



Department of
Education

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Public education
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Roebuck Primary School

Public School Review

August 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

Roebuck Primary School, located in the suburb of Djugun, opened in 2000 and is one of four public primary schools in Broome. The school is within the Kimberley Education Region and has an Index of Community Socio-Educational Advantage (ICSEA) rating of 1020 (decile 4). The school compares favourably with schools of a similar ICSEA located in the Perth metropolitan area.

In 2013, the school became an Independent Public School as a member of the Broome Cluster of Independent Public Schools, which allows the four public primary schools and one public secondary school to maximise collective resources and collaborate on identified community focus areas. Most recently, Roebuck Primary School joined the Kimberley Schools Project (KSP) and is now one of 22 schools in the region actively embracing the four pillars focused on strategies to: address attendance; provide early intervention through KindiLink; harness community engagement; and apply targeted teaching.

Student numbers have declined in recent years due to a new primary school opening nearby in 2015. Roebuck Primary School is aware of the need to establish a new cultural identity with this shift in dynamics. There are currently 448 students enrolled from Kindergarten to Year 6.

The School Board is a proactive body, proud to support the active participation and success of all students. The Parents and Citizens' Association (P&C) is comprised of a small but dedicated team of parents who actively promote the school and fundraise to support programs that improve student outcomes.

The community embraces the school, appreciative of the opportunity to access resources such as open play areas out-of-hours. The many events held onsite make the school a central hub for community engagement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The school selected a broad range of information sources and evidence to support their self-assessment.
- Teacher leader representatives from across the Year groups contributed to the Electronic School Assessment Tool (ESAT) submission.
- A large contingent of parents representing the School Board, P&C and parents of students from a variety of Year groups, actively engaged in the validation visit, providing insights that enhanced the review process.
- There was clear alignment between the performance evidence, judgements made and planned actions for the future.
- A culture of reflective practice was evident in the ESAT.

The following recommendation is made:

- Be discerning when considering what to include as evidence, annotating selected documents to direct reviewers to the relevance of the information uploaded into the ESAT.

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Relationships and partnerships	
<p>Located north of the airport, Roebuck Primary School is physically isolated from facilities available to many other schools in Broome. Capitalising upon the opportunities that this affords them, the school has fostered excellent relationships by becoming a central gathering place for the local community.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board and P&C value the opportunity to 'have a voice'. They acknowledge and appreciate the two-way nature of communication. • The School Board selected Connect as their chosen centralised communication tool. Connect has been embraced by staff, and both parents and students actively engage with the school through this medium. • A strong sense of collegiality and high staff morale is fostered through an active health and wellbeing team. • Opportunities for parent involvement abound, often student led. Teachers also provide structured resources on how parents can support their child's curriculum development at home.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Increase parent awareness of the KSP and its benefits. • Establish a unified approach to communication across all Year groups, especially with respect to the frequency of information sharing. • Strengthen collaborative partnerships with local Aboriginal people and local corporations to afford students more authentic learning opportunities.

Learning environment	
<p>The 'six kinds of best' values platform sets a positive tone in the school as students and staff alike model being kind to themselves, to others, and to the environment whilst being the learning kind, the achieving kind and the community kind.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student action teams enjoy a vast range of leadership opportunities. Whilst they are well-supported by key staff, students maintain the locus of control over initiatives. • A shared commitment to the school's values platform results in highly effective, seamless behaviour management processes. • Class profiles and comprehensive SAER¹ referral processes incorporate both academic and pastoral strategies such as personalised transition programs to secondary school for students experiencing anxiety. • External agencies provide onsite pastoral support through 'Helping Minds', sourced in response to the identified needs of the community.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Establish a common, shared practice with the implementation of Zones of Regulation across the school.

Leadership

The current Principal provides a continuity of leadership not previously enjoyed for many years prior to his appointment in 2014. With that continuity, whole-school approaches prioritising the core business of the school have been embedded in practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership model is valued highly by a young and vibrant staff who embrace opportunities to lead. Clear roles, with appropriate key performance indicators, provide clarity of purpose and high levels of accountability. • It is testimony to the strength of the school's leadership that a unity of moral purpose has been maintained despite many changes of deputy principal over time, as a variety of leave types have been accommodated. • There is a strong performance and development culture amongst the staff. • The school's Aboriginal Operational Plan is comprehensive.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Formalise staff induction processes to ensure continuity of practices and to combat potential negative impact caused by the reality of high staff turnover. • Convene the Aboriginal reference group as planned, providing Aboriginal parents an opportunity to contribute, and continue embedding the ACSF² in curriculum.

Use of resources

A strong focus on an evidence-based, data-informed audit and reflection process has resulted in resources being strategically aligned to the core business of the school. Transparency of process ensures that staff are well-informed and empowered to make the best use of human, physical and financial resources.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A highly competent MCS³ is a valued member of the executive team. Staff are financially astute, engage in trimester planning and monitoring of funds to good effect as a direct result of the influence of the MCS. • A comprehensive workforce plan acknowledges the complexity of challenges faced as enrolments continue to decline. A suitable action plan exists to address issues as they arise. • Every initiative is interrogated in terms of its impact on student outcomes and long-term sustainability. This strategic approach encourages staff to embrace change, knowing that quality interventions will have longevity.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Act on the workforce plan, employing transparent processes as planned. • Access external agencies and embrace the power of the cluster of schools in brokering arrangements that best meet the school's identified needs.

Teaching quality

A whole-school approach to Visible Learning, commencing with prior learning and establishing clear lesson intentions is evident. Teachers are committed to their own growth and development and appreciate that shared pedagogy has a clear evidence base.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • PLCs⁴ engage in deep, robust professional discussions. This is most evident in the early childhood education team. • Classroom observation and feedback protocols were embedded in the school prior to the KSP external coach commencing. Teachers appreciate the training modules and explicit feedback currently offered through the KSP. • The TAPPLE⁵ methodology is used school-wide to positive effect. • The Brightpath tool is assisting teachers in gaining consistency of judgements and they are aware of the need to gain greater grade alignment. • The links between school, operational and classroom planning are clear.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Actively pursue the development of PLCs across all teaching years. • Formalise moderation opportunities across the cluster network. • Engage the whole school in the NQS⁶ review to gain a shared vision and to set suitable goals for future improvement in the early years.

Student achievement and progress

A combination of high expectations and a high care ethos is well-supported by quality processes to ensure positive student outcomes at Roebuck Primary School. Staff are data literate, make excellent connections with students and provide effective support.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A culture of data informed practice begins with detailed student profiles which transition with them, allowing for quality tracking, evidence-based interventions, and opportunities to celebrate successes. • Interventions such as small group delivery of MiniLit⁷ and MacqLit⁸ by education assistants are valued highly by students, staff and parents because they reap the rewards of clear progress in literacy. • Curriculum leaders are released from teaching responsibilities for one day per week to collaborate with colleagues and support the development of whole-school practices.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Interrogate the school's ABE⁹ data, investigating alignment between reporting ABEs and the 'six kinds of best' values platform. • Continue to pursue opportunities for higher achieving students to excel. This will assist in the attainment of NAPLAN¹⁰ targets in the higher bands of achievement.

Reviewers

Kath Ward
Director, Public School Review

Judith King
Principal, East Kalgoorlie 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
A/Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 Aboriginal Cultural Standards Framework
- 3 Manager Corporate Services
- 4 Professional Learning Community
- 5 Checking for understanding strategy
- 6 National Quality Standard
- 7 Early literacy program
- 8 Reading intervention program
- 9 Attitude, behaviour and effort
- 10 National Assessment Program – Literacy and Numeracy