



Department of
Education

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Public education
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Two Rocks Primary School

Public School Review

September 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 focused 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

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. Two Rocks Primary School offers contemporary indoor and outdoor learning environments, set amongst well-maintained grounds.

It has an Index of Community Socio-Educational Advantage rating of 966 (decile 7). The current enrolment is 474 students from Kindergarten to Year 6.

The school has a positive reputation within the community with many families accessing the school by bus. Community support is encouraged and the school benefits from the work undertaken by the School Board and fundraising committee.

School self-assessment validation

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

The following aspects are confirmed:

- The school engages in comprehensive and regular self-assessment processes underpinned by the National School Improvement Tool.
- The principal provided opportunities for staff collaboration and engagement in the selection of data to inform the school's self-assessment.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- The Electronic School Assessment Tool (ESAT) submission provided an open, honest and transparent account of the current school context.

The following recommendations are made:

- As part of the well-established self-assessment processes in place, provide detailed analyses of the evidence submitted through the ESAT.

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Relationships and partnerships	
Respectful, positive and open relationships exist within the school. Guided by an ethos of high expectations, the staff and community operate collaboratively in the best interests of students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Analysis of Occupational Health Index data highlights the positive, strong school culture and effectiveness in key improvement areas. • Tell Them From Me Fogarty EDvance survey feedback reflects the high level of staff, community and student satisfaction. It provides an awareness and affirmation of perspectives and informs school planning and direction. • A range of effective communication modes promote and foster two-way communication to ensure the staff and community are informed. • A highly functional School Board understands and fulfils its governance role. Members are positive and proud advocates for the school through support for the strategic focus. They engage in the review of the business plan. • Explicit enrolment procedures foster positive relationships and opportunities for new families to develop an understanding of school processes, learning approaches and communication strategies.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Explore and consider options to reinstate the Parents and Citizens' Association.

Learning environment	
Students are supported to achieve their potential in highly engaging spaces. Open classrooms led by clusters of teachers support the provision of explicit instruction and intervention programs. Staff are invested in maintaining an environment that reflects high expectations and optimal learning conditions where all students learn successfully.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Underpinned by communication and support, attendance processes and procedures are in place to monitor attendance and address concerns. • Evidenced through a range of programs and practice, students at educational risk (SAER) are identified, supported explicitly and monitored effectively. • An unwavering focus on every child achieving their potential is reflected in the case management approach embedded at the school. Data informed targets are set for specific individuals and groups of students in order to accelerate learning and monitor progress. • Student services support highlights the provision of school-wide programs and approaches for students requiring additional or specific adjustments. • The provision of mental health support through programs, workshops and interagency input address identified needs for students, staff and families.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to review and monitor the SAER processes and role of the manager.

Leadership

Strong, capable and effective leadership is a feature of this school. The principal is strategic, innovative and leads change effectively under a mantra of respect and consistency. The leadership team is united, committed and reflective as they drive strategic directions.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff induction is strategic, comprehensive and embedded, ensuring a shared understanding and commitment to whole-school approaches and programs. • Distributed leadership functions through key managers who provide targeted support, facilitates consistency and connected practice. Key managers support staff and lead programs. • Performance management processes are comprehensive. They embed accountability to whole-school programs and priorities, and are valued by staff. • The whole staff has engaged in reflection and analysis of practices aligned to the <i>Aboriginal Cultural Standards Framework</i>. Priorities and strategies to achieve the Standards are outlined in planning documents.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue with plans to engage with Murdoch University to undertake a leadership action research project.

Use of resources

There is strategic deployment of physical, human and financial resources. The manager corporate services works in partnership with the principal to ensure decision-making processes are transparent, evidenced-based and monitored effectively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Careful allocation of resources ensure school priorities and focus areas are resourced appropriately. • The staff profile highlights the allocation of human resources to targeted programs and priorities. Staff placements, relief, induction and graduate support processes are considered and implemented strategically. • The learning area committee plans and strategic plans reflect a clear, defensible alignment between plans and budgets. • Financial processes are sound, documented and understood by staff. The Finance Committee, inclusive of a purchasing officer, provides oversight and careful management of the school resources. • Reading Mastery and Fitzroy Reader programs are targeted and embedded programs that are implemented to improve reading fluency and comprehension.
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Teaching quality

Professional and reflective, staff operate effectively within a culture of continuous improvement that includes observation, coaching and conferencing. Staff are viewed as valued team members who are committed to ensuring the best outcomes for students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • All staff engage in a clear, shared and personalised process of performance management. Professional learning plans are documented and feedback mechanisms are valued by staff. • Staff development is supported through professional learning, enhanced by coaching opportunities with experts John Fleming and Barrie Bennett. • Whole-school English plans outline explicit approaches, scope and sequence statements and assessment practices aligned to the curriculum. • Involvement in the Fogarty EDvance program has enhanced the school's focus on data driven decision making and embedding connected practice. • Team meetings are led by learning area leaders and managers. Aligned to school priorities, the meetings provide professional learning, enable moderation, collaborative planning and sharing of resources.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review and refine the numeracy operational plan, expanding scope and sequence aspects of the plan. • Explore approaches to embed visible thinking and integrated curriculum.

Student achievement and progress

School-wide collection of systemic and school-based data is sophisticated, instructional and embedded. Data literate staff analyse data, reflect on and plan for ongoing learning progress, within cohorts and targeted groups of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A comprehensive assessment program and schedule is supported and enabled through professional learning, coaching and data meetings. • Led by a data and assessment manager, teachers meet regularly and engage in disciplined dialogue approaches to systematically monitor and analyse broad sets of data. • Year 3 NAPLAN¹ achievement data exceeds levels attained by like schools in all areas. Year 5 stable cohort data, NAPLAN (2016 -2018), indicates high progress in most areas assessed. • Cohort specific data assessment informs instructional groupings within literacy and numeracy, with fluid movement of students as they progress. Mastery-based intervention programs provide targeted support for students with additional needs. • On-entry Assessment Program data analysis is used to track progress, inform planning and reflect on early childhood teaching practices.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to monitor and review practices in the Vocabulary, Connectives, Openers and Punctuation approach implemented in writing. • Continue to explore whole-school approaches to progressive achievement tests in the areas of STEM² and vocabulary.

Reviewers

Rebecca Bope
Director, Public School Review

Bradden Mitchell
Principal, Lakelands 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
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Science, technology, engineering and mathematics