



Department of
Education

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Public education
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Coogee Primary School

Public School Review

March 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Coogee Primary School is located in the City of Cockburn, within the South Metropolitan Education Region, approximately 30 kilometres south of the Perth central business district. The school, which has an Index of Community and Socio-Educational Advantage rating of 1042 (decile 3), currently enrolls 540 students from Kindergarten to Year 6.

Nestled in a tranquil environment with lush gardens, an adjoining lighthouse provides a signature for the community. It has extensive grounds, with three shaded playgrounds and a large oval for student and community use. The local community is celebrating its long history with the school's 125th anniversary this year.

The school is supported by an enthusiastic School Council, and the fundraising efforts of the active Parents and Citizens' Association provide financial support for additional resources.

Coogee Primary School offers a number of special programs including music, physical education, environmental education, learning difficulties and Languages Other Than English (Indonesian). It has an ongoing commitment to values throughout the curriculum highlighted by its participation in School Drug Education and Road Awareness program.

School self-assessment validation

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

The following aspects are confirmed:

- A broad range of evidence was selected for analysis and included in the submission.
- An open and honest account was provided of the school's current context in relation to the school improvement agenda.
- The school's analysis of evidence was appropriate and supported a genuine understanding of the school's performance.
- There was alignment between evidence provided, the analysis of performance and planned actions for improvement.
- The school visit yielded detailed information that served to add value to the school's self-assessment and assisted with validation.
- An understanding of the value of a strong evidence base to self-assessment was obvious.
- A developing culture of reflection and continuous improvement under the direction of leaders, was evident.

The following recommendation is made:

- Provide opportunities for staff to submit comments reflective of current observations, analysis and planned actions in future input to the Electronic School Assessment Tool.

Public School Review

Relationships and partnerships	
<p>Positive perceptions about school operations are evident in survey data. There is an appreciation of the strategic intent of, and developing engagement with, the improvement agenda for the school under the current leadership.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal has forged positive relationships through an honest, open, and frank approach to identifying the current context, and aligning strategies for improvement founded on a strong evidence base. • Building on a leadership emphasis on positive relationships, an explicit and inclusive plan for the future has been developed. • There is an emerging engagement of the School Council in governance. A desire for greater input led to involvement in multiple strategies when developing the School Business Plan, 2019-2021. • Leaders, staff, parents and School Council members are strong advocates for school direction under the current leadership.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop a strategic plan to build partnerships with parents, families and community organisations to improve outcomes for students.

Learning environment	
<p>Long-standing parent satisfaction with the school environment is being enhanced by the focus of current leaders and staff on a culture of 'high performance and high care'. There is a dedicated commitment to student achievement and progress in a safe, calm and orderly learning environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A high proportion of students are in 'regular' attendance. Overall, attendance rates are at expected levels as a result of a targeted school response to practices for monitoring and parent communications. • Response to perceived behavioural difficulties has been enhanced through; explicit expectations, consistency of implementation and leadership support aligned to the revised behaviour management policy. • Students at educational risk are formally identified, supported and monitored effectively for improvement. • The alignment of school direction, policies and practices for intervention has resulted in what staff describe as an explicit, clear and vibrant work and learning environment.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Explore evidence-based whole-school approaches to social/emotional and bullying education. • Continue to build the capacity of staff to make quality teaching and learning adjustments to support group and individual documented plans.

Leadership

The leaders' methodical approach to school improvement through clarification of purpose, expectations, complementary support and the requisite elements of accountability, has been well-received. The engagement of staff and the Council has been beneficial in aligning this approach with the existing vision and values to establish business plan priorities.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leaders are well respected by staff and parents. Trust has been built through modelling the personal traits of honesty, support and openness. • Staff acknowledge the benefits of the leaders' improvement agenda and the support provided to ensure the efficacy of its implementation. • Transparent, change processes, founded on a strong evidence base, have served to generate high levels of commitment to the school's strategic directions. • The instructional nature of the leaders' involvement in the school improvement journey has facilitated strong staff engagement. • Performance management and development processes have been reviewed strategically to align the AITSL¹ Australian Professional Standards for Teachers, whole-school approaches to pedagogy and curriculum and the essential elements of the improvement agenda.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Ensure that change is managed at a pace that builds acceptance and commitment, with consideration of the need to balance whole-school, student and staff needs.

Use of resources

The strategic and operational resourcing targeted toward a culture of 'high performance and high care', is appropriate to address the needs of students. Attention has been given to ensuring both the establishment and maintenance of the conditions for student success.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Alignment between planning priorities and resourcing allocations is evident. • The MCS² plays a key role in resource management and deployment and is recognised as an integral part of the leadership team. • Student characteristic funding is allocated strategically to support students requiring specific learning adjustments. • Judicious oversight by the Finance Committee ensures expenditure is aligned to planned resource allocations. The assessment of the impact of targeted expenditure is an important part of this process. • Strategic decisions regarding short and longer term workforce planning have resulted in increased staff confidence and their role in school direction.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Broaden Finance Committee membership to include curriculum and phase of schooling leaders to ensure targeted input on budgeting.

Teaching quality

There is a broad staff understanding of the need for, and commitment to, a performance culture that supports the school's improvement journey. A strong foundation for this culture is provided by high level teacher experience and competence.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A developing connection to data underpins a process of analysis to identify interventions that address gaps in student learning. • There is an emerging alignment between teaching expectations, whole-school practices and staff accountability for student performance. • The 'Teaching and Learning Handbook' has provided staff with clarity of expectations around; the pillars of school-wide pedagogy, givens for the learning environment and, imperatives of student engagement. • The DOTT³ timetable has been modified to allow Year level collaboration weekly, for teachers to plan, assess and moderate effectively. • A learning sequence matched appropriately to student progress along the learning continuum is being developed.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Provide all staff with high quality professional learning opportunities to support: coaching, mentoring, leadership pathways, phase of learning teams, whole-school curriculum approaches and induction. • Develop staff understanding and use of summative and formative assessments including interrogation of data at strand, sub-strand and question level.

Student achievement and progress

Data literacy is being enhanced to ensure staff understand and appreciate the value of evidence-based decision making at class, Year and phase of learning levels. The school is embedding processes to consider and analyse a range of data to inform improvement plans.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student achievement data in NAPLAN⁴ (Year 5) has been similar to or above like schools consistently, since 2016. • Student progress and achievement (Years 3-5) was higher than like schools in all areas in 2018. • Assessment of pre-primary (PP) students has aided their effective transition to Year 1 and assisted a review of the efficacy of the PP program.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to embed whole-school achievement and progress data assessment to inform planning at the individual, class and Year level. • Provide targeted support for students in the higher proficiency bands. • Improve student achievement and progress in the early years through intervention and support. Ensure the National Quality Standard is embedded in daily practice.

Reviewers

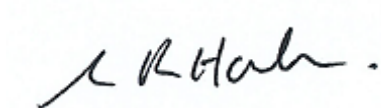
Brett Hunt
Director, Public School Review

Jo Stephens
Principal,
Beaumaris Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 Manager corporate services
- 3 Duties other than Teaching
- 4 National Assessment Program – Literacy and Numeracy