



Department of
Education

Shaping the future

Rawlinson 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

Established in 2005, Rawlinson Primary School is located approximately 21 kilometres from the Perth central business district and is located in the North Metropolitan Education Region.

The school has an index of Community Socio Educational Advantage of 960 (decile 7) and currently there are 426 students enrolled from Kindergarten to Year 6.

Rawlinson Primary School receives support from the School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Rawlinson 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 an informative school self-assessment.

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

- Preparing for the Public School Review provided an opportunity for the staff to reflect on their improvement journey, celebrating achievements and acknowledging challenges.
- The school was responsive to the recommendations of the previous report, acting on areas noted for improvement.
- A deputy principal was given carriage of the self-assessment process, and worked with staff who were keen to provide support in identifying, collecting and collating evidence for the Electronic School Assessment Tool (ESAT). The Principal provided final oversight of submission.
- Staff in middle and curriculum leadership positions participated in the validation meetings and made contributions that confirmed and elaborated on the information provided through the ESAT.
- During the validation visit, School Council and P&C representatives engaged enthusiastically in discussions, reflecting a strong sense of satisfaction with the school, its leadership, and its reputation within the community.

The following recommendations are made:

- Embed an ongoing cycle of school self-assessment which includes developing staff understanding of the Standard.
- When undertaking school self-assessment, consider the breadth of the domain foci and elaborations when selecting evidence for the ESAT.
- In analysing the evidence submitted, ensure this includes the impact of this evidence on student outcomes, and supports the judgement made in meeting the Standard.
- Consider including a broader representation of staff in meetings with the reviewers. A greater diversity of perspectives often enhances and enriches the school review validation process.

Public School Review

Relationships and partnerships

A shared focus on working together in the best interest of students and enhancing learning opportunities has created productive and positive relationships and partnerships. The school embraces and is considerate of the cultural diversity of its community.

Commendations

The review team validate the following:

- The school communicates with the community in a timely, informative and sustainable manner using a range of online platforms. A new website is being enhanced to include the ability to translate information into other languages allowing access that better reflects the culturally diverse school community.
- Engagement in community partnerships such as the Miyawaki Forest program broadens the learning experiences of senior students and supports their development of ethics and civic mindedness.
- A strong partnership with the North East Metropolitan Language Development Centre provides expertise that supports, staff, students and families.

Recommendations

The review team support the following:

- Engage School Council members in training to further enhance their understanding of school self-assessment.
- Continue to seek, analyse and act on community, staff and student survey feedback.

Learning environment

The community values the school's ethos of care which results in a sense of belonging and connection. This is underpinned by a shared responsibility for the wellbeing of all.

Commendations

The review team validate the following:

- The conversion of a classroom into a purpose designed STEM¹ room has enhanced the learning environment. This new learning space, together with access to relevant resources such as 3D printers, allows students to fully engage in the engineering design process.
- The creation of a new behaviour matrix has reinvigorated the Positive Behaviour Support (PBS) policy, reigniting a culture and common language for the management of student behaviour. The school's values: Be Ready, Be Responsible and Be Respectful are visible throughout the school.
- Staff training in Classroom Management Strategies and trauma-informed practice provides consistency in strategies used to maximise student engagement in learning.
- A revision of the students at educational risk (SAER) policy focused on clarifying staff understanding of processes, practices and expectations in supporting students to reach their potential has strengthened the policy. This clarification provides explicit guidance which in turn is leading to a greater degree of confidence within the staff.
- The Zones of Regulation social and emotional learning program has been introduced as part of the schools focus on enhancing student wellbeing and building capacity to better understand and regulate emotions.

Recommendations

The review team support the following:

- Review and monitor the effectiveness of intervention programs through the analysis of student outcome data.
- Embed Zones of Regulation and integrate the language it uses into the school's PBS policy.

Leadership

A strong relational approach, underpinned by care and the distribution of leadership, characterises the leadership at Rawlinson Primary School. The leadership team is seen as cohesive and supportive.

Commendations

The review team validate the following:

- Through the distribution of responsibilities, staff are provided with many opportunities to lead. The deputy principals and teacher leaders drive the school's instructional agenda through the work of committees and phase of learning teams.
- Change is managed in a gradual, thoughtful, caring and respectful manner providing opportunities for new initiatives to be trialled before implementation.
- Staff strengths are acknowledged and utilised to support the implementation of whole-school programs.
- Staff have participated in opportunities to deepen their understanding of Aboriginal culture. The Aboriginal Cultural Standards Framework focus document articulates the future strategies to be undertaken to continue the school's journey in becoming a culturally aware and responsive learning environment.

Recommendations

The review team support the following:

- Continue the work of embedding Aboriginal perspectives in classroom planning.
- Embed the newly created performance development process and incorporate a systematic approach to the observation of practice and provision of feedback to teaching staff.

Use of resources

The Principal and manager corporate services work in collaboration with the Finance Committee to manage finances and allocate resources to prioritise improved outcomes for student learning and wellbeing.

Commendations

The review team validate the following:

- Financial planning and budget allocations are informed by improvement priorities, student needs and balanced against the historical operational requirements of the school.
- Members of the Finance Committee provide financial oversight of the school's resourcing and are guided by a comprehensive booklet outlining their roles and responsibilities.
- Funds are allocated to support the resourcing of whole-school English and mathematics programs. These include Promoting Literacy Development (PLD), Talk for Writing, 7 Steps for Writing Success and Top Ten Maths.
- The school has taken an opportunity provided through a grant to convert a classroom into a STEM room to enhance student engagement by implementing a specialist design and technology program.
- The careful management of human resources has enabled the creation and delivery of a reading intervention program to support students with identified needs.

Recommendation

The review team support the following:

- Develop a workforce plan that considers sustainability of school operations and programs aligned to future enrolment trends and work intentions of current staff.

Teaching quality

Over the last few years, a focus on providing direction, aligning practice and gaining whole-staff commitment through encouragement, support and active listening has underpinned the school's teaching quality improvement agenda.

Commendations

The review team validate the following:

- Staff value opportunities for collaboration that are provided to support the alignment and delivery of common approaches across the school.
- There is a commitment to continue improving the quality of reading instruction through the further implementation of the PLD approach.
- Staff are encouraged to participate in professional learning to extend both knowledge in their personal areas of interest and reinforce alignment and delivery of whole-school programs.
- A need to implement a more connected approach to the delivery of mathematics has been identified leading to a review of current practice.

Recommendations

The review team support the following:

- Define and embed the school's agreed pedagogical framework ensuring it is informed by evidence-based research and makes explicit the teaching beliefs and expectations of staff.
- Develop and implement scope and sequence documents across learning areas to ensure the Western Australian Curriculum is attended to in a systematic and seamless manner.

Student achievement and progress

The school is focused on the development of data literacy, data collection and evidence-based decision making. A range of school-based and standardised assessments inform the data collection cycle.

Commendations

The review team validate the following:

- A whole-school analysis of NAPLAN² data has resulted in a renewed focus on reading and mathematics instruction and the implementation of intervention programs for SAER.
- Data from the spelling PLD program is used across the school to track student progress and support teachers to target teaching and identify and plan for students requiring intervention.
- A testing schedule is in place outlining whole-school assessment expectations that are progressively becoming more aligned to whole-school approaches and expectations.
- Weekly data and moderation meetings were introduced to build staff data literacy and improve the moderation of grade allocation. Classroom teachers meet with their year level colleagues and the Principal with the purpose of discussing and analysing school-based and system mathematics and English assessments and data.
- The literacy coordinator collects and analyses data to identify students requiring intervention. This includes the use of EAL/D³ Progress Maps. The progress of these students is tracked and this information is used to review the effectiveness of the intervention and inform future actions.

Recommendations

The review team support the following:

- Continue to build the data literacy of staff and embed the whole-school approach in using data to drive decision making through data and moderation meetings.
- Continue to review the data collected through the testing schedule to ensure it provides meaningful information to support planning and decision making.

Reviewers

Gary Crocetta
Director, Public School Review

Carolyn Williams
**Principal, Tuart Forest 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 Science, technology, engineering and mathematics
- 2 National Assessment Program – Literacy and Numeracy
- 3 English as an Additional Language or Dialect