



Department of
Education

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Ranford Primary School

Public School Review

March 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Ranford Primary School opened in 1999 and is located in the suburb of Canning Vale, approximately 24 kilometres south of the Perth central business district. It is situated within the South Metropolitan Education Region.

Ranford Primary School has a campus of five teaching blocks and expansive, well-maintained grounds. In 2011, the school became an Independent Public School and in 2015 it was awarded Primary School of the Year in the WA Education Awards.

The school has an Index of Community Socio-Educational Advantage of 1095 (decile 2).

There has been an upward trend in enrolments in recent years with 698 students currently enrolled from Kindergarten to Year 6. Approximately 47 per cent of students identify as having a language background other than English. Cultural diversity is a feature of the school, as evidenced by the 53 languages other than English spoken at home.

As a Teacher Development School (TDS) in The Arts and Design and Technologies, the school is a valued system resource that promotes the sharing of high-level curriculum expertise across professional learning communities, networks and schools.

The school and School Board members collaborate in a genuine partnership to formulate, drive and review the school's performance, aligned to its strategic focus.

The Parents and Citizens' Association (P&C) is supportive, highly engaged and provide significant funds to support the school. They are committed to supporting the school through key fundraising events and opportunities for families to come together.

School self-assessment validation

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

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

- Self-assessment processes and analysis of data and information are embedded strengths of the school, informing ongoing planning and implementation of school and system initiatives.
- Comprehensive, existing and embedded self-assessment processes supported the school in their preparation for the Public School Review.
- The Electronic School Assessment Tool submission provided a detailed account of the school's current context, performance and the planning of focus areas in the business plan.
- Strategically aligned and rigorous reflection and review underpin the school's focus on accountability for student achievement and effective school operations.
- A summary statement provided an overview of the school's performance aligned to the Standard.
- A broad range of inter-related and credible evidence was selected for analysis.
- There is strong alignment between performance evidence, judgements about priorities and planning for improvement.
- A wide range of staff, student, parent and community representatives engaged in discussion with the review team, contributing authentic reflections in support of the school.

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Relationships and partnerships

Underpinned by embedded values and beliefs, a positive tone and culture is palpable across all aspects of the school. High levels of trust and respect are evident as the school and families work in partnership to ensure all students thrive and achieve their potential.

Commendations

The review team validate the following:

- Evidenced through the outcomes of the ACSF¹ team, is a genuine commitment to embed Aboriginal perspectives and an authentic community voice in decision making.
- A highly functional, transparent and collaborative School Board fulfils its governance roles and responsibilities. Engaged in the genuine review of data and information, they support policy development and the strategic intent of the school.
- Viewed as transparent and inclusive, communication platforms are comprehensive to facilitate translation processes. Parent feedback is sought actively and engagement levels at school events and workshops are high.
- Underpinned by a shared understanding of true collaboration, strategic structures and expectations, there are varied opportunities for all staff to engage in reflection, review, development and improvement processes.
- Collaborative teams and opportunities to engage are valued as a means to draw on the skills and expertise of others. Staff work in genuine unity in the best interests of students.
- Committees and professional collaboration beyond the school highlights the commitment to building the leadership capacity of the system.

Learning environment

Viewed as the hidden curriculum, the learning environment at Ranford Primary School enhances the sense of belonging and optimal wellbeing for all. The integrity of the school leadership is reflected in the school values, which lay the foundation for all interactions.

Commendations

The review team validate the following:

- Curriculum leadership, and an embedded school-wide pedagogy, supports and enables staff to differentiate the curriculum and ensure access for all.
- A comprehensive and proactive focus on health and wellbeing for staff, enables the school to plan for and deliver developmental wellbeing programs and provide sustainable supports.
- Attendance processes and procedures actively promote a culture of high attendance expectations, with average rates of attendance above those of like schools.
- Intersecting and consistent whole-school approaches and policies are in place to support students to self-regulate behaviour and display a positive attitude toward others and their learning.
- Aligned to the characteristics of the visible learner, the school values are taught explicitly, and acknowledged by all. They significantly enhance approaches to social and emotional learning and behaviour management.
- Underpinned by policy, the changing wellbeing needs of students are addressed through the provision of whole-school, group and targeted interventions.

Leadership

Demonstrating high levels of professional integrity, the leadership team set a tone for the unwavering focus on excellence. This is evident across all aspects of the school. The Principal strategically and expertly leads a professional, innovative and evolving team culture, centred on the best interest of students.

Commendations

The review team validate the following:

- Leadership is distributed and enhanced through defined structures that support the implementation and momentum across priority areas.
- From the Principal to student leaders, leadership is focussed on building capacity and the sharing of expertise through collaboration with the Nicholson Network.
- Pedagogical leadership is strong. The pedagogy leadership team drive the implementation of the visible learning plan and create the conditions for continued low variance teaching through classroom observations and professional learning opportunities.
- Professional learning programs and readings underpin the implementation and adoption of evidence informed, whole-school processes and pedagogy.
- Performance management and development processes are valued, with an unwavering focus on pedagogy and classroom observation feedback.
- A strategic plan outlining the school's foci, strategies and targets is aligned to a suite of operational plans and documents. These are reviewed for impact regularly.

Use of resources

Transparent and formalised procedures and processes support the strategic management of the school's resources. Underpinned by clarity of priority areas, the strong collaborative relationship between the Principal, manager corporate services and Finance Committee ensures there is a direct link between budget decisions and planning.

Commendations

The review team validate the following:

- The school has identified the flexibilities that best meet the needs of students and has deployed physical, human and financial resources strategically to maintain a robust fiscal environment.
- Asset management and replacement planning is comprehensive with a focus on investment and renewal of resources. Aligned to strategic priorities, the acquisition of assets supports teaching and learning programs and builds the capacity to provide resources for all.
- Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between school budgeting and business plan foci and targets.
- Resource allocations aligned to business plan foci are regularly reviewed with data informed processes. Targeted initiatives and student characteristics funding is deployed strategically to support a range of enrichment and support strategies for identified students.
- Deed of license arrangements are in place providing key services to families and the community. These provide additional revenue for the school.
- Staff recruitment and selection processes ensure a blend of expertise and experience. Professional learning to build capacity, with consideration to wellbeing, workload and system level requirements, is a priority.

Teaching quality

Shared staff beliefs underpin the vision that guides their work to ensure that students are empowered and motivated to achieve their potential. There is an embedded culture of excellence and improvement, evidenced by regular analysis of data, collaboration, and professional learning.

Commendations

The review team validate the following:

- Strongly embedded across the school, teaching and learning practices are aligned to the visible learning pedagogy.
- Skilled educators engage students by using a suite of teaching strategies that ensure focus on their learning and success criteria. With a clear understanding of the characteristics of a visible learner, students are encouraged to take ownership and responsibility for learning.
- Acknowledged as a TDS, expertise in The Arts and Design and Technologies builds capacity and provides a range of professional learning to support curriculum, planning and delivery.
- Curriculum teams develop, monitor and review learning area plans. Staff use data disciplined approaches to review professional impact and achievement of targets.
- Curriculum delivery and design is aligned to the Western Australian Curriculum, with staff embracing opportunities for moderation across year levels and curriculum areas.
- In collaboration with key stakeholders, SAER² are case managed through the development of Individual Adjustment Plans and SEN³ planning. There are comprehensive processes and supports that evidence clear targets, strategies, resourcing and timelines for review.

Recommendation

The review team support the following:

- Embed extension and challenge priorities to address intentions for academic extension.

Student achievement and progress

Rigorous analysis of system and school-based data guides tracking, monitoring and planning cycles with a focus on the growth of every child. There are sophisticated and embedded approaches to the application of data to inform student achievement and progress.

Commendations

The review team validate the following:

- Year 5 stable cohort data (NAPLAN⁴ 2016-2018 and 2017-2019) reflect high levels of achievement across all assessment areas.
- Over a number of years, the school means have been consistently above the like school means in all assessments in NAPLAN.
- 2019 NAPLAN data indicated that the proportion of students in Year 3 and Year 5 achieving in the higher proficiency bands, is consistently greater than those in like schools in all areas.
- Learning area plans and the reporting and assessment schedule support the focus on maintaining high levels of achievement and progress.
- Aligned to the EAL/D⁵ Progress Map, individual and small group support is provided to students who speak English as an additional language.
- Reporting processes encompass moderation practices and grade alignment. These are complemented by an achievement and progress interim report to families in Term 1 each year.
- Aligned to the school values, the comprehensive collection, tracking and analysis of ABE⁶ data supports communication, reporting and review processes.
- Teaching staff report positive trends of achievement and progress across learning areas, evidenced through analysis of school-based assessments, from Pre-primary to Year 6.

Reviewers


Rebecca Bope
Director, Public School Review

Craig Skinner
Principal, Bayswater Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendation made by the review team regarding your school's performance.

Your next school review is scheduled for Term 1, 2026.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Aboriginal Cultural Standards Framework
- 2 Students at educational risk
- 3 Special Educational Need
- 4 National Assessment Program – Literacy and Numeracy
- 5 English as an additional language/dialect
- 6 Attitude, Behaviour and Effort