



Department of
Education

Shaping the future

Rockingham Beach Education Support Centre

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

Rockingham Beach Education Support Centre is located approximately 50 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school currently has 59 students enrolled from Kindergarten to Year 6.

Rockingham Beach Education Support Centre opened in 1986 and became an Independent Public School in 2011.

The school has an Index of Community Socio-Educational Advantage of 1015 (decile 4).

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

The first Public School Review of Rockingham Beach Education Support Centre was conducted in Term 1, 2021. This 2025 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 comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an open and honest account of the school's operations, improvement agenda and context.
- Utilising a clearly defined framework, the Principal worked collaboratively with staff to reflect on school performance drawing links between the domain foci, business plan priorities, evidence examples and actions for improvement.
- Recommendations from the school's previous review was used by leaders to drive strategic development with improvement actions documented in a table format.
- During the validation visit, school leaders, parents and community members contributed openly to discussions. Staff provided elaborations on evidence submitted demonstrating strong support for the school and a shared sense of investment in student success.

The following recommendations are made:

- Continue to develop a culture of school self-assessment engaging staff in evidence-based decision making, collaborative data analysis and reflection on the school's performance set against the Standard.
- In future ESAT submissions, include robust analysis of student achievement data to guide judgements about performance and support the alignment of improvement actions.
- When selecting evidence and preparing accompanying analysis, strengthen the emphasis on demonstrating impact on student outcomes.

Relationships and partnerships

Described as a strong and connected team, staff demonstrate a formidable moral purpose and a collective understanding of the importance of positive student and family relationships as the basis for student success.

Commendations

The review team validate the following:

- Valued by families, the school has developed extensive external partnerships that create opportunities for students to participate in the community, improve learning and wellbeing outcomes, and build skills that enhance future pathways into the community.
- Extensive engagement in informal and formal staff collaboration is supporting a culture of learning and sharing of practice, contributing to the development of a sense of collective efficacy.
- Effective staff communication is enabled through the weekly newsletter, staff meetings and classroom meetings.
- Reflected in positive parent survey feedback, families expressed appreciation for the school, the programs delivered, and the care provided to their children.
- School Board members indicated that they had opportunities for input into the business plan development as well as opportunities to discuss school finances and performance.

Recommendations

The review team support the following:

- Continue to develop connections and opportunities for collaboration with the co-located primary school.
- Work with the school community to develop School Board effectiveness including access to board training to support members to fulfil their governance role with confidence.
- Informed by clear guidelines and expectations, strengthen the partnerships with therapy providers with a view to maximising student outcomes.

Learning environment

A student-centred and supportive learning environment is underpinned by an ethos of care and a clear commitment to understand and meet the individual needs of all students.

Commendations

The review team validate the following:

- Positive behaviour support (PBS) has been implemented through the establishment of clear behaviour expectations, explicit teaching and universal and targeted interventions. Students can readily describe the school's behaviour expectations and the agreed reward system for encouraging positive behaviour.
- Informed by research and expertise from a behavioural therapist, the school has established and documented clear systems and processes for identifying and supporting students requiring complex behaviour planning. Utilising functional behavioural analysis, class teams work collaboratively to analyse data and develop plans, leading to improvements in positive behaviour.
- The belief that all students have the right to have a voice underpins support for students' communication competency through the implementation of AAC¹. Teaching staff use ROCC² data to identify IEP³ goals, together with input from parents and therapists.
- With a view to enhancing student wellbeing, self-regulation and health and safety, the school has implemented PATHS⁴ as well as the explicit teaching of protective behaviours and Zones of Regulation.
- The school is taking steps to build Aboriginal cultural responsiveness including the incorporation of a Noongar Seasons scope and sequence, Wanjoo song (with Auslan) and Acknowledgement of Country into whole-school daily morning routines.

Recommendations

The review team support the following:

- Progress the systematic analysis of data sets including ROCC, behaviour and student wellbeing to determine students' needs, their level of progress and the impact of behaviour, wellbeing and AAC interventions or programs.
- Guided by collaborative reflection against the ACSF⁵ further develop Aboriginal cultural responsiveness including the building of staff understanding of Aboriginal cultures and histories, and connections with Aboriginal families.

Leadership

Valued by staff, the leadership have embarked on a school improvement process that privileges collaboration, consultation and the empowerment of staff to lead and develop. Staff report feeling listened to and motivated by a sense of autonomy and impact.

Commendations

The review team validate the following:

- A distributed leadership structure includes a range of committees and leadership roles in the areas of curriculum, complex communication and sensory support. Staff appreciate opportunities to undertake leadership responsibilities and appreciate access to professional learning and support from the Principal.
- Operational plans are developed in alignment with business plan priorities and by the National Quality Standard, PBS, curriculum and wellbeing committees. Business plan targets and improvements are monitored through the school improvement and business plan tracker and are reviewed at regular intervals.
- Staff new to the school are supported through an induction and mentoring process valued by participating staff and recognised as a factor contributing to their smooth transition.
- To support the implementation of whole-school programs and classroom instruction with fidelity, the curriculum leader and deputy principal deliver professional learning and model program delivery.
- Staff engage in performance management processes, with reflection and goal setting viewed as contributing to their professional growth and development.

Recommendations

The review team support the following:

- Further strengthen the distributed leadership structure through building the capability of the middle leadership aligned to strategic priorities such as literacy and numeracy.
- Progress the implementation of the pedagogical framework to support consistent instructional practices.
- Further support committees to collaboratively develop operational plans, including the development of one year student achievement targets informed by fine-grained analysis of student achievement data.

Use of resources

A commitment to providing sound financial oversight is evident in ongoing collaboration between the Principal, manager corporate services (MCS) and Finance Committee to monitor budgets and school expenditure.

Commendations

The review team validate the following:

- Resource allocation is aligned to strategic planning and is fundamentally focused on improving outcomes for students based on individual needs.
- With a view to ensuring efficient resource management, the school has established a resource library with resources accounted for and managed through a central electronic booking system.
- Oversight and support for the use of ICT⁶ equipment is well managed by a designated staff member.
- Asset and resource replacement schedules are updated and reviewed by the Principal, MCS and the Financial Committee with a focus on ensuring the sustainability of equipment and resources.

Recommendations

The review team support the following:

- Progress plans to develop a formal workforce plan that is informed by the monitoring of enrolments, changing student needs and the school's strategic priorities.
- As part of ongoing sound financial management practice, continue to closely monitor school budgets and source advice and professional learning from the Department's Financial Services where required.

Teaching quality

Based on the belief that every student can achieve, a passionate and committed staff are working collaboratively to implement evidence-based whole-school programs and practices in line with student's needs.

Commendations

The review team validate the following:

- Teachers utilise student achievement and progress data from a range of assessments, including the Joondalup Education Support Centre's mathematics assessment, Foundational Skills Assessment and Read Write Inc (RWI) assessment. Information is used to identify students' needs, set IEP goals and inform classroom planning.
- Underpinned by a commitment to building staff capability and consistent practices, professional learning is aligned to whole-school programs. This includes RWI, Talk for Writing and the school's individualised approach to teaching mathematics informed by the Joondalup Education Support Centre's mathematics program.
- Communication to families about their child's achievement and progress is provided through opportunities including IEP meetings, parent open afternoons, direct messaging via Seesaw, and phone calls.
- Students access learning in art delivered by a specialist teacher who creates a range of opportunities to engage students in hands-on learning aligned to individual needs.
- Teachers engage in writing moderation using Talk for Writing tasks. Teachers value the opportunity to deepen their understanding of their students' progress and next steps for improvement.

Recommendations

The review team support the following:

- Develop a scope and sequence for mathematics and English and further embed the school's whole-school approach to teaching mathematics.
- Progress plans to explore the use of Brightpath writing to support moderation processes.

Student achievement and progress

The school's strong commitment to identifying and collecting a range of student achievement data across English, mathematics, health and wellbeing and complex communication is acknowledged. Whole-school processes for data collection are embraced by staff and there is an appetite to deepen data analysis to inform both classroom and school decision making.

Commendations

The review team validate the following:

- The English curriculum leader and deputy principal review RWI student achievement and share information with teachers to inform classroom planning and delivery.
- A student objective tracking document has been developed to monitor student progress and inform the development of IEP goals at a fine-grained level.
- During mathematics, staff use checklists to record student achievement and provide evidence of students' achievement of IEP goals.
- The whole-school assessment schedule sets out a range of assessments to be conducted across the year. This includes termly RWI assessment and Talk for Writing hot and cold tasks to determine progress in writing.
- Collaborative duties other than teaching is used to bring staff together to engage with student achievement data, plan programs and share practice.

Recommendations

The review team support the following:

- Progress plans to build staff data literacy and use of data to pinpoint learning gaps and identify strategies or interventions to ensure ongoing student progress.
- Strengthen the collaborative analysis of a range of data sets at the whole-school level to inform judgements about student progress, accurately identify next steps for improvement and inform school decision making.

Reviewers	
Kim McCollum Director, Public School Review	Christina Maunick-Sallie Principal, East Victoria Park Education Support Centre 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Augmentative and Alternative Communication
- 2 Roadmap of Communicative Competence
- 3 Individual education plans
- 4 Promoting Alternative Thinking Strategies
- 5 Aboriginal Cultural Standards Framework
- 6 Information and communications technology