



Department of  
Education

**Shaping the future**

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

## Context

Quinns Rocks Primary School is located 39 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1022 (decile 4).

Currently there are 368 students from Kindergarten to Year 6 and the school became an Independent Public School in 2015.

Quinns Rocks Primary School is supported by a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of Quinns Rocks Primary School was conducted in Term 1, 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 self-assessment, highlighting the operations of the school.

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

- Collaborative and inclusive processes underpinned the school self-assessment in preparation for the Public School Review. The leadership team established groups to reflect on the school's performance and planned improvement actions for each domain of the Standard.
- A range of staff, members of the School Board and representatives from the P&C contributed to validation discussions, elaborating on the evidence submitted through the Electronic School Assessment Tool (ESAT).
- An informative school tour, conducted by Year 6 leaders, provided a positive student perspective and additional insights in relation to the school's learning environment and culture.
- The evidence provided incorporated a summary of the work undertaken in considering the improvement actions supported in the 2019 Public School Review report.
- The process provided an opportunity for staff and the community to acknowledge the level of support and direction delivered by the school's leadership team.

The following recommendations are made:

- In future submissions, provide a succinct account of school performance by refining the collection and analysis of evidence to ensure alignment with judgements made and planned actions.
- Continue to develop staff understanding of the Standard to support and inform a culture of self-reflection and continuous improvement.

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### Relationships and partnerships

A focus on building positive and caring relationships is a feature of the school's culture. The community values the school's ethos of care, which results in a sense of belonging and connection, creating positive home/school relationships.

### Commendations

The review team validate the following:

- National School Opinion Survey data indicates a very high degree of satisfaction from parents and staff. Across both surveys, ratings ranged between 3.9 and 4.8 out of 5. This data is analysed and acted upon as part of the school's improvement agenda.
- Staff work together to manage operational issues and provide support to one another. There is a high degree of trust, collegiality and respect evident across the school.
- The introduction of the Seesaw platform is appreciated by families and has strengthened the communication between school and home by making information more accessible.
- A strong sense of ownership is evident in the work of the School Board and P&C and it is clear that School Board members are keen advocates for the school.
- The P&C develops connections within the community through organising events that link families to the school.

### Recommendations

The review team support the following:

- Develop the cultural awareness of staff and implement culturally responsive practices to continue building two-way partnerships with Aboriginal families.
- Enhance the School Board's capacity to provide effective governance by ensuring all members undertake Department of Education training to further understand their roles and responsibilities.
- Continue to develop effective communication with families by promoting the consistent use of Seesaw through the development of clear guidelines and expectations for staff.

### Learning environment

Students report that they enjoy coming to school and are appreciative of a physical environment that encourages a variety of interactions within a positive and safe learning environment. Students demonstrate a deep connection to their school and value the efforts of staff, who they believe truly care about them.

### Commendations

The review team validate the following:

- The appointment of a deputy principal with responsibility to provide leadership and oversight of the school approach to catering for students at educational risk.
- The school's Living Lab provides students with hands on experiences and practical opportunities that support environmental sustainability.
- Senior students have a voice when it comes to issues related to the physical environment of the school. They are listened to and can identify decisions that have been impacted by their input.
- Early intervention using MiniLit and MacqLit is in place to address the literacy needs of students at educational risk.

### Recommendations

The review team support the following:

- Continue supporting teachers to more consistently implement differentiated teaching practices that meet the specific learning needs of students.
- Consider the consistent implementation of a whole-school research-based program to address the identified social and emotional learning needs of students.

## Leadership

A deep understanding of school improvement and effectiveness drives the work of the executive leadership team who are committed to realising the school's vision: 'As a family we will empower tomorrow's leaders, achievers and caring citizens'.

### Commendations

The review team validate the following:

- The Principal's highly inclusive, collaborative and consultative approach to decision making has increased staff understanding, ownership and commitment to progressing the school's improvement intent.
- Performance management and development processes are in place for all staff. Opportunities for teachers to participate in observation and feedback are embedded to support their professional growth.
- Staff demonstrate a knowledge of the change management process and the strategic importance of having a strong, well-understood and accepted case for change as the foundation upon which new initiatives are implemented.
- Opportunities to lead projects of interest are provided to staff.

### Recommendations

The review team support the following:

- Consider aligning the observation and feedback process to the school's instructional model, before focusing on the next stage of sustained school improvement.
- Continue to develop the instructional leadership of aspiring school leaders, strengthening their skills to develop staff instructional skills and capacity to positively impact student learning.
- During the next business planning cycle, strengthen the alignment between business, operational and classroom planning.

## Use of resources

The Principal and manager corporate services (MCS) work together to allocate resources to meet the needs of students. The knowledge and expertise of the newly appointed MCS ensures resources are allocated and managed in a manner that supports the operations of the school.

### Commendations

The review team validate the following:

- The Finance Committee provides oversight of school finances and members have a sound understanding of their roles and responsibilities.
- The P&C is active in raising funds that support the school in resourcing initiatives and increasing student engagement and participation.
- Highly valued for their expertise, education assistants support student learning opportunities both in classrooms and through delivering targeted intervention programs.

### Recommendations

The review team support the following:

- Make clearer the link between the school budget, operational planning, and business plan targets and strategies.
- Continue with the intention to create a workforce plan that considers staff interest, experience, school demographics and the needs of the business plan.
- Review the resourcing of current operational and existing practices and programs to ensure they are delivering the improved student outcomes expected, and remain relevant and sustainable in meeting the ongoing needs of students.

## Teaching quality

Schools that significantly impact student learning are characterised by a culture of high academic expectations in which teachers take personal and collective responsibility to deliver a consistent school-wide pedagogy, based on shared beliefs and clear expectations about effective teaching and learning. The preconditions to achieve this are evident within Quinns Rocks Primary School.

### Commendations

The review team validate the following:

- Promoting Literacy Development (PLD) has been introduced to provide a consistent Pre-primary to Year 6 program in spelling. The use of ORIGO Education in mathematics is embedded across the same year levels.
- Education assistants work as respected collaborative partners with teachers. Their knowledge and skill in working to support students at risk is highly valued.
- Professional learning opportunities to improve practice are embraced and valued by staff.

### Recommendations

The review team support the following:

- Informed by the Quality Teaching Strategy, drive consensus among staff on a shared set of beliefs about how students learn and what good teaching practice involves.
- Based on staff shared beliefs, develop and enact an agreed evidence-based pedagogical framework which incorporates High Impact Teaching Strategies (HITS) from Kindergarten to Year 6. Ensure that a collective responsibility and commitment to the framework is in place to reduce variation in the use of HITS across classrooms.
- Ensure whole-school programs are delivered with rigour and fidelity.
- Continue to build the capacity of staff to implement a whole-school approach to differentiating learning within a classroom environment, taking into consideration the needs of students requiring extension.

## Student achievement and progress

The school is striving to create an environment in which the importance of data-informed decision making is embraced by all and informs the school improvement agenda.

### Commendations

The review team validate the following:

- Elastik has been introduced to build the data literacy of staff. This tool is allowing teachers to review data and set teaching goals.
- Whole-school analysis of NAPLAN<sup>1</sup> data is shared and used to identify future focus areas for improvement in student achievement.
- The use of Brightpath to assess writing and inform classroom planning is valued by staff and embedded across the school.
- The implementation of Promoting Literacy Development has led to the creation of a tracking tool that monitors student progress in spelling over time.

### Recommendations

The review team support the following:

- Prioritise opportunities, both internally and with other schools within the network, for staff to engage in moderation to support them in ensuring comparability of judgements about student achievement across all year levels.
- Strengthen whole-school approaches to the collection and analysis of data. Build opportunities for staff to engage with data and develop data literacy. Use data to identify student needs and set achievement targets at the individual, class and year level.
- Progress plans to review and refine the current assessment schedule to ensure that meaningful and relevant data is consistently and systematically collected and analysed to inform classroom planning and track student achievement.

## Reviewers

Gary Crocetta  
**Director, Public School Review**

Aaron Young  
**Principal, Bibra Lake 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.

The next review process focusing on the teaching quality domain only, is scheduled for Term 4, 2024. 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 this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy