



Department of  
Education

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Public education  
**A world of opportunities**

# Riverside Primary School

## Public School Review

February 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Riverside Primary School is co-located with Riverside Education Support Centre (ESC) in Greenfields in the City of Mandurah. The school was established in 1995 and gained Independent Public School status in 2013 as part of a cluster with the Riverside Education Support Centre. Both schools enjoy positive benefits of a joint School Board and Parents and Citizens' Association (P&C).

Each year the school is the beneficiary of financial contributions from the P&C that enable the purchase of additional equipment and resources.

The school grounds include six playgrounds, a fitness track and two large undercover play areas. Specialist programs are offered in music, science, physical education, visual arts and the Noongar language.

With an Index of Community and Socio-Educational Advantage rating of 943 (decile 8), the school currently enrolls 509 students from Kindergarten to Year 6 (K-6). Enrolments are prone to fluctuation due to a high rate of transiency.

## School self-assessment validation

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The Principal submitted a school self-assessment which provided an insight into school performance and analysis.

The following aspects are confirmed:

- The framework for self-assessment provided by participation in the Fogarty EDvance (FED) program has assisted processes for reflection to inform planning.
- A comprehensive self-assessment was undertaken as a part of the FED and forms the basis of the school submission.
- The submission provided an open, honest and transparent account of the current school context.
- A range of credible evidence was selected for analysis.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and continuous improvement is developing.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation.

The following recommendations are made:

- Extend the opportunity for all staff and representation from the School Board to add comments in the electronic school assessment tool (ESAT).
- Establish the ESAT as the primary 'warehouse' for school self-assessment including consideration of the impact of school operations and programs on student achievement.

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Relationships and partnerships	
<p>Leadership visibility, together with stated intent for school direction in 2018, has provided parents and community members with confidence for school operations in the future. The proactive P&amp;C and School Board members advocate strongly for the school and its leaders.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The change of focus to align with priorities outlined in the FED surveys has been embraced by the new leadership team.</li> <li>• Processes implemented through the FED are being embraced by staff and align planned actions to perceived need.</li> <li>• Strategic community partnerships are being developed to benefit the school and its students.</li> <li>• Formal training for School Board members has enhanced operational understanding and effectiveness.</li> <li>• Quality professional relationships between the school and Riverside ESC underpin high levels of inclusivity.</li> <li>• Engaging and respectful relationships are evident between staff, and between staff and students.</li> <li>• Student, staff, parent and community feedback has been sought to shape improvement planning.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Provide clarity of direction to enhance trust, motivation, and accountability as outlined in the FED surveys.</li> </ul>

Learning environment	
<p>A safe, welcoming and inclusive learning environment is being developed under the direction of the leadership team. A diverse student population is well catered for in this caring and nurturing environment. There is an authentic commitment by staff to the wellbeing of students.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Staff are well aware of issues emanating from FED data and are planning appropriate responses – such as positive behaviour support (PBS).</li> <li>• The implementation of PBS is providing a proactive framework for behaviour management. The influence of its implementation is viewed positively by staff, students and parents.</li> <li>• Attendance rates are aligned to like school expectations.</li> <li>• Collaboration between staff of the school and the ESC has led to quality planning for SAER<sup>1</sup>.</li> <li>• ‘Champion Life’ has had a positive impact on student wellbeing.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Formalise structures and responsive processes for the management of attendance, particularly in the early years.</li> </ul>

## Leadership

The foundation being laid, and the level of support for school improvement under the current leadership, is well regarded. Leaders are conscious of the need to be responsive to staff morale and need in the management of change.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• There is a high degree of unified purpose within the leadership team.</li> <li>• The School Improvement Plan, emanating from FED, provides clarity of direction for the school in attending to priorities of student achievement, student wellbeing and staff capacity and efficacy.</li> <li>• The induction of staff new to the school is structured and inclusive.</li> <li>• Leaders manage changing circumstances proactively to consider optimal conditions for the success of all students.</li> <li>• The development of professional learning communities (PLCs) is effective in distributing leadership within the school.</li> <li>• PLC leaders' role description and expectations are documented clearly.</li> <li>• The <i>Aboriginal Cultural Standards Framework</i> has been used to identify opportunities for increased Aboriginal engagement to improve the school's cultural responsiveness.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Rationalise school programs and operationalise planned actions to respond to identified need.</li> <li>• Implement performance management processes to incorporate peer observation and feedback aligned to the agreed coaching model.</li> </ul>

## Use of resources

Decision making and monitoring processes for the use of resources are aligned to school management and operations. There is a clear and defensible link between the use of resources and current needs to enhance the conditions for student success.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Human and financial resourcing is targeted to support essential priorities and programs which includes additional support for reduced class sizes.</li> <li>• Resource allocation decisions by the finance committee, about funding of specific school programs and interventions, are evidence-based with student needs as the primary focus.</li> <li>• Reserve allocations have been realigned to support current needs.</li> <li>• Placement of education assistants to each cohort in response to the PLC recommendation, has had a positive impact.</li> <li>• Strategic approaches to the P&amp;C, City of Mandurah, Alcoa and Murdoch University, to support school needs are beneficial.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Enhance management processes through formalised planning to ensure resourcing is sustainable in the long-term.</li> </ul>

## Teaching quality

An understanding of the need to build a performance culture around school-wide quality teaching was identified in the FED surveys. Development of the planned response is emerging through the establishment of PLCs.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• High level teacher capacity provides a strong foundation for the development of agreed whole-school approaches to curriculum.</li> <li>• Collaborative planning, scope and sequences of curriculum and data analysis and moderation processes at the cohort level, are being embedded in PLCs.</li> <li>• Successful approaches to formative and summative assessments to inform practice are developing with a comprehensive school-wide assessment schedule in place.</li> <li>• Leadership training has been provided to support PLC team leaders.</li> <li>• The effective implementation of Noongar Language is acknowledged.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Consolidate and extend the rigour in staff focus on whole-school practices and student performance data to inform planning and differentiation.</li> <li>• Rationalise the use of curriculum programs as part of whole-school K-6 pathway planning.</li> <li>• Ensure clarity of purpose, expectations, support and accountability to ensure the efficacy of teaching programs.</li> </ul>

## Student achievement and progress

While long-term student performance data are similar to like schools, the leaders and staff understand the need to enhance the effectiveness of curriculum input. The school considers and analyses a range of data to inform plans for improvement.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Staff have a sound awareness of student performance data and trends (K-6) and use these data to inform effective intervention strategies.</li> <li>• The school-wide implementation of guided reading has had a positive impact on student performance.</li> <li>• An evidenced-based, reflective culture is emerging. Collaborative processes support the effective development, aligned to 'plan, act, assess'.</li> <li>• A comprehensive and inclusive SAER policy is in place.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Embed the use of common assessment tasks and moderation activities in PLCs to enhance grade allocation practices.</li> <li>• Ensure classroom and operational planning considers the impact of specific teaching strategies on student learning.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

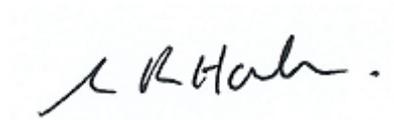
Lynne Macauley  
Principal, Bannister Creek Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

1 Students at educational risk