Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Roebuck Primary School

Public School Review

D23/1313994
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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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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

Roebuck Primary School is located on the Broome Peninsular in the Kimberley Education Region, 2400km north of Perth.

Opened in 2000, the school became an Independent Public School in 2013 and is located in the northern suburb of Djugun in Broome, Roebuck Primary School is a member of the Broome School Cluster.

The school has an Index of Community and Socio-Educational Advantage rating of 1014 (4).

It currently enrols 344 students from Kindergarten to Year 6. The school is well-supported by an active School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Roebuck Primary School was conducted in Term 3, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- Leaders and staff valued the opportunity to participate in the review process and articulated the progress that has been made since the previous Public School Review.
- Evidence that was selected for the Electronic School Assessment Tool (ESAT) submission aligned with the extent to which the school had met the Standard.
- The ESAT was succinct, clear in conveying school priorities and direction and contained evidence that had been annotated by staff, drawing specific attention to the relevance and impact of sections in demonstrating meeting the Standard.
- Staff holding a broad range of roles made valuable contributions during the validation process. This was further enhanced through the input of students from Action Teams.
- The experience of families, P&C members, School Board members and external agency partners and their collaboration with the school added value to the process.

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Relationships and partnerships

The positive student experience at the school is founded in firm friendships with access to sporting programs, extra-curricular activities, community events, performing arts tuition and language instruction.

Commendations

The review team validate the following:

- Staff describe the school as their home away from home, where they have a sense of belonging. All general staff meetings commence with a check-in or gauge on the wellbeing of staff.
- Families appreciate that positive relationships with staff are in place. They find staff approachable and supportive in their ability to adapt programs to the individual needs of students while communicating clearly and frequently.
- Partnerships with HelpingMinds, the Kimberley Schools Project (KSP), the local network of schools and the Nyamba Buru Yawuru organisation enhance opportunities for staff to support students and families.
- Regular internal communications ensure that the staff remain current and informed on events and changes to routine. This is particularly beneficial to, and appreciated by, the large cohort of part-time staff.
- School Board members have undertaken formal training in their roles and responsibilities and new members are provided with an induction. The Board participates in strategic direction setting with staff.
- The P&C contributes financially to school programs and resources with a core membership and an organising committee ably supported by willing volunteers at major fundraising and community events.

Recommendation

The review team support the following:

- Continue to work with all stakeholders to establish an environment that is reflective of the unique and diverse cultural identities of Roebuck Primary School, the Broome community and the Kimberley.

Learning environment

Students are empowered through their participation in 4 Action Teams from Years 4 to 6. Students have lines of communication with staff and agency in what are locally termed 'hot' issues with school leaders.

Commendations

The review team validate the following:

- Transition to the school environment is provided for students and families through a very popular KindiLink program. Transition to high school is managed collaboratively with Broome Senior High School staff.
- Much progress has been made in the creation of a culturally responsive environment. Skilled Aboriginal and Islander education officers are integral in supporting Aboriginal students and furthering the school's reconciliation journey.
- The 6 school values, known as The Roebuck Ripple, have been aligned with the school's new Positive Behaviour Support (PBS) values and developed into a behaviour matrix promoting consistency in behaviour management. Classroom Management Strategies training is provided to staff ensuring the maintenance of currency in approach and practice.
- Links between therapy providers and staff facilitate school-based support for students and families.
- MiniLit and MacqLit intervention for identified students is administered by education assistants (EAs) who communicate with teaching staff on students' progress and maintain a focus on their achievements after they exit the program.
- Through provision of support and positive messaging, staff and families have worked together to restore student attendance to 2019 levels after reduced levels in 2021 and 2022.

Recommendations

The review team support the following:

- As a foundation for ongoing reflection and self-assessment, utilise the ACSF[1] and guidance from Nyamba Buru Yawuru to inform the provision of a culturally responsive environment.
- Implement the behaviour matrix and values of the recently commenced PBS program.

Leadership

Recently identified as one of 2 Kimberley region lead schools in quality teaching, the school has an established culture of embedded instructional coaching and provides leadership and outreach to other schools.

Commendations

The review team validate the following:

- Regular meetings between student leaders and school leaders facilitates the adoption of student voice in school planning, exemplified by their participation in the design of playground areas.
- Allied professionals are provided opportunities to build their leadership capacity, sharing in professional learning alongside teachers and facilitating sessions for staff in literacy intervention and Team Teach.
- There is evidence of staff providing input into the strategic direction of the school through consultation on the development of the business plan and the establishment of aspirational student achievement targets.
- Change processes are carefully managed and consultative to ensure a smooth implementation of new programs and initiatives. This was recently demonstrated through the introduction of Seven Steps to Writing Success.
- A strong distribution of leadership, providing opportunities for aspirant staff to develop as leaders and ensure agreed approaches are coordinated and implemented with fidelity through 6 Professional Learning Communities (PLCs).

Recommendations

The review team support the following:

- Provide additional coaching and observations feedback to staff, utilising the Kimberley Training Facility on site, maintaining currency of practice and assuring the provision of quality outreach to other schools.
- Build on the success of the Pathways to Leadership program by providing staff exposure to system level leadership opportunities through the school's forthcoming role as a Quality Teaching Strategy lead school.

Use of resources

The manager corporate services clearly prioritises the needs of students and staff in classrooms, managing resources and aligning their distribution to the strategic aims and priorities of the school.

Commendations

The review team validate the following:

- The School Board is provided with financial reports, contributing alongside the school's Finance Committee to ensure the transparent management of budgets and setting of contributions and charges.
- Maintaining a staff profile that meets the needs of the fluctuating and projected trends in enrolments drives the determination of priorities in the school's workforce plan, with students' needs privileged.
- Operational plans stretching over 18 months, known locally as trimester plans, are aligned to budgets to support resource purchasing. Budgets are managed flexibly to ensure that the goals of plans are met.
- The practice of presenting the annual budget to a whole-staff meeting supports a unified understanding of the spending priorities of the school and empowers staff in classrooms to progress delivering upon them.
- Clear links between student characteristic funding and the allocation of student resources are evident. The school recruits additional EAs to support students' learning and engages with consulting teachers at School of Special Educational Needs (SSEN): Disability and SSEN: Behaviour and Engagement to maximise the effectiveness of the investment in this area.
- While staff are generally knowledgeable on the implementation of technology in students' learning, they have welcomed the addition of onsite technical support and recent upgrades to electrical points and ICT[2] infrastructure.

Teaching quality

Defining the 'why' of teaching approaches has been pivotal in driving the culture of teaching excellence. Senior and middle leaders and teacher champions have all played an integral part in the establishment of this culture.

Commendations

The review team validate the following:

- Instructional Sprints, supported by coaching and feedback training are undertaken by staff. Over a 4-week period, teachers work toward achieving SMART teaching goals with an instructional coach. All staff are scheduled to complete a Sprint, related to performance management, by the end of 2024.
- Staff who attend professional learning expect to present their experiences to the whole-staff, further enhancing the learning campus environment throughout the school.
- Differentiation and intervention in the school ranges from quality differentiated practice in classrooms, informed by data, to Tier 2 interventions via evidence-based programs targeting individual student needs.
- The school has implemented an assessment schedule, monitored by staff in year level teams. Moderation with colleagues in other schools on Progressive Achievement Tests and Brightpath data are examples of assurance in judgements.
- PLCs report to whole-staff meetings on current practices, data and research, demonstrating instructional leadership.
- There is a school-wide focus on making every teaching moment purposeful. Data analysis of daily reviews has led to changes in the delivery of reading comprehension instruction.

Recommendations

The review team support the following:

- Ensure that observation and feedback processes, utilising instructional coaches are embedded to continue to support all staff in developing their effectiveness in lesson differentiation and student support.
- Maintain the data literacy of staff due to its pivotal role in assuring the current levels of success in teaching.

Student achievement and progress

Data informs teachers' planning throughout the school, responding to trends in the data collected in accordance with the assessment schedule. Celebrations of individual students' progress are frequent through regular analysis.

Commendations

The review team validate the following:

- Assessment and tracking of fine and gross motor skills and speech, supported by referrals to relevant agencies is in place for Kindergarten and KindiLink students facilitating early intervention. Professional learning for early years teachers in numeracy has been provided by the numeracy PLC leader.
- Students in Year 5 performed at, or slightly above, the levels of students in similar schools in 2022. Review of data informed the decision to increase expenditure on MacqLit intervention. The impact is evident in Year 5 students performing at, or slightly above, students in similar schools in 2022 NAPLAN[3].
- Staff report that the low variability teaching culture promoted through the KSP is leading to improved student outcomes. The focus is now on sustaining this culture as they transition out of the project phase.
- There is close alignment between teacher judgements on student work samples and performance in systemic assessments leading to affirmation and confirmation when annual systemic data is received.
- Staff communicate clearly and frequently with families about student progress and achievements. Formal and informal opportunities for staff to meet with families regarding outcomes are supported by the school.

Recommendation

The review team support the following:

- Provide ongoing professional development for staff in Reporting to Parents Special Educational Needs to effectively plan for and track the progress of students with additional needs.

Reviewers	
Rohan Smith **Director, Public School Review**	Jaclyn Huts **Principal, Wellard Village 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.

Melesha Sands
Deputy Director General, Schools

References

1 Aboriginal Cultural Standards Framework
2 Information and communications technology
3 National Assessment Program – Literacy and Numeracy