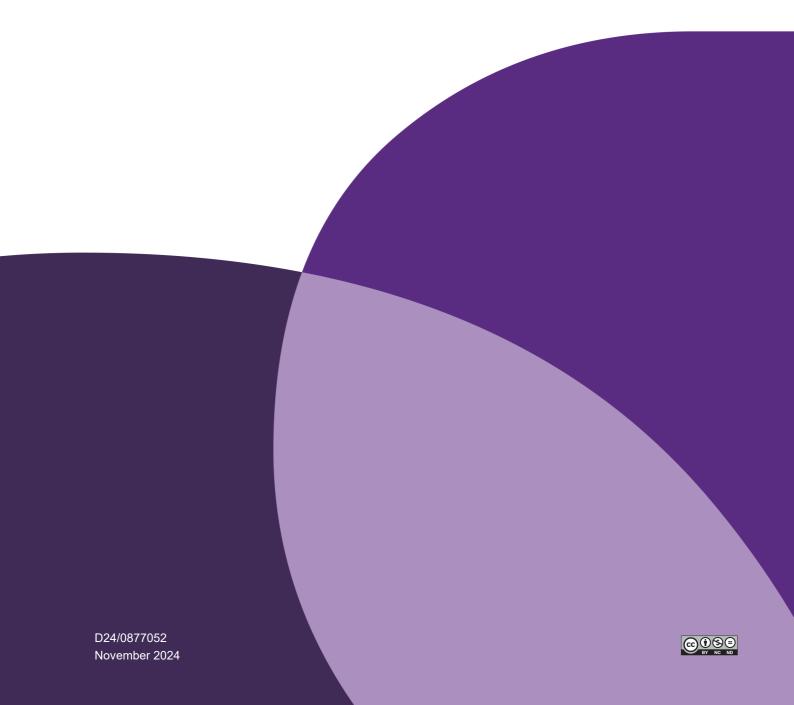# Rockingham Beach Primary School

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

Rockingham Beach Primary School is located approximately 50 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 993 (decile 5).

Currently, there are 430 students enrolled from Kindergarten to Year 6.

Opening in 1895, Rockingham Beach Primary School became an Independent Public School in 2011.

The School Board, known as the Rockingham Beach Campus Board, and Parents and Citizens' Association (P&C) are collaboratively shared with the Education Support Centre which is co-located on the school site.

The first Public School Review of Rockingham Beach Primary School was conducted in Term 1, 2021. This 2024 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 Principal took a strategic approach to the school's self-assessment for the Public School review, incorporating the input of a range of staff.

- Clarifying contextual information in the assessment summary of the Electronic School Assessment Tool (ESAT) submission provided a strong overview of the school's journey through its previous improvement cycle.

- The evaluation documentation of the recently administered staff school culture survey, aligned to each domain of the Standard, was a valuable overarching analysis tool and deeply credible evidence source.

- Staff demonstrated a robust knowledge of the Standard and aligned their selections of evidence to the foci of the 6 domains.

- A comprehensive representation of parents, Board members and students added value to the validation phase of the review with their authentic observations on the school's performance. The delegation of students included classroom representatives from early childhood classrooms who spoke with confidence, demonstrating leadership potential.

- Staff used their analyses of the current and historical data as the basis for their forward plans for improvement and complemented their hard work and commitment with optimism for the continued growth in the achievements of students.

Relationships and partnerships

The students are great ambassadors for their school and appreciate the staff who enrich their education by supporting them in fundraising and learning activities, such as online maths games and the recent iDance performance.

Commendations

The review team validate the following:

- Staff enjoy the camaraderie and trust-based nature of their environment and are morally wed to the outcomes sought in strategic plans. The workplace is described as being a home away from home.
- The school takes every opportunity available to connect with the local community and frequently participates in shared initiatives with the Rockingham City Council such as 'walk to school' days.
- Serving the large number of Australian Defence Force families and their children, the 'defence mentor' is valued by all as a key staff member and link between homes, school and long distance while family members are deployed.
- Parents attend the frequent school events and are given opportunities to volunteer in the learning program. Communication is multimodal and demonstrates staff commitment to customer service.
- The P&C plays a significant role in supporting school projects, extending its focus beyond fundraising to fostering a connected community where parents can stay engaged and share experiences.
- The combined primary school and education support centre Board holds rigorous discussions about the outcomes of students and contributes to the establishment of strategic plans.

Recommendations

The review team support the following:

- Undertake an inclusive review of the structure of the Board and P&C to support the current renewal of both.
- Consider reintroducing classroom communication boards and other hard copy communication formats.

Learning environment

The values of the school are celebrated and encourage students to be selfless and considerate of others. Support for students from SSEN: BE[1] and SSEN: D[2] is robust.

Commendations

The review team validate the following:

- With the majority support of staff, the Positive Behaviour Support (PBS) approach to managing student behaviour has been refreshed and the invigorated team has managed to embed new initiatives over a short period. Student buy in to the PBS values is evident as they live the mantra of being respectful, resilient, inclusive, curious and kind.
- A learning support coordinator monitors attendance and the progress of students in the MiniLit intervention program. Adjustments are made to the learning program for students receiving disability resourcing.
- The students at educational risk team oversee referrals for support to the school psychologist. Additionally, the story dogs and therapists are welcomed and support students with anxiety and other therapeutic needs.
- Engagement is viewed by staff as the key to maintaining good student attendance levels. All staff accept their role in supporting students to attend school regularly.
- Led by the Aboriginal and Islander education officer (AIEO), staff work to create a culturally responsive environment through partnerships with the Noongar Boodjar linguistic team and initiatives to make Noongar culture visible throughout the school.
- Student voice in classrooms through representative roles gives advocacy to students. Rigour has been added to the role by a committed staff leader who mixes challenge with responsibility for representatives.

Recommendation

The review team support the following:

- Continue to foster consistency and monitor the fidelity of the PBS program implementation by all staff.

Leadership

A tangible horizontal structure exists in staff leadership with allied professionals, leaders, the Principal and teachers recognised equally for the skills and talents they bring to assist meeting the school's vision.

Commendations

The review team validate the following:

- Opportunities exist for staff to build their leadership capacity. A number of staff take part in a Future Leaders Framework program and appreciate the opportunity to reflect and grow as leaders.

- Alignment with the initiatives of the Department is evident, exemplified through the initiation of the Future Leaders Framework program and broad staff engagement with the Quality Teaching Strategy.

- Formal performance development processes support both allied professional and teaching staff who enter into annual goal setting independently, with alignment to the school's strategic plan.

- Change is driven through the embedded committee structure. Committee leaders and members contribute significantly to areas such as PBS and Curriculum Management.

- A purposefully succinct business plan enables staff to be engaged with the school's strategic aims. The input of Board members and staff has been sought through collaboration with leaders in the current cycle.

- Over recent years, a large number of new staff have been welcomed and this has led to streamlining of the induction process, to privilege only documentation that staff need to make a strong start at the school.

Recommendations

The review team support the following:

- Proceed with the intention of extending the opportunity for allied professionals to participate in the Future Leaders Framework program.
- Maintain the strong current strategic focus on monitoring the health of staff culture, in support of an engaged workforce united in the service of children and their achievements.

Use of resources

Due to the age of the site a significant proportion of the school's budget has been prioritised to facility upgrades supporting the provision of a contemporary and exciting campus for students to learn in and staff to work.

Commendations

The review team validate the following:

- The school maintains a healthy level of reserve funding and Board involvement in financial planning is welcomed. There are clear links between the school's budgets and its strategic and operational plans.

- A special projects coordinator role steers delivery of the new meeting place and other school upgrades. The coordinator is adept at self-funding projects through the sourcing of grants.

- Student characteristics funding supports the provision of an AIEO, education assistants (EAs) for classroom and intervention support to individual students, and a full time EA in each early childhood classroom.

- The P&C support the early childhood team in their ambitious and innovative focus of utilising the outdoor and playground environment as a teaching and learning space.

- A mix of owned and leased ICT[3] devices, along with interactive whiteboards are provided to students to supplement their learning program. All staff are supplied with an iPad to assist in planning and assessment.

- The workforce plan has prioritised stabilising and providing permanency to staff. The recent sourcing of a cohort of high quality graduate teachers has provided a sense of renewal and innovative practice.

Recommendations

The review team support the following:

- Progress with the intention to reengage with external contractual support for the maintenance of ICT devices, freeing staff resources within the school.

- Assess the viability and likely educational impact of extending literacy and numeracy intervention support to students in the senior years.

Teaching quality

Teaching and planning is thoroughly resourced. Student data guides teacher planning and the construction of daily reviews and is supported through an effective collaborative structure.

Commendations

The review team validate the following:

- Gap analysis is undertaken in determining the needs of students by the mathematics, English and STEM[4] teacher teams. This data further serves to assist staff to set aspirational targets for student improvement.

- The Beach Beacon is a complete staff reference containing the assessment schedule and alignment with the Quality Teaching Strategy. It assists staff on induction and is available in multiple formats.

- Guidelines for differentiating the learning program for students are built into the school's lesson planning templates. Further assistance on differentiation is available to staff through the deputy principal and English coach.

- Collaborative DOTT[5] structures allow staff to plan and moderate with their peers in teaching teams. Moderation activities take place in these teams using Brightpath and a range of mathematics assessments.

- Academic and non-academic performance is communicated to parents through Seesaw, formal reports, phone calls, personal interactions and displays of student work. Parents appreciate the lengths that staff go to to get to know their children in order to best meet their needs in the classroom.

Recommendation

The review team support the following:

- Aligned with current plans, implement a whole-school approach to improving 'basic fact' fluency in numeracy and support with professional learning for staff.

Student achievement and progress

Academic performance is strong across a range of systemic and standardised assessments. A source of great pride to staff are the high rates of progress that students make in the school's programs.

Commendations

The review team validate the following:

- The setting of student led success criteria, aligned to Visible Learning, has been made possible by the use of an electronic database platform by staff teaching Years 2-6. Early childhood staff set goals for student achievement based upon the On-entry Assessment Program data.

- Staff use the School Curriculum and Standards Authority Judging Standards, Brightpath and PM Benchmarks to determine the standards of student achievement and ensure that their grade allocations are in alignment with other Western Australian schools.

- The disciplined dialogue template on the Student Achievement Information System platform is used by collaborative teams when analysing NAPLAN[6] data and informs the rigour of staff marking aligned to the Judging Standards. This process is led by teachers who subsequently make and guide plans for student improvement.

- Pedagogical priorities include the gradual release of information to students to assist in the delivery of plans for improving their achievements.

Recommendations

The review team support the following:

- Continue to systematically upskill staff and embed use of the school's commercial electronic database to strengthen the capability in performing gap reviews, addressing students' needs.

- Investigate the causal factors of the fluctuation in NAPLAN writing scores between 2023 and 2024 for Year 3 and Year 5. Document plans for improvement in the English operational plan.

Reviewers	
Rohan Smith **Director, Public School Review**	Louise Carroll **Principal, Somerly 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.

Steven Watson
Deputy Director General, Schools

References

1 School of Special Educational Needs: Behaviour and Engagement
2 School of Special Educational Needs: Disability
3 Information and communications technology
4 Science, technology, engineering and mathematics
5 Duties other than teaching
6 National Assessment Program – Literacy and Numeracy