



Department of
Education

Shaping the future

Richmond Primary School

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 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, 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

Context

Richmond Primary School is situated in East Fremantle, the school is around 9 kilometres south-west of the Perth central business district within the South Metropolitan Education Region,

The school has an Index of Community Socio-Educational Advantage of 1142 (decile 1).

It currently enrolls 453 students from Kindergarten to Year 6 and became an Independent Public School in 2019.

The school is well-supported by an active School Board and 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 Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit, delivered an account of the school context and operations in addressing its improvement agenda.
- Embedded school self-assessment processes are evident, underpinned by authentic consultation, reflection, and opportunities for staff to collaboratively plan, act, and assess.
- A broad range of committed school staff, together with students, parents and community partners enthusiastically contributed to discussion held with the review team during the validation visit.
- Strategic planning is in place to support improvement, with clear alignment evidenced through the ESAT submission.
- Leaders valued the school review as an opportunity to validate strengths and clarify areas for ongoing development.

The following recommendation is made:

- In future ESAT submissions, ensure that evidence selected provides sufficient scope and depth of information to demonstrate the school's performance against each domain of the Standard.

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Relationships and partnerships

An embedded culture of positive and respectful relationships is evident at all levels of the school fostered through collaboration, staff connection and high levels of trust.

Commendations

The review team validate the following:

- An informed School Board work collaboratively with the Principal and engage in open discussion with opportunities for input into strategic planning and policy development. Together with the P&C, through their respective roles, they provide ongoing support for the school.
- A cohesive staff hold the school in high regard evident in positive school satisfaction survey feedback. The parent survey, coordinated and analysed by members of the School Board, provided information to inform school-based action and response.
- Students value the school highly including the quality of the teaching, the level of inclusion and a safe welcoming environment enhancing a sense of belonging.
- City of East Fremantle partnerships are contributing to increased community engagement and opportunities for student learning.
- A restructuring of staff meetings to privilege collaboration and school planning has been received well by staff.

Recommendation

The review team support the following:

- Develop a communication plan to maximise effective and efficient family and school communication.

Learning environment

A safe and inclusive learning environment is underpinned by a clear focus on prioritising the health and wellbeing of all students and staff.

Commendations

The review team validate the following:

- Led by the deputy principal, processes for identifying, supporting and monitoring students at educational risk are evident, enhanced through collaboration with key stakeholders including the school psychologist.
- Staff have accessed professional learning to support the development of individual educational plans for identified students.
- The implementation of the Aboriginal Cultural Standards Framework and the development of the Richmond Reconciliation Action Plan (RAP) is valued by the school community and is being driven by a passionate team of staff, together with the principal.
- The implementation of Positive Behaviour Support (PBS) is contributing to the development of a shared language and consistent whole-school approach to support positive student behaviour.
- Zones of Regulation has been adopted by the school to support students' capacity to self-regulate.
- Embraced by the school community, the school chaplain provides a range of supports for students in line with needs. These enhance the school's capacity to optimise student health and wellbeing.

Recommendations

The review team support the following:

- Driven by high expectations, strengthen differentiation and build staff capacity to implement strategies and approaches to support high order thinking and student extension within daily learning.
- Progress intentions to implement a whole-school curriculum to support student social and emotional development.

Leadership

The Principal is acknowledged by staff for ensuring a seamless transition into the school following a change of leadership. The newly formed executive team are working cohesively to develop a shared vision for the future and clear strategic directions in collaboration with staff and the school community.

Commendations

The review team validate the following:

- A range of staff leadership opportunities include phase of learning leader roles, and roles linked to school priorities and initiatives such as PBS, RAP, literacy, numeracy and science, technology, engineering, mathematics (STEM).
- The school is currently developing the next business plan aligned to the School Improvement and Accountability Framework, with intentions to prioritise evidence-based programs and whole-school approaches such as HITS¹ as part of Teaching Quality.
- Planning is supported by 6 operational plans, aligned to the domains of the School Improvement and Accountability Framework, and informed by data and evidence.
- Change is addressed through a measured process that includes collaboration and consultation with the school community.
- Student leadership has been developed through a number of student leader roles and opportunities to contribute to school decision-making.

Recommendations

The review team support the following:

- Strengthen instructional leadership through further development of leadership roles, coaching, mentoring and collaboration to ensure consistent, low variance teaching practice.
- Progress intentions to develop a whole-school instructional model and support implementation through professional learning, and targeted support.

Use of resources

The Principal works collaboratively with the manager corporate services (MCS) and the Finance Committee to provide financial oversight and ensure that school funding and resources are allocated in line with student, staff and school needs.

Commendations

The review team validate the following:

- The MCS and Principal provide financial reporting to the School Board ensuring transparency with school resource funding, reserve plans and plans for school development.
- There are clear links between school budgeting strategic goals and student learning and wellbeing needs.
- Regular Finance Committee meetings provide opportunities to review budget allocations, financial performance and approve budget revisions.
- The school is well-resourced, with budgets linked to strategic goals and designed to support improvement strategies as detailed in strategic plans.
- Reserve planning is evident including active replacement and improvement plans.

Recommendations

The review team support the following:

- In future, workforce plans ensure alignment to the school strategic priorities including identified gaps, strategies and resources.
- In future, operational plans include anticipated resourcing.

Teaching quality

A student focussed staff are working collaboratively to identify and implement evidence-based programs. Leaders and staff have a strong desire to improve the learning of all students and are engaging in professional learning and reflection to ensure the delivery of impactful pedagogy.

Commendations

The review team validate the following:

- The school Curriculum, Assessment and Reporting policy outlines planning, teaching, assessment, moderation, and reporting processes with links to mandated SCSA² requirements, and strategic priorities.
- A range of explicitly taught literacy programs are developing across the school including Hegarty, University of Florida Literacy Institute (UFLI) Foundations and Talk for Writing. Daily reviews have been adopted school wide and Prime Maths has been recently introduced to support student's competency in problem solving.
- A dynamic Early Childhood Education (ECE) team work collaboratively to ensure the National Quality Standard is imbedded. A focus on evidence-based explicit teaching programs and building student competency under the five child development domains is evident.
- STEAM³ has been prioritised across the school supported through collaborative planning, professional learning, and staff support.

Recommendations

The review team support the following:

- Progress planned intentions to collaboratively revisit the school's beliefs and values about teaching and learning including the development of a shared understanding of high expectations.
- Continue to embed whole school programs and build staff capacity to support student problem solving and high order thinking.
- Continue to support consistent practices, connected learning and low variance teaching practice through, collaboration, observation, and targeted support.

Student achievement and progress

The school is committed to developing a culture of data and evidence-based decision-making. A range of systemic and school-based data to inform levels of student achievement and progress is evident.

Commendations

The review team validate the following:

- A committed deputy principal leads the development of whole school data collection and analysis across the school. On Entry, NAPLAN⁴ and Progressive Achievement Test data sets are analysed to identify students at risk, track student progress and inform interventions.
- The school has developed a comprehensive whole school schedule of data collection.
- Staff utilise EdCompanion to identify gaps in student learning and use information to adjust daily reviews and classroom planning.
- The Student Achievement Information System dashboard is utilised during the performance management process as a basis for reflection on student achievement and progress and professional practice.
- Staff use data and evidence to develop individual educational plans and group educational plans.

Recommendations

The review team support the following:

- Progress intentions to increase the number of students achieving in top 20% of NAPLAN proficiency bands.
- Continue to build staff data literacy through disciplined dialogue, professional learning in the use of student data to identify needs, set targets and establish differentiated programs for students.

Reviewers

Kim McCollum
Director, Public School Review

Katherine Wallace
Principal, Kingston Primary School
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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 High Impact Teaching Strategies
- 2 School Curriculum and Standards Authority
- 3 Science, technology, engineering, the arts and mathematics
- 4 National Assessment Program – Literacy and Numeracy