



Department of  
Education

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Public education  
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# Rockingham Beach Primary School

## Public School Review

March 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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

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Rockingham Beach Primary School is located approximately 50 kilometres south of the Perth central business district, within the South Metropolitan Education Region. Opened in 1895, the school celebrated its 125<sup>th</sup> year in 2020.

A shared campus with Rockingham Beach Education Support Centre (ESC) promotes integration and inclusion and assists students in developing tolerance and empathy.

Currently, there are 471 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 985 (decile 6).

The Parents and Citizens' Association (P&C) is very active, with members volunteering their time to support the school. Recently, P&C funding was directed towards the installation of a shelter over the early childhood playground.

The School Board, collaboratively shared with the ESC, is currently focused on increasing the profile of both schools within the wider community.

## School self-assessment validation

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The Principal submitted a comprehensive self-assessment, inclusive of handover documentation from the previous Principal.

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

- Collaborative processes underpinned the school's self-assessment in preparation for the Public School Review.
- Opportunities for staff engagement were valued as integral to sharing and presenting the school's self-assessment processes from the past 18 months.
- The validation day discussions reflected a focus on transparency and openness, demonstrating the current reality of the school.
- Frank and fearless discussions with staff across the school were a feature of the Public School Review. The validation visit and the collective and overarching reflection of the Electronic School Assessment Tool (ESAT) submission acknowledged the need to be transparent in data analysis processes and to streamline the number of school programs, pedagogies and initiatives.

The following recommendations are made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of self-assessment across all domains.
- Pay explicit attention to the quality of evidence used to describe the essential indicators of performance, as outlined in the Standard.
- Embed a common language across all aspects of the school's ongoing self-assessment processes.
- Ensure there are clear and transparent links between the summary statements and the evidence submitted to indicate levels of performance.

## Public School Review

### Relationships and partnerships

A developing culture of professional trust is supporting staff to feel valued and respected. A feature of the school is the genuine care for students and the unwavering commitment of all staff to work in collaboration, within and beyond the school, in the best interests of students.

#### Commendations

The review team validate the following:

- Professional accountability and respect exists between staff through collaborative committee structures empowering maximum contribution to decision making.
- An authentic, professional and collaborative partnership between the school and ESC enables the schools to integrate effectively as a campus in the best interests of all students.
- The School Board has a sound understanding of its governance roles and responsibilities. Members engage in self-review and support improvement practices through portfolios.
- The school engages with a number of key agencies including Story Dogs, EdConnect and Down South Therapy in order to improve educational opportunities for students.
- Parents report high levels of satisfaction with the school. They value the communication platforms used and the opportunities to engage with the school.

#### Recommendation

The review team support the following:

- Ensure all School Board members have engaged in training and induction processes.

### Learning environment

The identified learner qualities of resilience, determination, resourcefulness, curiosity and reflection are taught explicitly across the school, to enhance learning and engagement.

#### Commendations

The review team validate the following:

- Attendance processes and procedures are comprehensive. Three tiers of intervention underpin shared processes and procedures in place to support students and their families.
- Underpinned by the Be You Framework, the school implements whole-school programs inclusive of protective behaviours, and Friendly Schools Plus to provide and enhance a safe and inclusive learning environment for every student.
- Staff and student wellbeing is a priority. A range of supports and interventions are available for students with additional learning and behaviour needs.
- Education assistants are valued highly and lead a range of support and intervention roles.
- A school-wide Behaviour Management Plan outlines the practices of staff to ensure an effective and well-managed learning environment. Staff utilise CMS<sup>1</sup>, low-key skills and the 1-2-3 Magic program to monitor and manage individual student behaviour.

#### Recommendations

The review team support the following:

- Develop and implement the Response to Intervention three tiered model that outlines the early identification and school supports for students with additional learning needs.
- Update the Behaviour Management Policy with a view to including and embedding regular acknowledgements for students demonstrating positive behaviours.

## Leadership

Current leadership has been strategic and deliberate in creating a non-hierarchical model of leadership to influence and contribute to the school improvement agenda, promoting trust, empowerment, and ownership by staff.

### Commendations

The review team validate the following:

- The current business plan identifies four priority areas, each aligning closely to the six drivers for improvement documented in the Department's strategic directions.
- Whilst acknowledging the need to progress the school improvement journey, leaders have established a mandate for change respectfully and cohesively.
- Staff engage in professional learning and reflection aligned to the ACSF<sup>2</sup>.
- Staff understand and embrace leadership processes, clarity of current roles and opportunities to lead in areas of expertise or interest.
- Performance and development processes are clearly linked and aligned to the AITSL<sup>3</sup> Australian Professional Standards for Teachers. Through peer observation processes, teachers report that they receive valuable feedback from line managers.

### Recommendations

The review team support the following:

- Ensure all staff, inclusive of cleaners and gardeners, are engaged in performance and development processes.
- Develop a new performance policy and framework for teachers, inclusive of processes that engage teachers to reflect on data and teaching impact.

## Use of resources

The Principal has a sound understanding of the student-centred funding model and actively builds capacity of staff and the School Board to understand the one-line budget.

### Commendations

The review team validate the following:

- The Finance Committee provides sound financial oversight of the salary and cash components of the budget, with a focus on the comparative budget.
- Aligned to the current business plan and school priorities, there are clear planned intentions for ICT<sup>4</sup> in reserve allocations.
- A grant supported by the school to deliver STEM<sup>5</sup> learning opportunities for students has built staff capacity in planning and teaching of STEM.

### Recommendations

The review team support the following:

- Action the findings documented in the recent financial audit.
- Develop and implement asset and replacement plans that accurately reflect funding allocations.
- Strengthen the transparency of Finance Committee decision making through the forward provision of agendas and minutes in a timely manner.
- Develop a student services operational plan that will drive planning and budget allocations for students with diagnosed disabilities, inclusive of school support staff allocations.
- Prioritise the funding of initiatives by ensuring there are clear and defensible links between the allocation of resources and plans for improving outcomes for students.

## Teaching quality

There is a collective commitment to the delivery of evidence-based programs and practice to ensure student success. Staff accept and value student achievement data to inform planning.

### Commendations

The review team validate the following:

- Brightpath is embedded as a moderation tool. Staff engage in professional dialogue that translates to positive changes in practice.
- With an identified need to streamline pedagogical approaches, there is a shared agreement to effectively embed engagement norms and TAPPLE<sup>6</sup> across the school.
- In response to identified need to build students' vocabulary skills, T4W<sup>7</sup> has been introduced.
- Professional learning and capacity building of staff, aligned with the implementation of agreed approaches and programs, is prioritised.

### Recommendations

The review team support the following:

- Review the existing whole-school pedagogical framework, with a view to streamlining and implementing an agreed approach, from Kindergarten to Year 6.
- Ensure the selection, implementation and embedding of whole-school approaches is articulated clearly within school plans, providing guidance and support for staff.
- Embed approaches for disciplined dialogue and the language of self-assessment across all self-review processes.
- Engage staff in processes for data analysis that are comprehensive, ensuring accuracy in terms of levels of progress and achievement aligned to NAPLAN<sup>8</sup> data.

## Student achievement and progress

There is a collective commitment to improving the academic achievement and progress of students through the use of data-informed practice.

### Commendations

The review team validate the following:

- A range of school-based data is collected and analysed collaboratively by teachers, to inform class and cohort plans to improve student achievement.
- Engagement with Data Hub has ensured a consistency in the collection of data, with some teachers utilising these data to inform teaching and learning programs.
- Common assessment tasks are used for moderation purposes and support the allocation of grades across the school.

### Recommendations

The review team support the following:

- Review and refine the current whole-school assessment schedule to ensure data collection is systematic, purposeful and aligned to targets.
- Establish and articulate the expected standard and levels for student achievement.

The review team identified the following:

- Exercise caution when interpreting effect sizes using school-based calculations to determine levels of student progress. Previous data sets provided to staff and the School Board are inconsistent with available system data pertaining to levels of student progress.

## Reviewers

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Rebecca Bope  
**Director, Public School Review**

Ashley Mottershead  
**Principal, Woodland Grove Primary School  
Peer Reviewer**

## Endorsement

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Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Teaching Quality, Use of resources, and Student Achievement and Progress domains only, will be Term 1, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 1, 2024.



Melesha Sands  
**A/Deputy Director General, Schools**

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## References

- 1 Classroom Management Strategies
- 2 Aboriginal Cultural Standards Framework
- 3 Australian Institute for Teaching and School Leadership
- 4 Information and communications technology
- 5 Science, technology, engineering, mathematics
- 6 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback
- 7 Talk for Writing
- 8 National Assessment Program – Literacy and Numeracy