



Department of
Education

Shaping the future

Rockingham Lakes 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 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 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 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

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Rockingham Lakes Primary School was established in 2002 and shares its site with Peel Language Development Centre. Located in Port Kennedy, the school is situated approximately 55 kilometres south of the Perth central business district, in the South Metropolitan Education Region. In 2012, the school was in one of the first cohorts to become an Independent Public School.

Currently, there are 479 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 972 (decile 7).

School facilities include a nature playground, a large undercover area, music, art and science rooms. The school is part of the Peron South Education Network of schools, which also includes Warnbro Community High School, where a large proportion of Rockingham Lakes Primary School students attend to complete their secondary education.

The Parents and Citizens' Association (P&C) provides fundraising support, in addition to running the canteen and uniform shop. Support from the school community is also demonstrated through the work of the School Board.

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:

- A disciplined dialogue has been consistently utilised to analyse performance data and contributed to the narrative that showcased the work of the school.
- Referencing the Standard, staff have been involved in collaborative self-assessment activities, within the six domains, during 2021. These were formulated into a draft Electronic School Assessment Tool (ESAT) submission which provided a basis for discussion and feedback for the whole-staff and School Board.
- The collective views of staff and the administration team contributed to the Principal's judgement of how the school is performing.
- The process has heightened staff awareness of where the school is placed in terms of student performance, what evidence measures impact improvement and what future actions need to be incorporated into strategic planning.

The following recommendation is made:

- Continue to evaluate evidence to determine that which has the most impact on improved student learning.

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Relationships and partnerships

This school presents strong evidence that staff, student and community relationships are based on respect, trust and a palpable sense of belonging. A relational culture of care, and catering for the well-being of staff, students and their families, is at the heart of the school's strategy and operations.

Commendations

The review team validate the following:

- Purposeful collaboration is valued by staff who engage in effective communication to disseminate key messages within teams and to parents and carers.
- The school is open to planning for, receiving and acting upon feedback. These actions are incorporated into plans to ensure that the community know that their opinions are valued and trust is built.
- The community connections, made by the chaplain and family domestic violence counsellor, to locate resources that support students and families, are exceptional and valued highly.
- Student outcomes are positively impacted by partnerships with agencies such as the Harry Perkins Institute of Medical Research, Anglicare, Warnbro Cell and Mandurah Musketeers.

Recommendation

The review team support the following:

- Continue the development of the Reconciliation Action Plan working closely with the Peel Language Development Centre, and local Aboriginal families, to strengthen the connection between the school and its Aboriginal community.

Learning environment

The staff and community work together to create a supportive learning environment on a raft of contemporary and restorative approaches that support critical social and emotional learning. A focus on the wellbeing of students and staff has ensured that positive conditions for learning have been well established.

Commendations

The review team validate the following:

- Staff and student agency in school operations and processes ensures that both these groups feel empowered to influence the decision making affecting their work/study.
- Allied professionals are valued members of teams who provide targeted, restorative support, especially for students experiencing challenges. A Student Wellbeing Intervention model provides a structure for this support.
- The Positive Behaviour Support inspired management plan is underpinned by data analysis, trauma informed practices and clear articulation of non-negotiable expectations of staff and students.
- There is evidence that the physical environment is increasingly designed to match the social, emotional and physical needs of students.
- A framework that describes the expected attitudes, aptitude and action of successful Rockingham Lakes Primary School learners is embedded.

Recommendations

The review team support the following:

- Continue with initiatives within the three-year National Quality Standard (NQS) Quality Improvement Plan 2021-2023, monitoring and tracking progress.
- Conduct a yearly NQS audit and link this to initiatives in the Quality Improvement Plan.

Leadership

Professional responsibilities and accountability are understood and the school has maintained an improvement focus through many leadership changes. The needs of students, identified through disciplined data analysis and strong connections, form the basis of all school planning.

Commendations

The review team validate the following:

- Leadership is distributed and instructional guidance is provided to staff through well-led Professional Learning Communities and the impact coach. There is a prevailing sense that everyone is a leader.
- A model of leadership development ensures that aspirant staff have the opportunity to become leaders. They are supported to 'work alongside' to understand the requirements of a leadership role so that success is inbuilt.
- The manager corporate services is cognisant of the importance of her role, understands the conditions required to support quality education and actively leads to resource student needs.
- Research backed approaches have been implemented in a timely and staged manner, with staff buy-in evident.

Recommendations

The review team support the following:

- Continue to implement, track, monitor and assess the initiatives in the three-year strategic plan.
- Develop a document that clearly outlines and communicates the effective, consultative change management strategy currently used at Rockingham Lakes Primary School.

Use of resources

Maximisation of student outcomes is the focus of the consultative processes utilised for resource management. Prudent decisions and an openness to explore flexible options that concentrate the impact of resources on student learning is impressive.

Commendations

The review team validate the following:

- Staff understand their responsibilities regarding accountability and transparency and there are clear links between budgets and planning for success.
- Student characteristics and targeted initiatives funding is used in flexible ways to ensure that students with additional learning needs are catered for.
- Staff voice has driven the program to build the capacity of staff and students to use appropriate, plentiful digital devices as tools for learning.
- Student needs are met through additional resources allocated to the chaplain, school psychologist, students at educational risk and wellbeing coordinator roles.
- Workforce planning includes, as a priority, provision for the development of all staff, including allied professionals.

Recommendations

The review team support the following:

- Include a section for resources required in the three-year strategic plan to ensure physical, human and financial resources are considered in improvement plans, in order to accurately budget for these.
- Update resource replacement plans to ensure reserves are replenished for future purposes.

Teaching quality

Staff understand that they are an important factor in providing a quality, student-centric education for a successful future. Shared responsibility and collective efficacy drive an improvement agenda which incorporates many school-wide approaches.

Commendations

The review team validate the following:

- Curriculum guidance is provided to staff through effective induction processes, a staff manual, coaching and mentoring.
- A differentiated approach to teaching mathematics by creating flexible groups based on misconceptions by topic, is appreciated by students. This approach is paying dividends in improved conceptual understanding.
- Purposeful, collaborative time is directed towards alignment of planning, teaching pedagogy and assessment and reporting practices.
- A range of systemic and school data has been analysed well and forms the basis to plan for improvement in individual and group learning.

Recommendations

The review team support the following:

- Continue the implementation journey of evidence-based curriculum programs to drive student achievement as detailed in the three-year strategic plan.
- Develop and communicate a vision and strategic plan for information communication technologies to meet the needs of current and future students.

Student achievement and progress

Staff data literacy has a foundation of consistent, disciplined interrogation of data sets that drive planning for improved instruction. These plans demonstrate a focus on refining the assessment schedule to support insights that drive sound teacher judgements.

Commendations

The review team validate the following:

- Staff are aware of where the school's progress and achievement aligns in relation to similar schools and effectively plan for improvement.
- The NAPLAN¹ achievement of Year 3 students in 2021 was comparable to contextually similar schools in numeracy and reading.
- The NAPLAN achievement of Year 5 students in 2021 was comparable to contextually similar schools in numeracy, reading, spelling and grammar and punctuation. Achievement was above those schools for writing.
- Analysis of Progressive Achievement Tests, NAPLAN and On-entry Assessment Program data identified writing and problem solving in mathematics as areas of focus. Whole-school programs in Talk for Writing and Back-to-Front mathematics have been implemented in response and will be monitored for impact.

Recommendations

The review team support the following:

- Increase data literacy of staff through the use of the disciplined dialogue process.
- Progress whole-school data analysis, to be conducted by teaching teams, following the assessment schedule to monitor the effectiveness of whole-school initiatives.
- Strengthen the use of moderation, data and School Curriculum and Standards Authority Judging Standards to improve grade alignment school-wide.

Reviewers

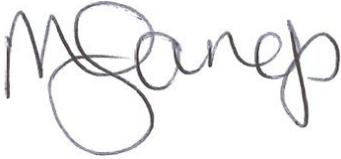
Jen Graffin
Director, Public School Review

Katie Wallace
Principal, Kingston 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 scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy