



Department of
Education

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Rawlinson Primary School

Public School Review

September 2019

PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective The school demonstrates effective practice in creating the conditions required for student success.
	Needs Improvement The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Rawlinson Primary School is located approximately 21 kilometres from the Perth central business district in the northern suburb of Marangaroo. Established in 2005, the school has modern facilities and is surrounded by natural bushland.

There are currently 436 students enrolled at Rawlinson Primary School from Kindergarten to Year 6, with numbers declining in recent years. The school has a diverse and multicultural community with students representing 46 nationalities. The school has an index of Community Socio Educational Advantage of 955 (decile 8).

The school receives support from the School Council and Parents and Citizens' Association (P&C).

School self-assessment validation

The following aspects are confirmed:

- A collaborative approach was undertaken with key staff and leaders involved in the school's self-assessment and subsequent identification of information submitted in the Electronic School Assessment Tool (ESAT).
- The leadership team identified a range of effective school practices and key areas of school improvement.
- Staff, and community representatives from the P&C and School Council engaged positively and enhanced the school's self-assessment during the validation visit.

The following recommendations are made:

- Enhance the quality of self-assessment by expanding on evidence submitted across all ESAT domains. Annotations, following analysis of data or photographic evidence, will support clarity when undertaking further self-assessment.
- Continue to embed established self-assessment practices to optimise the school's commitment to a genuine culture of improvement.

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Relationships and partnerships	
A range of effective partnerships are fostered to enhance learning outcomes for students. Staff work in partnership with families and are guided by the needs of students in their decision making.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• An active and positive P&C provide significant financial support and encourage parent engagement in a range of school events and initiatives.• The School Council understands and respects its governance role and is committed to driving the vision and direction of the school.• Communication processes are varied, well established and consider accessibility for the diverse cultural groups that exist in the school.• Community views are sought with intent to respond to feedback obtained. Key staff use effective practices to ensure information access for families who have limited English skills.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Maintain strong partnerships with the School Council and P&C through targeted engagement and recruitment of parents.• Enhance and maintain existing partnerships with community groups and continue to research other mutually beneficial community partnerships.

Learning environment	
The learning environments are engaging and welcoming. Extending beyond the classrooms, nature play spaces, an outdoor classroom and gardens feature exciting and progressive learning spaces where students can thrive.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A nature playground provides students with the opportunity to learn through open-ended interactions, risk taking, exploration and connection to nature.• Sustainability and environmental responsibility practices are embedded through the kitchen garden, worm farm and waste recycling programs.• School-wide approaches to manage behaviour are shared and expectations are high. A matrix of expected behaviours supports the intended shift towards the Positive Behaviour Support (PBS) approach.• Underpinned by effective communication, sound attendance reflects implementation of processes and case management approaches.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• In addition to the shift to paperless actions, enhance sustainability across the school by formalising curriculum links across all year levels.• Update the student behaviour policy to reflect current practices and PBS perspectives undertaken by the school.• Build on reflections undertaken against the National Quality Standard (NQS) by outlining and documenting the areas and strategies for improvement.

Leadership

The school's leadership has actively fostered a shared understanding and implementation of whole school approaches. Guided by strategic documentation, a shared vision and commitment to connected pedagogy, there is broad ownership of school improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Distributed leadership across the school promotes shared decision making and builds capacity for change and improvement. • Viewed as approachable and progressive, the principal strategically drives changes across the school to improve outcomes for all students. • Committees are guided by purpose statements that outline their intent. Committee members facilitate professional conversations and make resourcing decisions to implement whole-school approaches. • Early childhood staff have undertaken a process to unpack the NQS and identify areas of strength and achievements. • Reflections aligned to the ACSF¹ highlight some culturally responsive approaches that support the diverse multicultural community.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to develop and apply connected practice to embed a culture of sustained change and school improvement. • Consistently embed performance management processes. • Progress the work undertaken with the NQS and ACSF by outlining and documenting the key strategies for improvements.

Use of resources

Transparent decision making enables staff and community to understand the alignment of resourcing to priority areas. There are clear links between student characteristic funding and the planned provision of programs, professional learning and support.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Key aspects of workforce planning support the stable workforce and provide direction and transparency around staffing and specialist roles. • The finance committee members, in combination with cost-centre managers, ensure school funds are managed within the constraints and guidelines of the budget. • Through effective and strategic allocation of human, physical and financial resources, there is capacity and opportunity for effective delivery of the digital technologies curriculum. • Reserve accounts are effectively managed to ensure continuous replacement or upgrading of the buildings and resources.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Plan to continue with the provision of an EAL/D² teacher and support staff with consideration for the impact of funding changes. • Explore options to introduce a curriculum support role.

Teaching quality

Passionate staff are committed to the shared ownership of program implementation and ongoing student progress. A culture of collaboration is evolving, and staff appreciate and understand the value of working in teams within shared approaches.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Professional learning opportunities, relevant to the numeracy and literacy operational plans, are provided to staff, ensuring consistent implementation. Highly skilled education assistants play a key role in supporting school programs and individual students. Guided by a shared ethos of being progressive and inclusive, they are involved in school planning. Analysis of grade alignment with NAPLAN³ is undertaken and moderation occurs within committees and staff meetings. Whole school writing programs, Talk 4 Writing and Seven Steps, were introduced in response to a decline in NAPLAN writing results.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Engage staff in continuous review of the operational plans to inform current achievements and future planning. During staff meetings, ensure allocation of time for ongoing moderation and self-reflection of whole-school programs. Plan an open night and continue to engage parents within class activities and excursions to showcase and celebrate student achievements.

Student achievement and progress

In line with implementation of consistent whole school approaches, there has been a renewed focus on student attainment and progress in key areas. Staff appreciate the value of using systemic and school-based data when making evidence-based decisions for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> On-entry Assessment Program data is analysed to inform teacher planning, identify students at educational risk (SAER) and track progress of individual students. The Diana Rigg spelling program is a whole-school approach, which is regularly tracked, monitored and reviewed. EAL/D students are explicitly supported by specialist staff. Their progress is documented, measured and reported using the EAL/D progress maps. NAPLAN growth data from Year 3 to Year 5 in 2018, showed that students achieved high progress and high achievement in most areas.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Undertake fine grained analysis of NAPLAN data to inform the effectiveness of whole school programs. Following an analysis of spelling, apply case management approaches to those students not making expected progress. Align SAER processes to the EAL/D Progress Map to facilitate improved collaboration and monitoring for identified students.

Reviewers

Rebecca Bope
Director, Public School Review

Jason Romeo
Principal, Harvey Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Aboriginal Cultural Standards Framework
- 2 English as an additional language/dialect
- 3 National Assessment Program – Literacy and Numeracy