



Department of
Education

Shaping the future

Coolbellup Community 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 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 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Coolbellup Community School is located approximately 20 kilometres from the Perth central business district, within the South Metropolitan Education Region. Established in 2005, the school relocated to a new state-of-the-art facility in 2006 and was officially opened in September 2007.

Co-located with Coolbellup Learning Centre, an education support centre, the shared campus provides many opportunities for students to integrate. Facilities include a nature playground, purpose-built art, music and early childhood rooms, a dental therapy centre, and extensive oval and sporting facilities shared with the Cockburn City Council.

The school has an Index of Community Socio-Educational Advantage of 965 (decile 7). Currently, 203 students are enrolled from Kindergarten to Year 6.

The Coolbellup Community School and Coolbellup Learning Centre share a School Council and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a school self-assessment using the Standard as a guide in the preparation process.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- In preparation for the submission, staff reviewed the school's evidence and were afforded the opportunity to provide feedback for each domain of the School Improvement and Accountability Framework.
- During the validation visit, members of the School Council, P&C representatives and Year 6 student leaders provided insights that added value to the Public School Review process.
- Teaching and school support staff engaged actively during the validation visit.

The following recommendations are made:

- Consider using the ESAT to record performance evidence as part of the ongoing school self-assessment process.
- Continue to build a school-wide culture of self-assessment through the use of evidence to determine levels of performance and to identify areas for targeted improvement and celebration.

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Relationships and partnerships

The school is aware of the contribution community partnerships can make to improving connections with families and educational outcomes for students.

Commendations

The review team validate the following:

- The P&C is a small but active group with members committed to family engagement. They play a significant role in the life of the school by seeking opportunities to support and engage with students and families through a range of activities, such as the Breakfast Club.
- Relationships between parents and staff are positive. Parents comment on teachers being caring and acting in the best interest of the children.
- The joint School Council meets once a term and reviews school plans and student performance.

Recommendations

The review team support the following:

- Undertake a review of current communication practices to determine which avenues are most effective for the parent community.
- Establish processes to improve the level of student, staff and parent participation in school and system surveys to improve the reliability of feedback.
- Work with the School Council to develop a strategy that promotes the work of the school within the community.

Learning environment

Leaders and staff are aware of the importance of student wellbeing. Organisational structures promoting an inclusive and positive learning environment that supports students to take responsibility for their own learning and behaviour, are being developed.

Commendations

The review team validate the following:

- The deputy principal has played a central role in improving the school's processes for monitoring attendance and the identification of students at educational risk.
- Behaviour management policy and practices are being reviewed based on Positive Behaviour Support. These are complemented with the implementation of the Zones of Regulation framework.
- In consultation with staff, an action plan has been developed to strengthen culturally inclusive practices and responsiveness aligned to the Aboriginal Cultural Standards Framework, specifically in the Relationships, Teaching and Learning Environment domains.

Recommendations

The review team support the following:

- Continue with the review and implementation of the school's behaviour management processes and the Zones of Regulation framework.
- With the support of SSSEN: BE¹, continue to educate all staff in Team Teach to develop behaviour management and positive handling plans for identified students.
- Engage staff in the development of whole-school processes that create shared ownership in addressing attendance and support for students at educational risk.
- Progress the development of a Reconciliation Action Plan and continue to work with staff on consolidating culturally inclusive practices in the classroom.

Leadership

The school is progressing implementation of a distributed leadership model. Staff engaged in this journey are enthusiastic and demonstrate a commitment to improving student performance.

Commendations

The review team validate the following:

- The deputy principal takes responsibility for ensuring documentation of support plans for students at educational risk.
- The leadership team has provided aspirant leaders the opportunity to engage in reviewing practice and leading school improvement initiatives. Staff are provided with the opportunity to participate and lead school committees.
- Decision making is undertaken in a consultative manner, with staff being provided opportunities to discuss new programs before reaching agreement on implementation.
- It was noted that aspirant leaders are engaging staff and guiding change through the provision of evidence, research and reflection on practice.

Recommendations

The review team support the following:

- Work with the School Council to revisit and reaffirm a collective understanding of and commitment to an agreed school vision.
- Review the school's strategic plan to ensure it reflects the current major foci and the work that is being led by staff in the school.
- Develop an expanded leadership model that provides clear links to strategic and operational plans.
- Reflect on the Western Australian Future Leaders Framework to foster staff understanding of leadership development and the building of leadership capacity.

Use of resources

Resources are managed by the Principal, manager corporate services and Finance Committee through formalised procedures. These processes provide oversight of appropriate resource allocation.

Commendations

The review team validate the following:

- The Principal and manager corporate services oversee and administer the budget. They work collaboratively in their respective areas of expertise.
- The Finance Committee reviews and monitors the budget with staff able to make submissions to the Committee for additional resources.
- Student characteristics and targeted initiative funding are directed towards the provision of teaching and learning adjustments that align with student needs.
- A three-year information technology infrastructure and asset replacement schedule has been established.
- The manager corporate services is respected for her professional knowledge and willingness to support staff.

Recommendation

The review team support the following:

- In the context of predicted changes in student numbers, review the school's Workforce Management Plan to ensure the workforce continues to meet the school's program requirements.

Teaching quality

There are documented expectations about teaching and learning. Professional learning relating to staff trialling and implementing selected programs is sought.

Commendations

The review team validate the following:

- All teachers are provided with a Teaching and Learning Handbook that outlines whole-school practices and programs.
- Whole-school programs support the teaching of literacy and numeracy.
- Education assistants are allocated to classrooms to provide additional support to teachers in the delivery of learning programs.
- Early childhood staff have been provided with professional learning in the teaching of oral language by the Fremantle Language Development Centre.
- A range of approaches to support differentiation, including streaming, have been used over time.

Recommendations

The review team support the following:

- Focus on developing staff capacity in the teaching of oral language in the early years.
- Reflect on the school context and expose staff to research about how students learn best, to facilitate the establishment of a whole-school instructional teaching framework.
- Develop and implement a sustainable model to support differentiation that provides students with appropriate learning opportunities and support.

Student achievement and progress

The school collects systemic and school-based data, which inform reflection against school targets, teachers' planning and strategic planning.

Commendations

The review team validate the following:

- The introduction of Talk for Writing resulted in an improvement in 2019 Year 5 NAPLAN² writing, spelling and grammar and punctuation.
- The school has a documented schedule for the collection of data to monitor student achievement in literacy and numeracy.
- Whole-school data are shared and used by teachers to make judgements and inform their planning.
- Staff have undertaken professional learning to familiarise themselves with the School Curriculum and Standards Authority (SCSA) Judging Standards, to support moderation processes and consistency in teacher assessments.

Recommendations

The review team support the following:

- Extend the school data collection schedule to include monitoring of achievement and progress in all curriculum areas.
- To account for variability in student cohorts, establish processes for tracking individual student progress in literacy and numeracy.
- Continue to provide professional learning in the use of SCSA exemplars to support moderation and teacher judgements.
- Investigate resources to monitor and evaluate student wellbeing and social and emotional development.

Reviewers

Lou Zeid
Director, Public School Review

Craig Anderson
Principal, Gosnells 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 timeframe for the next review process focusing on the Leadership, Teaching Quality and Student Achievement and Progress domains only, will be Term 3, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Behaviour and Engagement
- 2 National Assessment Program – Literacy and Numeracy