



Department of  
Education

**Shaping the future**

# Rivergums 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 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 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

Opening in 2016, Rivergums Primary School is located in Baldivis, approximately 47 kilometres from Perth in the South Metropolitan Education Region.

It has an Index of Community Socio-Educational Advantage rating of 1000 (decile 5).

There are currently 608 students enrolled from Kindergarten to Year 6.

The School Board and the Parents and Citizens' Association (P&C) actively support the strategic direction of the school.

The first Public School Review of Rivergums Primary School was conducted in Term 3 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted an informative school self-assessment.

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

- The Principal and leadership team undertook a consultative approach in preparing the school's self-assessment, ensuring staff had input into the process of identifying, collecting and collating evidence. The final submission was shared with the School Board.
- School Board members and P&C representatives participated authentically in validation visit discussions, reflecting a passionate sense of investment in the school's ongoing development.
- The review provided an opportunity for staff to reflect on their school improvement journey and appreciate and celebrate their achievements.
- Students provided valuable insights about their school which added positively to the validation process.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, consider the use of annotations to succinctly align the evidence provided with the judgements made.
- In analysing the evidence submitted, ensure the impact on student outcomes is included and that the judgement made supports meeting the Standard.

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<b>Relationships and partnerships</b>
A renewed focus on creating purposeful relationships and partnerships with parents, and a culture of collaboration between staff, has resulted in meaningful and genuine engagement with stakeholders.
<b>Commendations</b>
The review team validate the following: <ul style="list-style-type: none"><li>• Collaboration is highly valued amongst all staff contributing to a culture of collective efficacy. Year group teams have established clear norms for engagement and roles and responsibilities are shared amongst all team members.</li><li>• Relationships between the school and parent community has grown and settled into a respectful partnership. 2023 has seen the P&amp;C and School Board obtain its largest membership.</li><li>• Partnerships with Serpentine and Greenfields Primary Schools through the Knowledge Coalition, along with engagement with the Syntax and Morphology Project and Read2Learn have supported the school in embedding evidence-based literacy practices and sharing their experiences.</li><li>• Through the work of the school's Aboriginal Cultural Standards Framework committee, engagement with the Aboriginal community has increased. This has led to staff participating in activities that extend cultural awareness and drives an intent to increase the engagement of Aboriginal families and visibility of culture across the school.</li></ul>
<b>Recommendations</b>
The review team support the following: <ul style="list-style-type: none"><li>• Continue to review and develop outgoing communication with stakeholders, ensuring information is provided in a timely, accessible and consistent manner.</li><li>• Enhance the School Board's capacity to provide effective governance by ensuring all members receive training.</li></ul>
<b>Learning environment</b>
Rivergums Primary School is committed to fostering the enabling conditions that support student engagement. Staff strive to create an inclusive and positive environment through promoting consistent whole-school expectations and practices.
<b>Commendations</b>
The review team validate the following: <ul style="list-style-type: none"><li>• A revision of the school's attendance policy, triggered by data informed concerns, has clarified staff responsibilities and made explicit the process for responding to low or decreasing individual student attendance. This has resulted in greater consistency of practice when engaging families.</li><li>• The Positive Behaviour Support (PBS) team has reinvigorated the school's approach to managing student behaviour. Working with staff, students and parents, the PBS matrix has been revised. With a focus on one expectation a fortnight, reinforced through school communication and rewards, a calm and orderly learning environment is apparent.</li><li>• A focus on maximising student engagement during lessons underpins the school's pedagogical approach. The consistent application of research-based student engagement norms is evident throughout the school and has lifted students' participation in all learning areas.</li><li>• A Response to Intervention (RTI) approach informs the school's actions in supporting students at educational risk (SAER). Data is used to identify students requiring tier 2 and 3 interventions. Documented plans, and the use of SMART goals supports the tracking and reporting of student progress.</li></ul>
<b>Recommendations</b>
The review team support the following: <ul style="list-style-type: none"><li>• Continue to embed SAER and attendance policies and procedures by ensuring all staff maintain a common understanding of expectations and implement strategies with fidelity.</li><li>• Extend the RTI approach to encompass the identification and provision for academically able students.</li></ul>

## Leadership

The leadership team has a strong shared moral purpose with a unified vision for the school founded on high expectations of both students and staff. The teams' quest for excellence is fostered through collaboration, consultation, support and decisive instructional leadership.

## Commendations

The review team validate the following:

- A focus on success for all students and a participative and inclusive approach to school decision making has created a strong sense of trust and confidence in the school leadership team.
- Leadership is strategically structured and distributed, with many well supported opportunities to lead available for staff. This has created a strong layer of teacher leadership, where staff are empowered and have ownership and influence over the operations of the school.
- Change is supported through collaboration, mentoring, coaching and the performance management and development process. Triads are used to provide peer observation and feedback to teachers about their practice.
- Participation in the Forgary EDvance program has provided a structure to enact the school's improvement agenda, integrating the purposeful use of data to inform strategic and operational planning.

## Recommendations

The review team support the following:

- Continue the partnership with Fogarty EDvance to support delivery of the strategic directions outlined in the school's plans.
- Continue to provide opportunities, support and professional learning to develop aspirant leaders.

## Use of resources

The open and communicative relationship between the Principal and manager corporate services (MCS), allows them to work together to manage finances and allocate resources, with a focus on improving student learning and wellbeing outcomes aligned to the school's shared beliefs and practices.

## Commendations

The review team validate the following:

- Processes and practices are established for effectively and efficiently managing financial and human resources. The Finance Committee assists with financial oversight and the School Board is provided with information about the school's finances.
- The MCS has undertaken significant work to ensure the reserve replacement plan is robust and will meet the needs of the school into the future.
- To effectively deliver the school's strategic priorities, a thoughtful and reflective workforce plan has identified a need to retain skilled teachers through the provision of permanency and the recruitment of staff aligned to the vision and values of the school.
- An innovative approach to the deployment of education assistants' special needs, that is more accountable, responsive and flexible, better supports the changing needs of individual students.
- Minor facility repairs and fault rectifications are prudently managed. A high level of workmanship has been maintained whilst creating financial savings that are reallocated to support other aspects of the school's operations.

## Recommendation

The review team support the following:

- Enhance the scope of the workforce plan by considering, and planning for, the impact of future student enrolment on staffing requirements.

## Teaching quality

A shared belief that every child can achieve success defines teaching and learning. Research and evidence, are the foundations upon which quality teaching is being developed at Rivergums Primary School.

### Commendations

The review team validate the following:

- Organisational Health Index survey results demonstrate staff have a clear understanding of the school's beliefs about quality teaching and learning. Staff articulated the strengths as being the school's core beliefs and collaborative approaches. Staff are supportive and committed to the school's explicit direct instruction pedagogical approach.
- The recently developed Pedagogical Practices at Rivergums document supports teachers to ensure the school's programs are taught in a consistent manner. It outlines the school's explicit teaching expectations, lesson design and identifies and describes the high impact teaching strategies to be applied.
- Extensive professional development to support low variance school-wide instruction in literacy is provided through engagement in research, participation in Teach Well and the ongoing collaboration and partnerships with staff from a range of other schools.
- Staff have created learning area overview documents that organise the Western Australian Curriculum to ensure content is systematically and seamlessly delivered across the school.

### Recommendations

The review team support the following:

- Embed and enhance the school's pedagogical practices document with a focus on developing a school-wide approach to teaching mathematics.
- Train and deploy school-based coaches to support the ongoing implementation of High Impact Teaching Strategies and school-wide programs.

## Student achievement and progress

There is a school-wide understanding of the value of evidence-based decision making and a commitment to using the data to plan for the improvement of student achievement and progress.

### Commendations

The review team validate the following:

- A consistent approach to the analysis of data has led to the development of targeted improvement plans and whole-school planning documents that address identified areas of need.
- An extensive assessment and reporting schedule drives the collection and analysis of student achievement data. Teachers engage in disciplined dialogues, analysing the data to identify target groups and adjustments required for the current teaching and learning program.
- Staff are supported to plan for high academic progress. Year level teaching teams meet once a term with school leaders to analyse student achievement and progress data and make changes to teaching strategies as required.
- ICT<sup>1</sup> is used to store and organise data, making it accessible to staff and allows students' progress and achievement to be more effectively tracked over time.

### Recommendations

The review team support the following:

- Expand moderation processes to improve alignment between grade allocations and student achievement.
- Continue to review mathematics data collected through the school's assessment schedule to ensure it provides meaningful information to support planning and decision making.

## Reviewers

Gary Crocetta  
Director, Public School Review

Lynette Beard  
Principal, South Coogee 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

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## References

- 1 Information and communications technology