Department of
Education

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Rangeway
Primary School

Public School Review

May 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

Rangeway Primary School, established in 1965, is located within the Midwest Education Region in the coastal city of Geraldton, approximately 424 kilometres north of Perth.

The school has a current enrolment of 306, with a high rate of student transiency. Approximately 73 per cent of the student population is Aboriginal. The motto "Dream and Believe, Strive and Succeed" underpins the school's approach to Aboriginal education.

Commencing as an Independent Public School in 2013, the school has an Index of Community and Socio-Educational Advantage of 719 (decile 10).

The Kindergarten and Pre-Primary classrooms are purpose built with kitchens, interactive whiteboards and zoned areas for the speech and occupational therapy programs. Spacious grounds are well-resourced with play equipment and sporting structures.

A Child and Parent Centre is located on the school site to support families of children aged 0 to 8 years, including families from the school and the wider Geraldton community. A dental therapy centre servicing the Geraldton region is also located on the school site.

A dedicated School Board supports the school to continue improving educational outcomes for its students.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the analysis of data informed the school's self-assessment and Electronic School Assessment Tool submission.

- Staff engaged positively in the validation process, offering a positive endorsement for the direction the school has taken.

- A wide scope and multiple sources of credible evidence were selected for analysis.

- The submission provided an open, honest and transparent account of the current school context.

- There is alignment between evidence of school performance, observations and judgements about performance.

- Planning intentions described in the school's submission were elaborated on during the validation phase.

- The school's rigorous self-assessment processes and willingness to seek and respond to feedback demonstrated a commitment to improvement and accountability.

The following recommendations are made:

- Enhance data analysis statements with a complementary summary of the impact of described strategies, programs, policy or initiatives.

- Continue to develop a whole-school culture of data informed self-assessment to assist planning.

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Relationships and partnerships

The leaders are united in their moral purpose. This is a motivating influence for staff to be professionally accountable to each other and the community of families they serve. Maintaining strong and productive partnerships with the local community is an ongoing focus for the school.

Effectiveness	The review team validate the following:
	• Parents feel their opinions and contributions are welcomed and valued and express strong support for the school leaders and staff.
	• Partnerships with external agencies provide a targeted service in support of successful transitions and case management for student development.
	• Families are actively encouraged to participate, learn and contribute as valued partners in their child's learning journey.
Improvements	The review team support the following actions:
	• Strengthen the governance of the School Board through training and membership that is inclusive and representative of the whole-school cohort.
	• Promote the school's profile and reputation through frequent visible, accessible and positive representations in the community.
	• Develop whole-school consistency for communicating information and student progress to parents through Seesaw and Class Dojo.
	• Use the skills of the AIEO[1]s to increase Aboriginal community involvement through the collaborative school-wide integration of the ACSF[2].

Learning environment

The leaders are focused on maintaining good order across the school. The BMP[3], three tiered referral framework and related intervention programs have increased academic engagement and moderated behaviour for students at risk and reflects an increasingly calm environment.

Effectiveness	The review team validate the following:
	• Personalised plans and profiles are developed collaboratively.
	• Attendance is managed through strong case management, home visits and rewards and the provision of lunches, uniforms and shoes for students.
	• High quality RTI[4] and longitudinal tracking supports SAER[5] through explicit literacy teaching, direct instruction programs and targeted focus groups.
	• The boys' Didge Program and the girls' Shimmer and Shine Program connect students to culture and builds their identity and self-esteem.
	• The local Aboriginal Wajarri language is explicitly taught in Years 1 to 6.
Improvements	The review team support the following actions:
	• Augment the impact of behaviour management strategies through the use of a shared language for whole-school positive behaviour expectations.
	• Consolidate school-wide use of Zones of Regulation and PATHS[6].
	• Further develop strategies and programs that increase success for students at risk of high suspension and/or high transiency rates.

Leadership

Recent stability in the leadership team supports the school to adjust to changes in the local community and decreasing student enrolment trends. Leaders have high expectations and are invested in developing consistent whole-school approaches that benefit students and staff.

Effectiveness	The review team validate the following: • The cohesive leadership team promote transparent communication and is well-regarded by staff and the community. Members are present throughout the school and offer support for staff. • All staff engage in school self-reflection to inform planning using the NSIT[7]. • Aspirants and leaders are identified and supported to develop skills aligned to their interests and school priorities. • Change management is responsive to the needs of students and staff.
Improvements	The review team support the following actions: • Continue to review and embed whole-school approaches through the balanced provision of ongoing support and accountability. • Review whole-school data and self-assessment processes to refine and consolidate priority areas, target setting and strategic planning. • Enhance performance management processes through goal development, observations and feedback that is aligned to strategic or student targets. • Strengthen a distributed leadership model that promotes ownership of whole-school curriculum development and sustainability of practice.

Use of resources

The school has effectively managed significant and recurring movement in workforce and budgets due to decreasing enrolments in recent years. The day-to-day management of resources is sound and facilities reflect a welcoming and engaging learning environment.

Effectiveness	The review team validate the following: • Budgets are established through collaborative and transparent planning. • The broad composition of the Finance Committee ensures a whole-school perspective during discussions that inform budget decisions. • Planned expenditure is aligned to school priorities and articulated in strategic planning documents. • Time and resources are allocated to allow all staff to collaboratively develop professional skills and contribute to whole-school planning. • Specialist teachers facilitate direct instruction and Education Assistants support individual students, group learning and explicit literacy learning. • Asset and resource replacement schedules are comprehensive.
Improvements	The review team support the following actions: • Review existing roles, responsibilities, resources and training to maximise the support of student progress aligned with strengths and school priorities. • Plan for the sustainability of programs that have made a positive impact on student progress as part of financial and budget consideration.

Teaching quality

The school has highly experienced teachers who take seriously the responsibility for the students in their care. Staff are enthusiastic and an ethos of care and respect is apparent.

Effectiveness	The review team validate the following:
	• Meetings are focused on data analysis and collaborative planning.
	• There are clear expectations that the needs of diverse learners will be met.
	• Literacy blocks, explicit instructional approaches and direct instruction programs provide targeted intervention for SAER.
	• PAT[8] Reading and PAT Maths, Brightpath, the ABLE*WA*[9] assessment tool and SAER overviews support the identification of NCCD[10] levels of adjustment, case management, intervention planning and student progress monitoring.
	• Coaching has increased the use of technology to facilitate learning.
Improvements	The review team support the following actions:
	• Consolidate a shared understanding of effective instructional practice to develop a pedagogical framework for whole-school use.
	• Continue to refine curriculum delivery continuity across phases of learning.
	• Develop a professional learning plan relevant to whole-school need.

Student achievement and progress

Due to high transiency rates, stable cohort data has been privileged and used to demonstrate the impact of the school's programs and strategies. Overall, the NAPLAN[11] data for the Year 3 to Year 5 stable cohort demonstrates high progress and achievement compared with like schools.

Effectiveness	The review team validate the following:
	• A whole-school language and literacy strategy includes the introduction of Talk for Writing, Sounds-Write and Brightpath Writing Assessment.
	• PAT Reading and PAT Maths have been implemented to identify student progress and inform planning.
	• A data collection schedule articulates timelines for school and system assessment that inform student progress and planning.
	• Data is collated through Data Hub for collaborative analysis and informs case management intervention planning for individual students.
	• Personalised IEP[12]s and SMART[13] goals are developed collaboratively, aligned to the ABLE*WA* or the WAC[14] and reported using the RTP SEN[15].
Improvements	The review team support the following actions:
	• Use school data sets, appropriate to the local context, to accurately assess student progress, monitor intervention efficacy and inform target setting.
	• Consolidate literacy and numeracy intervention programs and strategies to maximise students' progress across all phases of learning.
	• Implement additional programs and co-operative learning strategies that promote interpersonal skills and increase student engagement.

Reviewers

Merrilee Wright
Director, Public School Review

Craig Skinner
Principal, Bayswater 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 Aboriginal and Islander Education Officer
2 Aboriginal Cultural Standards Framework
3 Behaviour Management Policy
4 Response to Intervention
5 Students at educational risk
6 Promoting Alternative THinking Strategies
7 National School Improvement Tool
8 Progressive Achievement Test
9 Abilities Based Learning Education Western Australia
10 Nationally Consistent Collection of Data
11 National Assessment Program – Literacy and Numeracy
12 Individual Education Plan
13 Specific, Measurable, Achievable, Realistic, Timely
14 Western Australian Curriculum
15 Reporting to Parents Special Educational Needs