



Department of
Education

Shaping the future

Rangeway 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

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

The school has an Index of Community and Socio-Educational Advantage of 731 (decile 10).

The school has a current enrolment of 267 students, from Kindergarten to Year 6 and became an Independent Public School in 2013.

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

The first Public School Review of Rangeway Primary School was conducted in Term 2, 2019. This 2024 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 rigorous school self-assessment.

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

- Staff were knowledgeable about the Standard and its domains, including its application as a self-assessment tool when measuring the progress of school improvement.
- The compilation of the Electronic School Assessment Tool (ESAT) submission was led by the Principal and deputy principals. Staff were aware of the contents of the submission and the impact of their work on student achievement.
- Evidence included in the ESAT demonstrated alignment with the Standard and its domain foci ensuring comprehensive information about strategy and progress was provided to the review team in advance of the validation visit.
- A growth mindset was evident within the celebrations of recent successes and clear indications of areas for future improvement were articulated in the ESAT.
- The input of staff, community partners, board members and students added value to the review team's ability to validate the school's self-assessment.

The following recommendations are made:

- Where possible, coordinate the ESAT submission to avoid the duplication of evidence, selecting the most appropriate domain for evidence, such as the business plan, to be presented without recurrence.

Public School Review

Relationships and partnerships

Students are grateful for the opportunities provided through the school which include the chance to work in the EON Foundation edible garden, access the Rangeway Sports Academy and undertake specialist curriculum areas such as music and art.

Commendations

The review team validate the following:

- Events including the welcome barbecue, visiting football clinics, assemblies, athletics carnivals, Mother's Day and NAIDOC¹ week engage high numbers of families, providing opportunities to celebrate success.
- The appointment of a public relations officer has ensured that school messages are conveyed through clear communication lines including a quarterly video newsletter and a printed newsletter available at local businesses. Facebook polls have recently been used to gauge stakeholder opinion and satisfaction.
- Gardening, nutrition and cooking for sustainable eating are the basis of the partnership with the EON Foundation who have provided horticultural expertise and materials to establish an edible garden onsite.
- The GRAMS² provides weekly in-school clinical services. A memorandum of understanding, establishing the roles of personnel and responsibility for the provision of resources supports this valuable partnership.
- The School Board has a diverse membership that reflects the community. Board agendas include school improvement and initiatives that build student engagement, such as establishing the Rangeway bus.

Recommendations

The review team support the following:

- Seek to provide members with formal Board training through the Leadership Institute or via online modules.
- Continue to establish a full-service model of schooling, building on the partnership with the GRAMS.

Learning environment

The school is a highly culturally responsive environment. The preservation of Wajarri language through teaching children is led by an award nominated teacher with staff members in training to deliver the program.

Commendations

The review team validate the following:

- The Joeys Pre-Kindergarten program has had a positive impact on the transition of students into the school environment. Parents, including staff, share child development experiences in a nurturing environment.
- Collaboratively, the Aboriginal education team deliver improvements for students and families in attendance, cultural experiences and classroom support, aligned to portfolios. They provide a vital link between families and the school. All staff demonstrate a deep understanding of the learning needs of students speaking Aboriginal English.
- Since 2022, staff have undertaken a refreshment of the Positive Behaviour Support program through the behaviour expectations of being respectful, safe, responsible and striving, under the leadership of the marsupial mascot 'Russ'.
- Incentives for students such as the eagerly anticipated Rangeway Sports Academy and access to the 'come along shop', assist students to maintain their good standing based on levels of attendance and positive behaviour.
- Teachers identify students at educational risk and collaborate with the Principal and deputies using a case management approach via regular school psychologist meetings to plan the tiers of intervention required to support students.
- Rumble's Quest is a gamified wellbeing tracker completed by students twice a year, tracking their mental health and wellbeing. Quest data is analysed by staff and incorporated into student support plans.

Recommendations

The review team support the following:

- Continue to diversify career opportunities available throughout the school for Aboriginal people.
- Maintain the focus on transitioning students exhibiting Tier 2 behaviours to Tier 1 through the strengthened shared approaches and partnerships with families and providers.

Leadership

Under a united and culturally connected leadership team, the school is viewed by all stakeholders as being in a good position. The Principal is appreciated for her drive to succeed at lifting the achievements of students.

Commendations

The review team validate the following:

- The vision for the school is shared by the whole staff. Consultation with all staff and external stakeholders is a feature of the school's process when setting its strategic direction. A focused effort to recruit 2 Level 3 classroom teachers has boosted the school's ability to distribute leadership in priority areas.
- Four phase of learning teams have been established and this structure has streamlined communication between administration and staff in key messaging and strategy. Extra DOTT³ time and the Emerging and Team Leaders professional learning has been provided to staff identified as phase of learning team leaders.
- A significant proportion of the staff have undertaken the professional learning masterclass through Teach Well, leading to a common language about teaching and consistency of delivery between classrooms. Specialist teachers also undertake professional learning, adapted to suit their classroom context.
- All staff receive coaching on their practice using an identify, learn, improve process with instructional coaches on staff. Coaching is focused on goals related to the improvement of student achievement.
- Staff engagement with the Department's plans is evident. The priorities of the annual Focus plan are contextually analysed and incorporated in school plans.

Recommendation

The review team support the following:

- Progress the intent to develop a business plan, with the input of a broad range of stakeholders, including students, to articulate school direction from 2025.

Use of resources

The manager corporate services (MCS) role is shared with the weekly roster enabling 2 financial leaders the ability to manage portfolios and collaborate with the Principal and staff.

Commendations

The review team validate the following:

- A locally developed electronic budgeting tool assists the MCS with the preparation of the annual budget. The school additionally manages the funds of the expansive Geraldton Schools Network.
- The establishment of the Joeys program has enhanced the school's ability to prepare for anticipated Kindergarten enrolments, ensuring an educationally sound class structure is in place to support learning.
- All students in senior years access iPads while devices are available rotationally to junior classes. Technical support is provided by the library officer, resulting in an increase in student library engagement.
- Assets and resources are monitored and funded for their eventual replacement. A standalone plan supports the provision of ICT⁴ devices and staff have begun to explore the use of digital technology learning tools, such as robots, for use in the classroom.
- The improved collection of enrolment data by front reception staff exemplifies the important link that school officers maintain in supporting families and ensuring that the school is able to meet the needs of students.
- A 'Closing the Gap' partnership with the Commonwealth Government has funded extensive training for staff in the use of MultiLit and purchase of resources, ensuring its implementation with fidelity.

Recommendation

The review team support the following:

- Prepare for the school to fund MultiLit professional learning for staff on the expiry of the 'Closing the Gap' partnership.

Teaching quality

There are clear shared beliefs about what constitutes quality instruction held by staff. Priority is given to implementing high impact instructional teaching strategies and the focus of instructional coaching currently centres on the use of daily reviews.

Commendations

The review team validate the following:

- The specialist science teacher undertaking Teach Well professional learning seeks to measure the impact of instructional strategies through engagement with assessment tools including Progressive Achievement Tests and National Assessment Program science.
- Staff are committed to the reduction in student cognitive load through low variance practice incorporating relationships to foster the full participation of students, including those with special educational needs.
- Student achievement is monitored to ensure all students with low progress and achievement are provided with a Special Educational Need plan and report with the learning support coordination of the administration team.
- The implementation of evidence-based programs such as Spelling Mastery, InitialLit, LanguageLift and Heggerty, guided by training for casual and contracted staff ensures consistency of the learning program.
- Networks with colleagues in other schools allow staff to maintain currency of their instruction and undertake moderation on teacher judgements. Staff participate in the well-established Midwest early years network.
- Early intervention is conducted through the Joeys Pre-Kindergarten program ensuring that learning and allied professional support can be provided for students upon entry into Kindergarten.

Recommendations

The review team support the following:

- Led by the numeracy team provide opportunities for staff to engage in the implementation and delivery of a whole-school numeracy approach, with provision of moderation between teachers following the initial trial.
- Align the school's agreed instructional model to the Department's Teaching for Impact statement.

Student achievement and progress

Students achieving academic success and mastery of concepts through consistent teaching has been a major contributing factor to improvements in the school learning environment. Students are aware that teachers are invested in ensuring progress is made and providing them with opportunities to achieve their full potential.

Commendations

The review team validate the following:

- Reporting on student achievement and progress is supported by open nights that enable parents to have an insight into classrooms and access to staff, provided in a culturally responsive manner.
- Guidelines are provided to staff on effective formal reporting. The Kindergarten report format has been adapted to allow ease of reading for families, establishing a positive first reporting experience.
- Consistent data gathering on behaviour and engagement is informing the ongoing case management of students. Staff conduct a MTSS⁵ audit of the students in their classes to ensure that their needs are met.
- The On-entry Assessment is administered to students in Pre-primary, and in Years 1 and 2 enabling staff to track student progress while guiding planning for student improvement. Students perform at a comparable level to their peers in similar schools in systemic assessments.
- A strong focus has been placed on ensuring that a viable and rigorous curriculum is provided for students, supported by moderation opportunities that build staff understanding of curriculum and standards.

Recommendations

The review team support the following:

- Provide opportunities for further engagement of staff with NAPLAN⁶ and other systemic data to enable insight on their role in student attainment and its use to guide planning.
- Retain an ongoing focus on improving the regular attendance rate of students to build school engagement levels and improve levels of achievement in partnership with families.

Reviewers

Rohan Smith
Director, Public School Review

Darren Simpson
Principal, Capel 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 2027. 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 Aborigines and Islanders Day Observance Committee
- 2 Geraldton Regional Aboriginal Medical Service
- 3 Duties other than teaching
- 4 Information and communications technology
- 5 Multi-Tiered System of Supports
- 6 National Assessment Program – Literacy and Numeracy