



Department of
Education

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Riverside Education Support Centre

Public School Review

December 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 focused 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

Riverside Education Support Centre is in the Mandurah suburb of Greenfields, located in the South Metropolitan Education Region. The school is co-located and shares facilities with Riverside Primary School. In 2013, the school gained Independent Public School status.

The school provides tailored programs for students with special educational needs. There are 79 students enrolled at the school from Kindergarten to Year 6, representing a significant increase on previous years. The school has an Index of Community Socio-Educational Advantage rating of 915 (decile 9).

The community support the school through the work of the School Board and the Parents and Citizens' Association (P&C).

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The self-assessment was conducted in an open, honest, transparent and inclusive manner.
- The principal formed an Electronic School Assessment Tool (ESAT) team to lead the staff through the self-assessment process.
- The ESAT team developed an understanding of the Public School Review process and then devised a plan for gathering analysis and evidence to support judgements about the centre's performance.
- The ESAT submission identified that the review process was of 'significant benefit' to the school.
- The self-reflection process served to confirm the staff judgements as well as to highlight school improvement focus areas.
- Staff, parents, students and community members enthusiastically engaged in conversations about the centre's story during the school validation visit.
- Discussions with leaders, staff, students, parents and community members during the validation visit, enhanced the centre's written submission and provided a comprehensive understanding of the centre's effectiveness.

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Relationships and partnerships	
<p>The leadership team fosters supportive, caring relationships with staff, students, parents and the wider community. They purposefully seek to connect students with opportunities that will assist them as adults, including free resources such as the library and shire activities in the town of Mandurah.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A multi-faceted approach to communication has facilitated the dissemination of the centre's ethos of inclusivity, and child-centred and solutions-focused education. • The two shared-site principals have a respectful and productive relationship. Together, they have fostered a renewal of the schools' commitment to equity, seeking innovative solutions to shared-site challenges. • The staff National School Opinion Surveys from 2016 and 2019 indicate high levels of satisfaction. Thorough analysis of parent and staff surveys has led to planned actions for improvement. • The centre supports students to develop life skills through innovative programs such as the School Café. They learn to plan menus, shop, use public transport, take orders and cook. • The School Board and P&C, shared by both the Education Support Centre and Riverside Primary School, support and promote both schools in the community.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Seek additional community members for the School Board.

Learning environment	
<p>The centre promotes a safe, inclusive and welcoming learning environment in which each student is challenged to achieve to the best of their ability. Parents voiced their appreciation of the high expectations for student achievement.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school officer and manager corporate services are credited with creating a warm, inviting environment in the front office, ensuring parents and students feel welcome and safe. • The centre's experienced protective behaviours coordinator has documented policies and processes in response to the Department's commitment to ensure all schools are 'child safe'. • A shared expectation of high standards for student behaviour is clearly communicated to students and the community. Experienced staff focus on de-escalation and developing students' self-regulation skills. • A whole-school reward system is used as an incentive for students to exhibit positive behaviours.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Investigate inclusive opportunities to seek student feedback and opinions.

Leadership

The leadership team uses relational leadership skills to create a safe workplace where all staff feel valued for their individual and collective contributions.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Possessing high level change management skills, the principal has empowered staff to use their initiative in identifying and leading significant school improvement. • A school-developed matrix, based on the Department's Classroom First strategy, to guide teachers' self-reflection towards achieving alignment between classroom planning and teaching practice. • Performance development and management cycles are embedded for all staff. • The leadership team initiated the School of Special Education Needs: Disability - Effective Utilisation of Education Assistants (EUEA) training modules. This has resulted in introduction of a model for harmonious, respectful and positive working relationships.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to use the <i>Aboriginal Cultural Standards Framework</i> as the basis for implementing appropriate practices to facilitate cultural inclusivity.

Use of resources

An integral part of the leadership team, the manager corporate services uses her expertise to provide up-to-date financial information to the principal. Prudent financial planning assists the centre in being flexible and responsive when circumstances change.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Meeting at least once per term, the Finance Committee understands its roles and responsibilities. • Submissions from cost centre managers are considered according to their alignment to identified priority areas. • Reserve accounts have plans and are focused on minor works, digital learning technologies and furniture replacement. • Innovative thinking has led to spaces being repurposed in response to changing student needs. • In alignment with the identified priorities, the P&C donated \$5000 towards staff training for the Pragmatic Organisation Dynamic Display (PODD) project. • A range of digital learning options are available in each classroom including iPads, desktop computers, smartboards, Bee-Bots and robots.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to invest in staff professional learning to deepen staff capacity and expand the range of teaching strategies.

Teaching quality

Highly skilled teachers and education assistants have pedagogical 'specialist knowledge' and experience in teaching students with additional education support needs. Each staff member is acknowledged for their areas of strength. They freely share their expertise in the collaborative work environment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The centre is renowned for its success in meeting the needs of individual students through a case management approach. • Targeted individual education programs (IEPs), developed in consultation with parents and specialists, are used to plan sequential learning programs appropriate for each individual student. • The centre uses 'Key Word Sign' as their Western Australian Curriculum mandated language option. • Teachers use the Western Australian Curriculum to plan 'at year level programs', adjusted for each student's ability. • Promoting Literacy Development and the PM Reading program serve as whole-school resources to support the English teaching program. • Specialist science, HASS¹ and physical education teachers supplement the curriculum by offering a variety of engagement opportunities for students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Implement the PODD project across the school. • Continue to research and develop an appropriate mathematics testing regime to track student progress.

Student achievement and progress

The whole-school assessment schedule captures individual student achievement and progress data.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • RTP SEN² planning and reporting is used as a whole-school approach. • SEN³ planning profiles achievement information assists teachers in making consistent judgements and informs IEP modification. • Thorough analysis of comparative IEP data has led to rich conversations about target setting and IEP writing guidelines. • The centre identified areas for improvement in data collection in 2017 and implemented process improvements to more effectively assess individual and school-wide student achievement in 2019. • The ABLES⁴ assessment is administered in Terms 2 and 4 each year and supports the tracking of student progress in a range of domains. • A whole-school, context specific tracking tool has been designed by the centre and is used by teachers to record student achievement of milestones and outcomes.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Investigate opportunities for cross-school moderation between teachers using work samples judged against the Western Australian Curriculum.

Reviewers

Laura O'Hara
Director, Public School Review

Michele Mason
Principal, Beldon Education Support Centre
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
Deputy Director General, Schools

References

- 1 Humanities and Social Science
- 2 Reporting to Parents – Special Educational Needs
- 3 Special Educational Need
- 4 Abilities Based Learning and Education Support