



Department of  
Education

**Shaping the future**

# Roleystone Community College

## 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 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 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 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

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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Situated in the Perth hills, Roleystone Community College (the college) is located in an attractive bushland setting, approximately 35 kilometres east of the Perth central business district, within the South Metropolitan Education Region.

The college opened in 2012 following the amalgamation of Roleystone Primary School and Roleystone District High School, and gained Independent Public School status in 2015.

Currently, there are 833 students enrolled from Kindergarten to Year 10. The college has an Index of Community Socio-Educational Advantage of 1037 (decile 3).

Specialist programs offered for students include the Academic Extension Program, Academy of Digital Media (Film) and the Advanced Netball program.

The College Board is actively involved in setting the direction of the college and community support is provided by the Parents and Citizens' Association (P&C).

## 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 School Assessment Summary provided an overview of the unique school context and the process by which the school developed their Electronic School Assessment Tool (ESAT) submission in preparation for the Public School Review.
- The ESAT submission provided an honest, moment in time snapshot of the school's performance within each domain of the School Improvement and Accountability Framework.
- The college has undertaken whole-school internal reviews of its performance using the National School Improvement Tool annually since 2017, demonstrating their commitment to ongoing self-assessment.
- Leaders indicated that preparation of the ESAT submission complemented the college's self-assessment processes. They have signalled their intent to utilise the ESAT as part of their ongoing practice between school review cycles.
- Leaders compiled the information presented in the domain summaries, which was shared with staff and the College Board prior to submission.
- A number of staff, students and parents participated in conversations throughout the validation visit, each providing further elaboration to support aspects of the ESAT submission.

The following recommendation is made:

- Provide commentary on evidence provided in the ESAT submission to highlight those aspects that directly draw attention to the entries and judgements made.

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### Relationships and partnerships

The college values the extent to which positive and respectful relationships and partnerships enhance the learning experience and outcomes for students.

#### Commendations

The review team validate the following:

- A culture of collaboration exists across the college. The strength of informal opportunities, where staff share and seek the expertise of others, complements more formal structures for collaboration.
- Positive and connected relationships are evident between staff, students and families based on respect and care for all students.
- Multiple avenues, guided by agreed protocols, exist for families to communicate with the college. This includes the use of Connect, electronic newsletters, the college website and parent interviews and meetings.
- College Board members and P&C representatives are strong advocates of the college. Their respect for leaders and staff, and their pride in the positive behaviour of students, is evident.
- In addition to National School Opinion Surveys, opportunities for parent and carer feedback are captured through targeted and easy to complete surveys, which are considered and actioned by the college.
- The college is reflective and deliberate in creating and maintaining effective partnerships for the benefit of students. The partnership with Awards WA in delivering the Duke of Edinburgh Award program and trialling the Ignite program exemplifies this commitment.

#### Recommendation

The review team support the following:

- Engage the College Board and P&C in consultation to strengthen existing communication with families.

### Learning environment

Leaders have promoted a safe, inclusive and supportive environment that is evident by the positive 'feel' experienced when moving throughout the college.

#### Commendations

The review team validate the following:

- Leaders and staff demonstrate a genuine care for their students. A 'no stone left unturned' commitment to student support is the responsibility of all and appreciated by students and families.
- Significant attention is paid to ensuring that student health and wellbeing is enhanced through their engagement with the environment. Students are afforded purposeful, well-crafted nature play areas which they take pride in maintaining and ownership in respectfully sharing the spaces.
- There is a focus on early identification and intervention that drives decision making. The employment of an occupational therapist is providing guidance for teachers in supporting student motor skill development in the early years.
- A tiered model of intervention guides the work of paraprofessionals in providing individualised and group interventions for students at educational risk. The establishment of the learning support coordinator is strengthening individual education planning and providing support for teachers.
- Good standards of student behaviour are a testament to the positive culture of the college. The reinvigoration of Positive Behaviour Support is building a common language and meaningful rewards for positive behaviour.

#### Recommendation

The review team support the following:

- Continue to progress the college's commitment to become more culturally responsive and embed Aboriginal perspectives into classroom practice.

## Leadership

Leaders are united in their vision and have developed a culture of trust in progressing the college's ongoing improvement agenda.

### Commendations

The review team validate the following:

- The '4 Givens' underpin the narrative of leaders and the collective responsibility to an agreed way of working together in the best interests of students.
- The 'Towards' document articulates the alignment of system directions and school priorities for staff and guides the work of the college.
- Leaders manage change in a very strategic and deliberate way ensuring all decisions are evidence-based and staff are provided with opportunities to engage fully in the processes.
- Leaders model instructional leadership effectively and are engaging staff in reflective practice through the professional review process aligned with the 'Toward' document.
- Distributed leadership is promoted through collaboration and the identification of 'experts' to drive school initiatives.
- Executive leaders are situated across the college resulting in ongoing support for teaching and learning and professional conversations with staff. Time to collaborate is prioritised, ensuring leaders maintain a whole-school focus on priorities.

### Recommendation

The review team support the following:

- Allocate dedicated time for staff to lead their identified portfolios and strengthen mentoring support to assist in their leadership development.

## Use of resources

As evident in each of the domains of the School Improvement and Accountability Framework, finance and resource decisions are aligned directly to meeting the needs of every student.

### Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in ongoing oversight of the college's financial position. The Finance Committee is representative of staff across the college and, along with Board members, play their role in maintaining sound financial governance.
- Thorough planning, using both Department of Education and college-based tools, is ensuring resource allocations are aligned to college priorities. This demonstrates 'best practice' in managing the resourcing in a K-10 college context.
- Discretionary funds are prudently managed to address student need. Creative allocation of human resources including the placement of paraprofessionals is ensuring individual and small group support where required.
- Ensuring the ongoing workforce needs of the college by maintaining learning area and program expertise is driving careful planning.
- Considerable P&C fundraising has contributed to the school's ongoing efforts to provide physical spaces that enhance student learning, including two impressive nature play areas.

### Recommendation

The review team support the following:

- Continue to ensure the funds allocated through the Funding for Schools model are meeting the unique needs of the college.

## Teaching quality

Evidenced by the shared language of leaders and teaching staff, there is a collective commitment to improve the quality and consistency of teaching practice across the college.

### Commendations

The review team validate the following:

- In collaboration with staff, whole-school expectations in relation to teaching, learning and assessment, have been established and documented in the Roleystone Teaching and Learning handbook.
- An agreed lesson design modelled on Rosenshine's Principles of Instruction is promoting consistency of practice and a common language for staff and students.
- Staff collaboratively plan for, act on, and assess student learning with guidance and support from leaders to align curriculum delivery with the Western Australian Curriculum. Feedback from leaders on individual teaching plans is promoting a culture of continuous improvement among staff.
- Curriculum and classroom plans identify targeted strategies for individual and groups of students requiring differentiated teaching.
- Leaders interrogate system and school-based data and articulate these data in meaningful and succinct ways enabling teaching staff to make informed decisions in planning for improvement.

### Recommendations

The review team support the following:

- Further embed the Roleystone Model of Teaching across the college to promote collective teacher efficacy and ensure accountability through classroom observation and feedback.
- Ensure the professional learning plan is targeted to improving the quality and consistency of teaching practices outlined in the Roleystone Model of Teaching.

## Student achievement and progress

Leaders and staff share the belief that every child can progress, and demonstrate a shared responsibility for this to occur with all students.

### Commendations

The review team validate the following:

- 2021 NAPLAN<sup>1</sup> comparative performance was as expected in every assessment in every year group with the exception of Year 7. Significant improvement in Year 3 data in all assessments is a testament to the college's early intervention focus.
- A strategic and targeted approach has resulted in an increased number of Year 10 students qualifying for Online Literacy and Numeracy Assessment in recent years. In 2019, over 90 per cent of students qualified in all assessments.
- Attention to teacher judgements has shown improvement in grade allocation alignment. 'Principal Honours', awarded to students with high grade averages is resulting in greater numbers of students aspiring to and receiving these awards.
- Individual student systemic and school-based data is recorded and monitored by teaching staff. An extensive handover process ensures staff in the subsequent year have a clear understanding of student achievement and progress to inform teaching plans.

### Recommendations

The review team support the following:

- Continue to provide opportunities for internal moderation together with other network schools to further strengthen consistency of teacher grade allocation judgements.
- Increase the data literacy of teaching staff, particularly in the use of Progressive Achievement Tests, to strengthen their capacity to interpret data by assessing the impact of their teaching on student progress.

## Reviewers

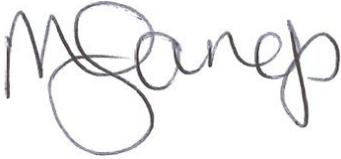
Vicki McKeown  
**Director, Public School Review**

Rodney Buckenara  
**Principal, Kinross College**  
**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 scheduled for Term 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy