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Department of
Education

Shaping the future

Riverton Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Public Review directorate. A review gives assurance to the local community, the Minister for Education 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.

Context

Riverton Primary School and is located 13 kilometres south east of the Perth central business district, within the South Metropolitan Education Region. The school shares the site with Riverton Education Support Centre.

Opened in 1949, the school gained Independent Public School status in 2017.

Riverton Primary School has an Index of Community Socio-Educational Advantage of 1127 (decile 1), and currently enrolls 650 students from Kindergarten to Year 6.

The school is supported by the School Board and proactive Parents and Citizen's Association (P&C).

The first Public School Review of Riverton Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

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 submission reflected a genuine commitment to authentic school self-assessment demonstrated through ongoing cyclical reviews and reflective practices that privilege staff voice.
- In preparation for the Public School Review, multiple opportunities were provided for staff to engage with the Standard and collaboratively reflect on the school's performance. Further distillation of information and evidence gathering was dispersed across leaders and small teams, contributing to a shared understanding of the school's positive achievements and opportunities for ongoing development.
- A tour of the school provided the review team with a further opportunity to understand the school's context, the positive relationship with co-located Riverton Education Support Centre and the welcoming and inclusive learning environment established at the school.
- During the validation visit a range of staff, students, parents, leaders, School Board and P&C representatives participated with enthusiasm in meetings and contributed to discussion, demonstrating strong support for the school and its inclusive and diverse environment.

The following recommendation is made:

- Build on self-assessment processes by further developing robust analysis of data and evidence to identify improvement foci and inform strategic decision making and planning.

Relationships and partnerships

An authentic commitment to embracing families from diverse cultures is foundational to the positive and trusting relationships established between staff, students, families and community members. The leveraging of powerful partnerships with Riverton Education Support Centre, The Riverton Women's Business group and Riverton Dads groups together with the P&C have led to a valued sense of connection and belonging for school community members.

Commendations

The review team validate the following:

- Valued by staff, an embedded culture of informal and formal collaboration has been established through common DOT¹, phase meetings and committee engagement. Microsoft Teams and OneDrive support shared planning further reinforcing the school's collaborative culture.
- Underpinned by a 'one campus' belief, an enduring and inclusive cross-campus collaborative partnership with Riverton Education Support Centre is valued by all. This is characterised by shared leadership and student services team meetings, staff cross-collaboration, joint events, opportunities for equitable curriculum access and the building of social connections for students.
- Clear and consistent external communication is facilitated through a range of platforms including Connect, Seesaw, Microsoft Teams, emails and newsletters. Multilingual communication and the use of interpreters support information access, and build understanding and connections with families.
- Family partnerships focused on trust and engagement are fostered through informal contact, parent-teacher meetings, and open nights. Harmony Day and events established through the Riverton Women's Business group support families from diverse backgrounds to connect with each other and the school.
- In line with the 'one campus' vision, a joint School Board is invested in the school and demonstrates a clear understanding of its governance role supported by induction and access to training. The joint P&C engage proactively in fundraising across the campus adding significant value to school projects and initiatives, and contributing to strong community connections.

Learning environment

The school's diverse and inclusive learning environment is grounded in a strong sense of care and respect together with a compelling commitment from staff and leaders to identify and support students' individual needs to maximise success.

Commendations

The review team validate the following:

- The physical environment has been intentionally shaped to enhance student learning and wellbeing. This is exemplified in the varied gardens and playgrounds designed according to students' developmental and sensory needs, purpose-built spaces, the science courtyard and Early Childhood Education small-world setups.
- The skilled and collaborative student services team draws on the expertise of the EALD¹ teachers, school psychologist, chaplain and leaders to identify support and monitor SAER². Sophisticated data collection and monitoring of student progress informs responsive interventions aligned to students' needs.
- A whole-campus approach to support student wellbeing is anchored in the Friendly Schools Plus framework. Zones of Regulation has been embedded to support student self-regulation, and the school psychologist has delivered professional learning on trauma-informed practice.
- Students with disability are identified and supported by individual education plans and targeted support. An EALD classroom provides targeted intervention for students learning with EALD, with student progress monitored using the progress maps.

Recommendations

The review team support the following:

- Guided by the ACSF³, progress plans to further develop Aboriginal cultural responsiveness through building connections with Aboriginal families, Elders, and community members and by embedding Aboriginal histories, languages and cultures across the curriculum.
- Further develop staff capacity to identify, communicate and embed agreed Tier 1 trauma-informed practices across classrooms and support consistent practices through professional learning and support.

Leadership

The relational style of the Principal is valued by staff and is attributed to setting the cultural tone and expectations for positive relationships across the school. This has created a strong foundation for staff cohesion and basis for shared decision making.

Commendations

The review team validate the following:

- Collaborative development of the 2023–2025 business plan has reinforced widespread ownership of the school's shared values and strategic directions with alignment to the Department expectations.
- Support for staff instruction is provided through engagement with the Quality Teaching Strategy (QTS) and Teaching for Impact (TFI), reinforcement of high impact instruction via a school blog initiative and the developing Literacy and Numeracy Pedagogical Framework and Instructional Handbook.
- Distributed leadership is cultivated through diverse leadership opportunities including formal leadership positions such as curriculum leaders, senior teachers, year level leaders and EALD specialists as well as committee participation and the leadership of projects and initiatives.
- Performance management and development is facilitated through a supportive process of staff reflection and goal setting with peer observation utilised as an additional element to support professional growth.

Recommendations

The review team support the following:

- Guided by the QTS and TFI, further embed the school's instructional framework by building leaders' capacity to support staff delivery of high impact instruction aligned to students' needs through modelling, coaching and targeted professional learning.
- Progress the development of annual operational plans aligned to strategic priorities that include clear strategies, targets, and review timelines.

Use of resources

The Principal and manager corporate services work collaboratively with the Finance Committee to provide sound oversight of the school's financial management practices and processes, as well as resource allocation aligned with the Funding Agreement for Schools.

Commendations

The review team validate the following:

- Student characteristics funding has been allocated to provide targeted support for students' learning with EALD by specialist EALD staff. Resources have also been allocated for the implementation of intervention programs to support students' early literacy acquisition.
- Funding has been deployed for the provision of targeted wellbeing programs and support from education assistants for students with additional needs.
- Responsive to data, chaplaincy time has been expanded to strengthen support for student wellbeing.
- A highly successful collaboratively developed Memorandum of Understanding has been established with the co-located education support centre outlining the shared site resources and expenditure.
- The Finance Committee meet twice per term to engage in financial management decision making, driven by the imperative to maximise learning and wellbeing outcomes for students.
- Effective management of ICT⁴ is facilitated through considered replacement planning and the engagement of a network support officer to provide advice and technical assistance.

Recommendation

The review team support the following:

- Strengthen the link between the business plan, operational plans and resource allocation by identifying projected costings on annual operational plans.

Teaching quality

Underpinned by a strong moral purpose, a passionate and committed staff have worked collaboratively to develop shared beliefs about quality teaching guided by the QTS, TFI and NQS⁵.

Commendations

The review team validate the following:

- Collaborative DOTT and phase meetings provide opportunities for staff to share practice, communicate student information and engage in collaborative curriculum planning. Additionally, EALD specialist teachers collaborate with teaching staff to effectively support students' learning.
- A range of school-wide programs and practices have been implemented to support student learning including Oxford Maths, PLD⁶, daily reviews and engagement norms.
- Staff report that opportunities for cross curricular learning and skills integration have yielded high levels of student engagement.
- Early years staff are engaging with the NQS, and the Early Years Learning Framework, with practice reflecting a focus on explicit instruction, and indoor and outdoor play-based learning.
- Cross-campus collaboration involving the co-located education support centre staff, EALD specialist, and school psychologist provides information to support differentiation for identified students.
- Teachers use a range of assessment information to communicate student progress and achievement to parents as part of cyclical reporting processes. Within kindergarten, portfolios and learning journeys provide information and insights for parents on student progress.

Recommendations

The review team support the following:

- Review whole-school literacy and numeracy programs with a focus on WAC⁷ alignment. Use data to identify areas requiring further reinforcement or challenge and adjust delivery of content in-line with students' needs.
- Introduce a whole-school approach to build students' high order thinking and problem-solving skills within daily learning experiences.
- Progress plans to further strengthen the whole-school approach to teaching writing.

Student achievement and progress

The school demonstrates a strong commitment to improving student achievement and progress through structured planning and evidence-based decision making.

Commendations

The review team validate the following:

- A range of systemic and school-based data is utilised by teaching staff and leaders to assess and monitor student progress including On-entry assessments, PLD screenings, Brightpath writing and maths assessments, Progressive Achievement Tests, NAPLAN⁸, and Lexile Pro.
- Screening data and EALD Progress Maps are utilised to identify student needs, plan curriculum and monitor the progress of students learning with EALD. Special Educational Needs planning documents and ABLEWA⁸ assessments are also used to assess the progress of students with a disability.
- Small group intervention programs have been established including MiniLit, MacqLit, and EALD extension to maximise student progress.
- Teachers and year level teams use School Curriculum Standards Authority Judging Standards, instructional sequences, and collaborative moderation to support consistent grading across learning areas.
- To support the identification of student needs in writing, cold and hot writing tasks are conducted with data used to inform ongoing planning and delivery.

Recommendations

The review team support the following:

- Build staff capacity to interpret and use fine grained data in identifying learning gaps, and implement intervention strategies to maximise student progress.
- Leaders to work collaboratively with staff to engage in robust data analysis including disaggregation and triangulation of data to identify trends and inform target setting and planning at individual, classroom and cohort level, focused on optimising student progress.

Reviewers	
Kim McCollum Director, Public School Review	Nicole West Principal, Inglewood 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 English as an additional language or dialect
- 2 Students at educational risk
- 3 Aboriginal Cultural Standards Framework
- 4 Information and communications technology
- 5 National Quality Standard
- 6 Promoting Literacy Development
- 7 Western Australian Curriculum
- 8 National Assessment Program – Literacy and Numeracy
- 9 Abilities Based Learning Education, Western Australia