



Department of
Education

Shaping the future

Two Rocks 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 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

Two Rocks Primary School is located in the coastal suburb of Two Rocks, approximately 64 kilometres north of the Perth central business district within the North Metropolitan Education Region.

The school was established in 2007 and achieved Independent Public School status in 2012. It has an Index of Community Socio-Educational Advantage rating of 968 (decile 7). The current enrolment is 431 students from Kindergarten to Year 6.

Community support is encouraged and the school benefits from the work undertaken by the School Board and fundraising committee.

The first Public School Review of Two Rocks 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:

- Self-assessment and analysis of data are strengths of the school, informing ongoing planning and the implementation of school and system initiatives. Regular collaborative review processes underpinned the preparation for the Public School Review.
- A cross-section of staff contributed a variety of evidence relating to school practices and performance in each of the domains through the Electronic School Assessment Tool (ESAT).
- A broad range of professionally knowledgeable and personally committed staff, together with students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- The school's leadership reported the Public School Review was a positive experience that has extended their understanding of the school's performance and enabled them to celebrate their significant progress and achievements since the previous review.

The following recommendation is made:

- Consider the choice of evidence and analysis ensuring appropriateness and currency to demonstrate school performance against the Standard. Provide careful analysis of data that accurately describes the impact on student outcomes.

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Relationships and partnerships

High levels of trust in the school, its staff and the leadership team, founded on authentic, transparent and productive relationships with all members of the community is evident.

Commendations

The review team validate the following:

- Collaborative processes are constructive and purposeful. Staff-led committees and the cohort structure provide opportunities for staff to plan together ensuring consistency and alignment of practice.
- Communication is clear and transparent, utilising a range of strategies to maximise connection with families. Processes are in place ensuring all parents receive regular, individualised contact regarding their child's social and academic performance.
- Parents are warmly welcomed at the school and appreciate the approachability and visibility of the leadership team, teachers and allied professionals.
- Valued by parents and students, an extensive transition to the Kindergarten program, spanning 3 terms, provides support for parenting and child health, and prepares children for school enrolment.
- The School Board has an appropriate level of understanding and acceptance of its governance responsibilities. They provide oversight of operations and support the school's strategic direction.

Recommendation

The review team support the following:

- Actively explore opportunities to publicly promote the School Board and disseminate information about its purpose and operations.

Learning environment

The school is unapologetically aspirational in their goals for all students. A safe, positive and supportive learning environment is embedded with a focus on developing every child's academic, social and emotional wellbeing.

Commendations

The review team validate the following:

- All teachers and education assistants undertake Classroom Management Strategies professional learning, providing consistency in managing student behaviour. This, along with effective pedagogy, an engaging curriculum and sound management strategies, creates an environment where classroom disruptions are minimal.
- Students at educational risk are identified and supported through embedded management processes, effective in-class differentiation and individual support when needed. The process of planning for intervention is strengthened with the introduction of the barriers to learning checklist.
- The physical environment adds value to student learning experiences. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of children.
- Extensive efforts are made to monitor, track and improve student attendance. This includes regular communication with families and a case management approach for students at high risk involving home visits and parent conferences.

Recommendation

The review team support the following:

- Continue to work with local Aboriginal elders and the Yanchep Secondary College Aboriginal and Islander education officer to engage and build relationships with Aboriginal families.

Leadership

Inclusive, cohesive and supportive leadership exists across the school. With high expectations for themselves and all staff, the Principal and leadership team lead a culture of collaborative and collective responsibility for every child's success.

Commendations

The review team validate the following:

- Staff are engaged in the development and review of strategic and operational plans based on student data. There is a clear connectedness between the business, operational and curriculum plans, resourcing and classroom practice.
- A valued and embedded approach to performance management and development aligned to school instructional priorities is evident. A differentiated peer observation and coaching process builds trust and provides a safe environment for staff to meaningfully reflect on their practice.
- Opportunities for staff to undertake leadership roles and responsibilities across the school are extensive. All staff are encouraged to participate as leaders, both within formal structured committees and as peer coaches.
- Change is implemented in a strategic, timely and inclusive manner. Staff are supported to trial new approaches, that align with the shared beliefs about teaching and learning to improve student outcomes.

Recommendation

The review team support the following:

- Further develop aspirants' understanding of leadership through individualised professional learning and engagement in the Western Australian Future Leaders Framework.

Use of resources

Responsive, flexible and aligned to evidence, decisions pertaining to the judicious deployment of resources are strategic. There is a clear intent to ensure resources are utilised to optimise learning outcomes for all students.

Commendations

The review team validate the following:

- Sound processes and practices are established for managing financial and human resources. An effective Finance Committee, inclusive of a purchasing officer, assists with financial oversight. The School Board is kept well-informed of financial management processes and spending priorities.
- Assets and resources are carefully tracked and managed so that resources can always be easily accessed by any staff member. An asset and resource replacement schedule ensures students have access to contemporary, functional equipment.
- A strategic and fiscally responsible approach is taken to the acquisition of professional learning for staff. Where appropriate, professional learning is provided in-house or through providers presenting to the whole staff on site.
- Learning area committee plans reflect a clear alignment between business and strategic planning and budgeting.
- A strategic approach has been taken to the management of the school's information and communications technology, with intent to maintain a 1:1 device ration in Years 3 to 6. A comparative assessment regarding purchasing versus leasing of equipment has been made.

Recommendation

The review team support the following:

- Contemplate the impact of increased enrolments as a result of residential development when considering long-term financial planning.

Teaching quality

Shared beliefs and embedded pedagogical approaches are evident across the school. The unique cohort model of operation ensures a high level of professional and personal accountability for quality teaching and student achievement.

Commendations

The review team validate the following:

- Staff induction is comprehensive and includes professional learning and peer mentoring support to understand and implement whole-school practices and programs.
- A coaching and conferencing manager assists every teacher to develop operational and conversational goals. Staff work with a coach towards achieving their goals throughout the year.
- Extensive professional development to support low variance instruction is provided through a long-standing relationship with highly regarded pedagogical experts. Every year John Fleming and Barrie Bennett provide face-to-face learning in explicit teaching and instructional intelligence respectively.
- Common planning time each week, along with the cohort model implemented across the school, fosters a high level of collaboration where staff plan for, act on and assess student learning.
- Education assistants in each cohort are extensively trained and well-regarded as essential and integral colleagues in the provision of instruction and support for all students.

Recommendation

The review team support the following:

- Consider extending the use of special educational needs (SEN) planning and reporting for all students requiring individualised academic support.

Student achievement and progress

The collection of systemic and school-based data is instructional, comprehensive and underpinned by shared understandings and beliefs. Data literate staff analyse and reflect on student achievement and plan for high academic progress for every child.

Commendations

The review team validate the following:

- NAPLAN¹ achievement data is consistently at or above levels attained by like schools. Years 3 and 5 achievement in 2022 shows significant improvement across all assessed areas.
- Several data and planning days are scheduled throughout the year. A data and assessment manager leads staff through the analysis of a range of data including NAPLAN, Progressive Achievement Tests, On-entry Assessment, Kindergarten Assessment Tool, opinion surveys and behaviour records. Staff review school plans and make adjustments based on analysis of data.
- Business and operational plans have targets and articulate strategies that demonstrate a commitment to improve student achievement and progress. There is a focus on every child making high levels of year-on-year progress.
- The use of the Elastik tool is enabling year level groups to effectively review data and set strategic teaching goals to address gaps and differentiate learning for all students.
- The reliability of teacher judgements is supported through processes including year level collaboration and moderation.

Recommendation

The review team support the following:

- Review business and operational plan targets, giving consideration to the new NAPLAN metrics, ensuring that they are aspirational and achievable.

Reviewers

Craig Skinner
Director, Public School Review

Timothy Sewell
**Principal, School of Special Educational Needs: Sensory
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 2028. 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 National Assessment Program – Literacy and Numeracy