



Department of  
Education

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Public education  
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# Rockingham Beach Education Support Centre

## Public School Review

March 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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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.



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## Context

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Rockingham Beach Education Support Centre (the school) opened in 1986 within the suburb of Rockingham, approximately 50 kilometres south of the Perth central business district. Located within the South Metropolitan Education Region, the school shares a campus with Rockingham Beach Primary School.

The school has an Index of Community Socio-Educational Advantage of 995 (decile 5) and became an Independent Public School in 2011.

Catering for children with special educational needs, the school currently has 62 students enrolled from Kindergarten to Year 6. Current enrolments are continuing an upward trend. Students generally remain with the same teacher for several years and each student has an Individual Educational Plan developed through a highly collaborative process involving teachers, parents, students and therapists.

The use of information and communications technology is an integral part of the teaching and learning process at the school. All classrooms are equipped with interactive whiteboards and computers. There is also a fully equipped kitchen with laundry facilities.

Working closely with the co-located primary school, both schools share a Parents and Citizens' Association (P&C) and School Board.

## School self-assessment validation

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The Principal submitted a school self-assessment with evidence outlining the school's practices and performance in each domain of the Standard.

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

- Multiple opportunities for staff reflection on the Standard and school performance were provided.
- The Principal, School Board Chair, parents, students and staff members engaged in discussion during the validation visit, adding value to the school's submission.
- There were opportunities for teachers to contribute to the Electronic School Assessment Tool (ESAT) submission.
- The Principal and staff clearly articulated the school's strategic direction and ongoing commitment to school improvement.

The following recommendation is made:

- Strengthen future ESAT submissions by providing a clear and concise account of the school's performance against the Standard, ensuring succinct analysis of evidence and clearly defined areas for improvement, with final oversight by the Principal.

## Public School Review

### Relationships and partnerships

Effective communication is underpinned by the shared value, 'Connect and Communicate'. This is evidenced in the open, trusting and supportive school community relationships and multi-level modes of communication. A positive partnership with Rockingham Beach Primary School has led to a shared campus vision to 'Aspire and Achieve Together' and a strong commitment to inclusion.

#### Commendations

The review team validate the following:

- A joint School Board is active in its support of the inclusive 'one campus' community. Individual School Board portfolios strengthen school governance by drawing on members' expertise, knowledge and skills to support school priorities.
- Parents hold the school in high regard and value the 'above and beyond' approach to supporting their child/ren's learning and wellbeing. Students expressed appreciation for the staff, school programs and 'good feeling' in the classrooms.
- Teachers and education assistants work collaboratively in teams, demonstrating a shared focus on student success and commitment to meeting students' individual needs.
- The belief by staff that students and their families are 'extraordinary' supports authentic family partnerships, and a focus on regular conversations and collaborative meetings.

#### Recommendation

The review team support the following:

- Continue to build external partnerships to support student learning and wellbeing outcomes.

### Learning environment

The school's safe and positive learning environment is founded on a deep understanding of each child and a balance between meeting each student's wellbeing and academic needs. Students are valued and their individual voice supported through the authentic development of communication skills and a range of leadership and feedback opportunities.

#### Commendations

The review team validate the following:

- The implementation of Positive Behaviour Strategies, the identification of behaviour expectations and collection of behaviour data to monitor progress are supporting a whole-school approach to behaviour.
- A developing focus on cultural responsiveness is evident in use of the yarning circle, sensory garden and implementation of the 8 Aboriginal Ways of Learning framework.
- Student wellbeing is supported through the development of a planning 'Matrix', which together with staff observations, informs differentiation and planning.
- Staff are trained in Positive Partnerships to build the skills and knowledge to meet the individual needs of students with autism spectrum disorder.

#### Recommendations

The review team support the following:

- Continue to develop cultural responsiveness and engage with the Aboriginal Cultural Standards Framework.
- Continue to develop the BehaveX data collection process to monitor behaviour progress.

## Leadership

A recent transition in leadership has been managed smoothly, maintaining a strong focus on the school's improvement agenda. It is characterised by good communication, positive support and ongoing opportunities for consultation on school self-assessment processes.

### Commendations

The review team validate the following:

- A clearly articulated business plan is driving school improvement, as are the school vision and values: Building Brilliant Futures for our Families; Experience the Extraordinary; Connect and Communicate; Embrace individuality; and Embed skills for life.
- The substantive Principal and deputy principal engaged in Leading School Improvement professional learning. This has contributed to strengthened strategic planning processes and evidence-based decision making.
- A culture of reflection on performance and opportunities for coaching, mentoring and observation is evident, including the use of internal 'champion' teachers to provide support for teachers.
- Opportunities are available for staff to assume leadership. Many staff are enthusiastically adopting an innovative problem solving approach to leadership roles for behaviour, moderation, staff wellbeing, literacy, numeracy and ICT<sup>1</sup>.

### Recommendation

The review team support the following:

- Strengthen distributed leadership, phase of learning roles and opportunities for formal collaboration.

## Use of resources

The current Principal and manager corporate services work together cohesively and collaboratively. Sound school processes for resource and budget management are evident, with clear alignment of school resourcing to student needs.

### Commendations

The review team validate the following:

- Budget planning is a collaborative process involving the Principal, manager corporate services and Finance Committee. It aligns with school needs, student enrolments and operational plans.
- The School Board has regular access to information regarding school finances and opportunities for discussion and questions.
- A handbook outlining financial management processes and cost centre management requirements, assists staff understanding of school financial management.
- Workforce planning is viewed as a significant aspect of school planning, enabling the effective allocation of resources to meet the needs of staff, students and the school.

### Recommendations

The review team support the following:

- The current Principal to continue to collaborate with the manager corporate services in the management of school finances.
- Continue to ensure workforce planning is aligned to school priorities and student needs.

## Teaching quality

A culture of high expectations, reflection, feedback and the pursuit of high quality teaching and learning is a school priority. A pedagogical framework is supporting consistent teaching practices. Teachers now develop individual learning programs aligned to ABLEWA<sup>2</sup> and the Western Australian Curriculum.

### Commendations

The review team validate the following:

- Teachers collaborate and plan together. The analysis of class-based assessment supports teachers' reflections on successful strategies and areas for improvement.
- A commitment to developing consistent practices in literacy is evident in the implementation of Talk for Writing and Read Write Inc across the school.
- Both whole-school and targeted professional learning support the development of staff skills and expertise in literacy and numeracy. Teacher leaders deliver point of need professional learning and carry out observations to support teacher development.
- Building staff capacity to support students with complex communication needs is evidenced in the provision of professional learning. Support for three staff members to obtain Graduate Certificates in Complex Communication Needs has added significant value.

### Recommendations

The review team support the following:

- Continue to develop the capacity of phase leaders to support teaching staff in the development of their practice.
- Continue to develop consistent practices and content sequencing in mathematics.

## Student achievement and progress

The school is prioritising the development of data literacy, data collection and evidence-based decision making. The creation of a moderation professional learning community, consisting of the majority of teaching staff, is enabling powerful conversations centred on student learning.

### Commendations

The review team validate the following:

- The development of a Moderation of Assessment Tool (MOAT) is providing a continuum for the moderation of student achievement and monitoring of student progress ranging from ABLEWA Stage A through to Year 6.
- Teachers align the writing of Individual Educational Plans to the MOAT, increasing the alignment of student learning, achievement and progress.
- Time is allocated in staff meetings to compare writing samples and data across the school.
- A whole-school assessment schedule provides teachers with data to make informed judgements about their students and the next level of learning to be undertaken.

### Recommendations

The review team support the following:

- Continue to develop data sets that inform judgements about student progress and efficacy of learning programs.
- Continue to explore and develop assessments in mathematics.

## Reviewers

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Kim McCollum  
Director, Public School Review

Michele Mason  
Principal, Beldon Education Support Centre  
Peer Reviewer

## Endorsement

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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 scheduled for Term 1, 2024.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Information and communications technology
- 2 Abilities Based Learning Education, Western Australia