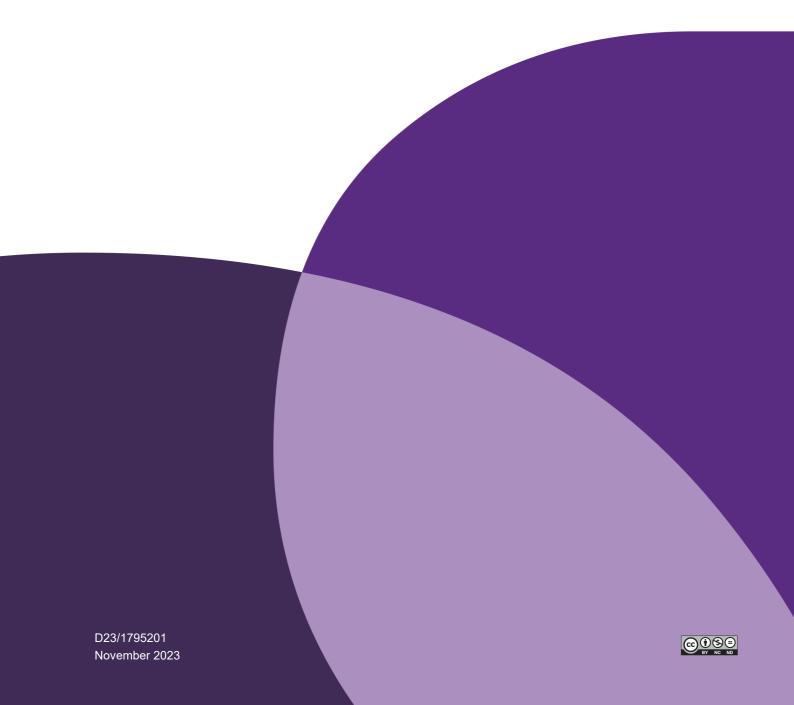**Shaping the future**

# Coogee 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

## Context

Opened in 1894, Coogee Primary School is located approximately 30 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1069 (decile 2).

It currently enrols 604 students from Kindergarten to Year 6 and became an Independent Public School in 2020.

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

The first Public School Review of Coogee 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 a comprehensive and rigorous school self-assessment.

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

- The school used the Standard domain foci and elaborations to guide the evidence selected for the Electronic School Assessment Tool (ESAT) submission.

- During the validation visit, the leadership team, School Board members, P&C representatives and a selection of staff engaged enthusiastically in discussion, providing insights that added value to the ESAT submission.

- Student leaders spoke openly, providing positive contributions to the Public School Review during the validation phase.

- The school acknowledged the value of preparing for the school review, with self-assessment processes reinforcing a collective commitment to teacher efficacy and creating a school-wide culture of transparent and collaborative decision making.

The following recommendations are made:

- Whilst acknowledging the effective engagement of staff in the process, ensure future submissions avoid repetition across domain entries.

- Ensure the evidence submitted aligns to the judgements made about school performance. Distil evidence to that which has the strongest impact on student outcomes and demonstrates that the Standard has been met.

# Public School Review

## Relationships and partnerships

Respectful, positive and cohesive relations exist between the school and community. The school is driven by a shared belief that every student will achieve success. Collegial respect and mutual trust exist between the staff and families, which is supported by overarching, collective and student focused decision making.

### Commendations

The review team validate the following:

- A range of communication strategies support the provision of open and transparent sharing of purposeful, reliable and accessible information for families.

- The School Board advocate positively and proudly support the direction of the school. Embedded governance structures are established, and members are actively engaged in school improvement processes.

- Formal collaborative structures are facilitated through phase and staff meetings, which are focused and aligned to the business plan priorities. Staff value opportunities to share skills and expertise, engage in data review and contribute to decision making processes.

- The P&C support the school improvement foci with a strong focus on community cohesion. In addition to fundraising events, opportunities for family engagement with the school are highly valued.

- The school actively provides opportunities for staff, students and families to provide feedback. Data review and analysis processes, aligned to National School Opinion Survey data collected, indicates the school is responsive to feedback.

### Recommendation

The review team support the following:

- Continue to explore opportunities to engage in authentic partnerships, including those that prioritise cultural responsiveness and STEM[1] education, in order to progress school priorities.

## Learning environment

Capitalising on available space, the school is committed to ensuring indoor and outdoor learning spaces are engaging, orderly and welcoming.

### Commendations

The review team validate the following:

- Underpinned by a values rich learning culture that supports quality learning and positive behaviours, common language through the visible agreed school values is evident.

- Practices to support students at educational risk (SAER) are facilitated through a team approach and provision of case conferences, classroom observations, supports and strategies for students and staff.

- Whole-school Positive Behaviour Support approaches are being explored for future implementation. The collective development and agreement on minor and major behaviours is evident, and a commitment to the development of a whole-school matrix is supporting positive and consistent language for staff and students.

- Strategies to maintain positive levels of student attendance are focused on positive engagement.

### Recommendations

The review team support the following:

- Strengthen SAER approaches by documenting and embedding whole-school processes outlining the identification, supports and monitoring of SAER.

- Review current approaches and implement an agreed, whole-school approach to student wellbeing.

- Review and update the existing and outdated Behaviour Management and Discipline Policy with a clear and explicit focus on current positive practices and Classroom Management Strategies.

## Leadership

The Principal's deliberate attention to creating the conditions for respectful leadership, supportive of staff and community, has engendered commitment and ownership of the school's vision and business plan.

### Commendations

The review team validate the following:

- As a key driver for change and school improvement, the business plan has explicit links to system priorities and the Department's strategic plan. Administration meetings are designed to ensure effective communication and accountability structures are in place.

- Performance management and development processes are valued with opportunities for staff to self-reflect, establish goals and determine required supports and opportunities for growth.

- Phase of Learning Team leaders are pivotal in planning and implementing whole-school change initiatives, promoting a strong sense of ownership and empowerment for all team members.

- In concert with network priorities, the school is prioritising the implementation of the Western Australian Future Leaders Framework to identify and develop middle leadership within the school.

### Recommendations

The review team support the following:

- Implement a monitoring tool that will support the review and tracking of school progress aligned to actions outlined in the business plan.

- Establish and document leadership roles and responsibilities with a clear focus on instructional leadership.

- Engage in reflective processes aligned to the Aboriginal Cultural Standards Framework to plan for and embed culturally responsive practices.


## Use of resources

The priorities of the budget align with the imperatives of the business plan and are considered alongside the needs of students. Collaborative structures are in place, ensuring decision making processes are transparent and evidence-based, with actions monitored effectively.

### Commendations

The review team validate the following:

- The manager corporate services (MCS) and Principal collaborate with transparency, ensuring sound financial processes and decision-making are in place. The MCS is engaged in regular administration meetings, demonstrating and applying a strong understanding of school priorities across all financial management decisions.

- Processes to develop, review and monitor the budgets and asset management are supported by cost centres and the Finance Committee.

- Planning for the replacement and upgrade of ICT[2] equipment across the school is evident, supporting the sustainability of ICT for students and staff.

- The allocation of resourcing is data informed and with the best interests of students guiding decision making. Financial management is sound with structures and processes in place that enable effective management of the one-line budget.

- Established timetable structures are comprehensive in order to support the implementation of whole-school approaches of Spelling Mastery and responsive intervention approaches.

### Recommendation

The review team support the following:

- Strengthen workforce planning by continuing to build instructional leadership and accountability to the business plan through development of middle leaders across the school.

## Teaching quality

Staff are professionally and personally invested in their intent to deliver a low variance pedagogical framework. There are shared beliefs and a commitment to embed consistency in programs, approaches and practice through an agreed lesson design and instructional framework.

### Commendations

The review team validate the following:

- A comprehensive teaching and learning handbook guides staff in the delivery of agreed practices regarding planning expectations, lesson design and programs for literacy and mathematics.
- Inclusive of warm-ups, an embedded whole-school approach to lesson design, is underpinned by an Explicit Direct Instruction model, providing success criteria for students and promoting consistency of instruction.
- Collaborative planning structures, involving Phase of Learning Teams, ensures staff have designated time to share, plan and moderate assessments, which is pivotal to the success of whole-school practices.
- Aligned to school priorities, targeted professional learning provides staff with the necessary support to confidently implement whole-school programs and instructional approaches.
- Practices to support quality differentiated teaching are guided through classroom supports and resources.

### Recommendations

The review team support the following:

- Review and refine the teaching and learning handbook, to ensure whole-school priorities align with the business plan and reflect the intent of the Department's Teaching for Impact strategy.
- Implement professional learning and practice to support academic enrichment and extension opportunities.
- Continue to develop peer observation and mentoring processes aligned to an agreed instructional focus.
- Continue to review the impact of whole-school programs and embed a consistent approach to numeracy.

## Student achievement and progress

The importance of evidence-informed decision making is well recognised by staff. System and school-based data are used to inform levels of achievement and determine targets for ongoing improvement.

### Commendations

The review team validate the following:

- A range of systemic and school-based assessments, including On-entry Assessment, NAPLAN[3], Spelling Mastery, Sounds-Write, Brightpath and the suite of Progressive Achievement Tests are used to make judgements on student progress and inform the impact of teaching and learning programs.
- Academic intervention strategies are implemented school-wide. The accelerated learning program is data driven with targeted supports and tracking processes in place.
- The introduction of reporting meetings with families has strengthened practices ensuring parents are well-informed about their child's progress and achievement.
- Underpinned by the whole-school assessment schedule, the use of Microsoft Teams, Elastik and collaborative processes supports the collective analysis and sharing of student data outcomes across the school.
- In addition to Elastik, program specific data spreadsheets guide the review of programs and planning for improvement.

### Recommendations

The review team support the following:

- With alignment to the business plan and data collected, establish cohort and whole-school academic targets that will inform student progress.
- Continue to embed and strengthen staff application of the Student Achievement and Information System dashboard and Elastik to undertake a deeper analysis of data review, to measure the impact of teaching and learning approaches.

| Reviewers | |
|---|---|
| Rebecca Bope<br>**Director, Public School Review** | Melanie Langley<br>**Principal, Woodvale Primary School**<br>**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 2026.

Melesha Sands
**Deputy Director General, Schools**

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**References**

1  Science, technology, engineering and mathematics
2  Information and communications technology
3  National Assessment Program – Literacy and Numeracy