



Department of
Education

Shaping the future

Riverside 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

Riverside Education Support Centre is located in the Mandurah suburb of Greenfields, 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 has an Index of Community Socio-Educational Advantage rating of 958 (decile 7).

It provides tailored programs for students with special educational needs. There are 82 students enrolled at the school from Kindergarten to Year 6.

The community support the school through the work of the School Board.

The first Public School Review of Riverside Education Support Centre was conducted in Term 4, 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 school self-assessment outlining its operations and improvement agenda.

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

- The Principal provided staff with an opportunity to engage with the Standard and reflect on school performance in preparation for the review.
- Recommendations of the school's previous review were used to inform improvement planning between the reviews.
- Staff were encouraged to make individual contributions to the school's Electronic School Assessment Tool (ESAT) submission.
- Enthusiastic staff and community members, together with school leaders, offered their insights and observations contributing authentically to validation day discussions.

The following recommendations are made:

- In future ESAT submissions, ensure explicit attention to the collection of quality evidence, which best describes the essential indicators of performance, as outlined in the Standard.
- Ensure there is a clear link between judgements made, analysis of evidence and planned improvements.
- Prioritise the development of whole-staff collaboration and authentic engagement in the analysis of data to inform school self-assessment and improvement processes.
- Ensure that School Board members have opportunities to engage in reflection relating to school self-assessment.
- In future ESAT submissions, carry out a final review and refinement of entries and evidence to ensure coherence and clarity of messaging.

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Relationships and partnerships

Described by parents as having a family feel, the school has established positive family school partnerships through open communication and mutually respectful relationships. Parents expressed their appreciation for the school and the individualised support provided for their children.

Commendations

The review team validate the following:

- Underpinned by a strong sense of moral purpose, teachers and allied professionals engage in high levels of informal collaboration within class teams, with a shared focus on supporting student's individual needs.
- Opportunities are offered for the school community to provide feedback on school operations and improvements. Parent surveys indicate high levels of satisfaction with the school.
- The newly formed School Board are committed to supporting the school's improvement agenda and evolving as a team through self-reflection and ongoing training.
- A range of community partnerships including Riding for the Disabled Association and local schools provide opportunities for student learning and pathway planning.

Recommendations

The review team support the following:

- Build leadership and staff cohesion through improved internal communication, staff consultation and feedback opportunities. Develop clear meeting structures and processes for disseminating information.
- Ensure survey feedback is translated into strategic and operational planning.
- Continue to build Board members' understanding of their governance roles through access to training and regular School Board self-assessment processes.
- Further build the partnership with the co-located Riverside Primary School, including opportunities for collaboration and open communication.

Learning environment

An ethos of care underpins the focus of staff on supporting student's individual needs within a welcoming and physically appealing learning environment.

Commendations

The review team validate the following:

- Case management and collaborative planning with families, agencies and SSEN: D¹ are features of the school's focus on identifying and supporting students at educational risk.
- Pastoral care support for families and students is effectively provided by 2 school chaplains.
- The teaching of Protective Behaviours is well embedded and includes a designated curriculum, well developed resources and an assessment process.
- The school is committed to developing student voice through the implementation of Pragmatic Organisation Dynamic Display (PODD) to support student communication competency.

Recommendations

The review team support the following:

- Strengthen whole-school processes to support positive student behaviour. Review and align the behaviour policy to the Department's Behaviour Management in Schools policy.
- Build staff capacity to meet the needs of students requiring complex behaviour planning, including the development of consistent behaviour plans.
- Develop a whole-school approach to supporting student's health and wellbeing.
- Document and communicate processes for the identification, planning, monitoring and referral of students at educational risk.

Leadership

A wide range of enthusiastic teacher leaders and allied professionals are keen to assume leadership roles and responsibilities and support school initiatives with a focus on student success.

Commendations

The review team validate the following:

- Teachers collaborate with the deputy principal to review Teaching and Learning programs before delivery to students.
- Professional conversations and support is provided to staff through performance management and development meetings, peer observations and classroom visits.
- Aspirant leaders are identified and provided opportunities to engage in externally sourced professional learning.

Recommendations

The review team support the following:

- The Principal to lead development of a shared school vision and the collaborative development of a school business plan. Include key strategic priorities, strategies, measurable targets and ensure ongoing monitoring.
- Develop annual operational plans including literacy and numeracy aligned to strategic priorities. Include measurable student targets, strategies, and leadership responsibilities.
- Extend distributed leadership opportunities, through the development of clear roles and collaborative teams that progress the implementation of operational plans and strategic priorities.
- Implement a change management approach that privileges consultation, communication, role clarity and monitoring of effectiveness.
- Led by the Principal, strengthen instructional leadership to support consistent and agreed instructional and pedagogical practices. Provide opportunities for staff collaboration and professional learning linked to school-wide approaches.

Use of resources

The Principal and manager corporate services (MCS) work with the Finance Committee to provide oversight of school financial management and resource allocation.

Commendations

The review team validate the following:

- The Finance Committee meets each term and is inclusive of all teachers, leaders and the MCS. Teachers are appointed as cost centre managers.
- The school has allocated funds for the development of PODD with a view to supporting student's communication needs.
- A shared site Memorandum of Understanding has been developed to clarify and agree shared site costings.
- Pre-service teachers and students studying to be education assistants are provided opportunities for work experience and practicums leading to future recruitment opportunities for the school.
- A successful Schools Plus Grant application is intended to support a 2 year project in the development of tools to support the collection and analysis of student achievement data.

Recommendations

The review team support the following:

- Undertake a review of the workforce profile and develop a workforce plan that outlines and addresses gaps in line with student needs and strategic priorities.
- Ensure resource allocation is explicitly aligned to strategic priorities through the inclusion of estimated resource costings within operational plans.
- Strengthen budgeting and reserve planning to ensure strategic priorities are sufficiently resourced to deliver on strategic priority goals.

Teaching quality

A highly passionate staff are clear in their commitment to identifying and supporting student's individual needs through differentiated learning opportunities and collaborative planning.

Commendations

The review team validate the following:

- The implementation of Promoting Literacy Development is evident and has been further enhanced through an improved tracking document to support teachers' planning and decision making.
- Following professional learning, 2 staff members have introduced Talk for Writing lessons into their classrooms. Information has been shared with staff and there is an appetite to expand the program further.
- A class based in-school enterprise program links student learning within a simulated café context to Western Australian curriculum and individual learning goals.
- Key Word Sign is taught as the school's Languages other than English subject and is valued by staff and families.

Recommendations

The review team support the following:

- Further embed whole-school programs for teaching literacy and develop a whole-school approach to numeracy supported by professional learning.
- Strengthen staff collaboration through formal structures with a focus on teaching, learning and student achievement.
- Progress plans to expand staff professional learning in Talk for Writing to support implementation.
- Further develop clear curriculum scope and sequence documents to support staff planning and delivery in the classroom for literacy and numeracy.
- Support consistent practices and pedagogy through classroom observation and feedback, professional learning and targeted support.

Student achievement and progress

Staff demonstrate a commitment to using data and evidence to identify student needs and inform classroom decision making. There are plans to develop whole-school data collection processes and practices to further support school and classroom decision making.

Commendations

The review team validate the following:

- Teachers draw on a range of information and data from key stakeholders, ABLES² assessment and classroom based assessment to identify student needs and develop Individual Education Plans (IEP).
- A trial digital handover document has been created to provide a snapshot of student information, which supports their transition process.
- The school has developed a Maths Tracking Tool with a view to assisting teachers plan and assess numeracy programs.

Recommendations

The review team support the following:

- Strengthen whole-school processes for collecting, analysing and sharing student achievement and progress data.
- Continue to develop data tracking using a range of data sets, including IEP outcomes, literacy, numeracy and ROCC³ data to inform interventions, classroom planning and whole-school decision making.
- Explore contextually relevant numeracy assessments to identify student needs, inform classroom practice and monitor student progress.
- Progress plans to introduce the ROCC Assessment to identify students' needs and inform IEPs, classroom and whole-school planning.

Reviewers

Kim McCollum
Director, Public School Review

Jessica Bates
**Principal, Beldon 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.

The next review process focusing on all 6 domains, is scheduled for Term 1, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Disability
- 2 Abilities Based Learning and Education Support
- 3 The Roadmap of Communicative Competence