Review

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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Roseworth Primary School is situated in the suburb of Girrawheen, approximately 12 kilometres north of the Perth central business district within the North Metropolitan Education Region.

Opening in 2009, Roseworth Primary School became an Independent Public School in 2010.

Currently, there are 306 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 900 (decile 9).

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

The first Public School Review of Roseworth Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

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's self-assessment process is well-established and driven by annual reviews conducted by the School Environment, Wellbeing and Engagement (SEWE), Relationships and Partnerships (RAP), and Teaching Assessment and Reporting (TAR) committees. This structured approach ensures a comprehensive evaluation of strategic direction, processes, and performance. The school effectively identifies strengths and areas for improvement through a highly collaborative and inclusive engagement of all staff, demonstrating a strong commitment to continuous improvement.
- The submission of the Electronic School Assessment Tool (ESAT), informed by committee reviews, included a summary and targeted evidence of practice for each domain with a range of staff providing further insights as to school practice, performance and actions for improvement.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants delivered strong and consistent messages that built on claims in all domains throughout these meetings.

The following recommendation is made:

- Use the Summary section of the ESAT to share the school's self-assessment methodology and engagement opportunities provided to staff and community members.

Relationships and partnerships

Strong, purposeful relationships and partnerships enhance educational opportunities and community support. There is a strong sense of pride in the school and a united focus on improving opportunities for children.

Commendations

The review team validate the following:

- The Relationships & Partnerships Operational Plan 2022-2024 drives professional relationships, collegiate support, strong relationships with families, and guides community and stakeholder partnerships.
- Consistent two-way communication drives clarity, understanding and ensures information is presented in a timely, audience specific mode, fostering an engaged, collaborative and informed school community.
- Strong, sustainable partnerships with The Smith Family, Edith Cowan University (ECU), and the City of Wanneroo enhance student support. The ECU Internship Program develops future teachers, while the Happy Kids group strengthens student leadership through the City of Wanneroo Youth Leadership Program and projects like the Bush Classroom.
- Aboriginal cultural connections with Koolangka Nop (Boys) and Yok (Girls) Groups provide weekly cultural sessions for Years 4-6 Aboriginal students, fostering engagement through dance, craft, and cooking. Strong partnerships with the Clontarf Foundation and collaboration with Balga Senior High School support student mentoring and connection.
- Strong governance is provided by the School Board which has a diverse representation including parents, Aboriginal staff, and key partners from ECU, The Smith Family, and the City of Wanneroo. Meetings are accessible via Microsoft Teams, with an open Term 4 meeting inclusive of student leaders to promote student voice.

Learning environment

A safe, caring, inclusive and culturally responsive learning environment is nurtured through an unwavering focus by staff to support student engagement, behaviour, wellbeing, and academic success.

Commendations

The review team validate the following:

- The SEWE committee is led by a dedicated team of diverse staff who support attendance, behaviour, health and wellbeing, students at educational risk (SAER), learning spaces, the Aboriginal Cultural Standards Framework, the National Quality Standard, student voice and sustainability.
- The school is relentless in identifying the appropriate interventions required to support every child in their care. Comprehensive engagement strategies seek to connect students and their families with opportunities for support and guidance. The SAER plan provides clarity of process and responsibilities of all staff.
- Cultural diversity and inclusion are embedded in the learning environment, with the Aboriginal Advisory Committee enhancing cultural responsiveness. Students use Noongar language in morning circle meetings, while Two-way Science, the Blanket activity, and cultural sculptures for the Djen Djen Bidi Aboriginal trail support staff development, student achievement, and cultural connection.
- Ethnographic research and student social and emotional wellbeing data drives the school's commitment to trauma-informed practice. Whole-school implementation of the Berry Street Education Model, Positive Primers, Brain Breaks, and What Went Well are embedded in the Explicit Teaching Framework to foster a supportive learning environment.
- Student, family, and community wellbeing through initiatives like Breakfast Club, and programs like 12 Buckets, Happy Kids, the school based therapy program, and gender cultural groups are driven by the willingness of staff to selflessly go above expectations in providing responsive and caring support for every student.

Recommendations

The review team support the following:

- Explore ways to gather feedback from Aboriginal and English as an Additional Language or Dialect (EAL/D) families to further grow their engagement, connection and belonging.
- Improve operationalisation of the wellbeing plan to inform targeted incident response and ongoing support for staff.

Leadership

A shared vision of inclusion and unwavering focus on empowering and supporting staff with clear directions and expectations defines school leadership and drives a culture of trust, respect and collaboration.

Commendations

The review team validate the following:

- School leadership is highly visible and fully engaged, committed and collectively accountable to supporting staff to provide learning opportunities for their students. Their responsiveness to students, families and the community is valued and represents best practice.
- Shared leadership is evident through a strategic committee structure that leverages staff strengths. The Teacher Leaders Committee reviews performance, promotes effective pedagogy, and drives initiatives like Empowering Leaders of Mathematics, Lighthouse Maths, and Sounds-Write to support evidence-based teaching.
- The 2022-2024 Business Plan prioritises cultural responsiveness, reflecting a strong commitment to cultural change. 'The Roseworth Way' places student wellbeing at the centre of decision making and captures the school's moral purpose of providing the right conditions for every child to succeed.
- Performance management is valued by staff and supports instructional guidance and professional learning aligned to school priorities. The mentoring program builds the leadership capacity of experienced staff and supports new staff through a comprehensive induction process.

Recommendation

The review team support the following:

- Link strategic priorities with the 'Roseworth Way' focus of the Business Plan to make connections visible, known, and to sustain change momentum.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Strategic distribution of financial, human, and physical resources enhances educational programs, directly supporting student wellbeing, learning, and inclusion. Data-driven funding decisions maximise academic and social outcomes.
- Strategic workforce planning ensures sustainability of school programs. Clear role definitions, structured induction, and cost centre management guidelines and regular internal school review processes support a cohesive school culture.
- The Finance Committee ensures strategic financial oversight, with a collaborative budgeting process aligning curriculum needs with the school business plan to meet evolving community priorities.
- Strategic, regular and side by side support for staff is provided by the manager corporate services to ensure resourcing processes, obligations and staff financial literacy reflects the needs of the school community and the vision as outlined in the school's 2022-2024 Business Plan.

Recommendations

The review team support the following:

- Progress plans to train and support staff in the implementation of Program Kaartdijin.
- Audit psychosocial risk management and provide professional learning for all staff to build awareness.

Teaching quality

Evidence-based teaching reflects a shared commitment of staff to collaboration, differentiated learning, and high expectations to provide quality teaching and learning for every student.

Commendations

The review team validate the following:

- The Explicit Teaching Framework, supported by inquiry-based learning and relevant resources, are embedded fundamentals to fostering student engagement and success.
- The TAR framework ensures high-quality teaching aligned with the Western Australian Curriculum and the Department's Teaching for Impact. Through quarterly reviews, the TAR committee refines operational plans, supports staff, and oversees resources to ensure consistency and best practice.
- The TAR file serves as a central reference to support staff to embed learning continuity and fidelity of agreed whole-school practice. Whole-school teaching, assessment, professional learning schedules, moderation guidelines and collaboration expectations provide clarity and whole-school focus.
- Teachers differentiate instruction to meet the diverse student needs through varied class formats and individualised support. Individual education plans, developed via SAER planning, are regularly maintained with parent collaboration to ensure student success.

Recommendations

The review team support the following:

- Use the Lighthouse Maths Powerful Problem-Solving learning to grow teacher capacity through peer mentoring and to engage students in collaborative, inquiry-based lessons that build bravery and resilience.
- Develop a sustainable strategy which considers workload, accessibility, and version control of the TAR file.

Student achievement and progress

A commitment to improving the academic achievement and progress of all students drives a focused approach on teaching, assessment, and reporting to inform a clear understanding of student growth.

Commendations

The review team validate the following:

- Disciplined dialogue is embedded and supports data-driven teaching and learning. Staff analyse data to inform planning, differentiation, and school-wide improvement. The school data wall and professional learning schedule guide ongoing reflection and strategic decision-making.
- Student achievement data shows improvement across key assessments. On-entry results indicate growth, despite the challenging EAL/D literacy learner context. NAPLAN¹ results reflect expected performance across most areas with Progressive Achievement Tests data highlighting strong progress in reading, maths, and Year 6 science.
- The whole-school assessment schedule guides a range of assessments including the use of ethnographic research to give deeper insights into student challenges, particularly in writing. Targeted strategies such as fostering bravery, hands-on learning, and fine motor development address the learning needs of students.
- Reporting practices ensure clear communication of student achievement and progress, with moderation sessions scheduled to maintain consistency and accuracy in grading.

Recommendation

The review team support the following:

- Support fine and gross motor development with low-stakes writing, reducing stress and using first language to aid EAL/D students' transition to Standard Australian English.

Reviewers

Steve Dickson
Director, Public School Review

Joanne Stewart-Magee
Principal, Orelia 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 to be scheduled for 2030. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy