



Department of
Education

D20/0481250

Public education
A world of opportunities

Rostrata Primary School

Public School Review

September 2020



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 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 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

together with the Funding Agreement for Schools.

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.



<https://creativecommons.org/licenses/by/4.0/>

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



Context

Rostrata Primary School is located in the suburb of Willetton, approximately 20 kilometres from the Perth central business district, within the South Metropolitan Education Region. Opening in 1983, the school gained Independent Public School status in 2013.

Rostrata Primary School has an Index of Community Socio-Educational Advantage rating of 1129 (decile 1). Currently, there are 970 students enrolled from Kindergarten to Year 6.

The school has a diverse, multicultural community that is engaged with and supportive of the school's operations. Community support is further demonstrated through the work of an active Parents and Citizens' Association (P&C) and School Board.

The Public School Review process for Rostrata Primary School was originally scheduled for Term 1, 2020. Due to the impact of COVID-19, the review was postponed.

The Principal and staff are acknowledged for their professionalism in being willing to be at the forefront of the recommencement of the Department's Public School Review process.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- Multiple sources of evidence were used to confirm judgements about school performance.
- The school's longstanding practice of performance reflection provided a substantial base upon which to prepare for the Public School Review.
- The purpose of evidence-based self-assessment is embraced by the leadership, staff, School Board and P&C, ensuring a positive approach to the validation phase of the review process.
- Leadership and staff stability added value to the longitudinal analysis of school performance across all domains.
- Judgements submitted in the review were widely canvassed at school management meetings and cluster meetings, with consensus and agreement occurring.

The following recommendation is made:

- Use the Standard to augment the existing high levels of staff reflective capacity.

Public School Review

Relationships and partnerships	
<p>This school presents strong evidence of caring, connected relationships between staff, students and the community. The health and wellbeing of staff became an amplified school priority during COVID-19 and has continued as a strong characteristic of the school's relational ethos.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board has great capacity to support the work of the school. This is based on a pervasive culture of trust, respect and with mutual understanding and expertise in the concept of governance. • Quality, external expertise is sought to enhance the school's ability to drive their improvement agenda. • Committees and subcommittees operate with strategic intent. Their actions are based on informed and respectful feedback. • A high level of focused collaboration and respect is evident in the way the school has gone about effectively managing change and particularly, the challenges brought by the COVID-19 pandemic. • The school has communicated key messages around curriculum and operations in an exemplary manner.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to explore opportunities for community engagement through inventive activities such as the planned STEM¹ expo.

Learning environment	
<p>The school monitors the emotional health and wellbeing of its students, ensuring that the learning environment is inclusive and safe. Support structures and processes have been established to ensure that all students' individual needs are met.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's longstanding and highly effective Positive Behaviour Support strategy serves as the basis for continuing to build on the school's relational strengths, such as student and staff wellbeing programs. • There is significant evidence of a student-centred, progressive approach to identifying individual and cohort needs, particularly with respect to the immensely diverse student cultural backgrounds. • The culture of continuous improvement extends to elevating the role of technologies in the learning experience for students. • Student leaders provided confirmation that their 'voice' is respected. • The practice of staff 'Doing the Gates' before and after school has added much to the positive tone evident across the school.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to use staff and student survey ratings to closely monitor any changes, however small, in their social health and wellbeing.

Leadership

The leadership team deeply and genuinely models the school's 'CARE'² core values in their relations with staff, students, parents and the wider community. An authentic, collaborative staff ethos exists, ensuring ideas and options for continuous school improvement are acknowledged and given respectful, evidenced-based consideration.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership model reflects the Principal's instructional leadership growth mindset. Development opportunities are offered to staff through the Department's Future Leaders Framework. • Successful change is based on: the 'why'; what does the research say; identifying professional learning needs; and a clear strategy for communication and implementation. • Leadership affiliations between the school, School Board and P&C are strong and immutable, giving rise to informed, wide-ranging discussions on future aspirations for the school. • The leadership team is heavily invested in modelling connected accountability both within the team and across the school.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore strategies to secure staff engagement in the Level 3 Classroom Teacher program.

Use of resources

The school's approach to the management of its budget has been measured, thoughtful and with the students' needs consistently at the centre. This means short, medium and long-term budget planning reflects the school's fiscal integrity while being strategically responsive.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The strong collaborative relationship between the Principal and manager corporate services ensures there is always a direct link between school budget decisions and strategic and operational expenditure. • Finance Committee members are well informed and plan proactively for short and longer-term school improvement needs. • The school has a rich learning technology environment augmented by the strategic adoption of school-wide Bring Your Own iPad initiative that ensures students have access to 21st century learning options. • Transparency of staff management decisions is supported through strategic workforce planning, which achieves a balance between student needs and staff preferences.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain the focus on making structural adjustments to budget management as required.

Teaching quality

The focus on continuous improvement is manifestly evident in the school’s intention to implement a new pedagogical framework. By leveraging staff understanding of iStar, the transition to high impact teaching strategies (HITS) widens teachers’ repertoire of teaching practices.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The significantly high levels of staff collaboration between teaching and non-teaching professionals give rise to a genuine regard for each other. This is a powerful determinant of school success. • The change management environment is respectful of the strengths and interests of staff. This is underscored by a wealth of knowledge of curriculum design and delivery across all phases of learning. • Impetus for programs such as Positive Behaviour Support and Letters and Sounds remains long after initial implementation due to the passion and commitment of staff. • Teachers use a range of evidence to make decisions about what needs to be taught. This includes skilfully developing dedicated pathways of learning for students at educational risk. • School beliefs about teaching and learning are shared and are founded on a collective view about how students learn best.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Progress the implementation of a customised pedagogical framework to inform consistent and effectual instructional practice.

Student achievement and progress

Student achievement has been consistently strong across all phases, particularly the early years. The school’s holistic approach to achieve a balance between academic, social and emotional aspects strengthens the students’ focus on their learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student performance and by extension, school performance, is owned by all staff who share responsibility for making improvements. • Information collected is assessed purposefully for its validity and reliability in informing classroom and whole-school planning. • The staff, both individually and collectively, use a strategic mindset to determine; ‘what to, how to and when to’ teach. This in turn augments the ‘plan, act, assess’ teaching framework. • The open and transparent sharing of student performance information is appreciated by parents. • Student performance analysis has not been hampered by the absence of 2020 NAPLAN³ data. The passion and inventiveness of staff to build a database upon which learning programs can be built is impressive.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Retain the emphasis on the improvement approaches required to strengthen ‘reading for meaning’ in the senior years.



Reviewers

Rod Lowther
Director, Public School Review

Jen Graffin
Director, Public School Review
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 3, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Co-operation, Achievement, Respect, Endeavour
- 3 National Assessment Program – Literacy and Numeracy