



Department of
Education

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Coolbinia Primary School

Public School Review

March 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Coolbinia Primary School first opened in 1955 and is located approximately five kilometres north of Perth, within the North Metropolitan Education Region. Situated in a natural environment, the school is set amongst established trees, open space and extensive native bushland areas.

In 2011, the school gained Independent Public School status. At present there are 426 students enrolled from Kindergarten to Year 6.

Coolbinia Primary School has an Index of Community Socio-Educational Advantage of 1141 (decile 1).

The Parents and Citizens' Association (P&C) provides support to the school and the wider community through fundraising efforts, hosting events throughout the year and supporting the canteen and uniform shop.

Support is provided by the School Board through the delivery of improved outcomes for students. The Board also endorses and reviews strategic targets.

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 (ESAT) submission outlined the school's performance throughout the three-year tenure of the current Principal.
- Leaders described the review process as an opportunity for staff to take part in reflection, celebrate successes and work together for improvement.
- The ESAT submission provided a clear and concise representation of the achievements of the school.
- A cross section of the school community contributed to the ESAT submission and validation visit.
- The validation visit further enhanced the school's judgements of performance made in the ESAT.

The following recommendation is made:

- Use the ESAT as a tool for ongoing school self-reflection against the School Improvement and Accountability Framework.

Public School Review

Relationships and partnerships

Leaders are cognisant of the value of authentic, trusting and respectful relationships in providing a culture of collaboration and partnership.

Commendations

The review team validate the following:

- Positive relationships with the community have been a priority for school leaders. Parents and carers highlight improved communication as a significant factor in growing community confidence in the school.
- The school's cross-curriculum priorities engage community organisations and the Aboriginal community in providing real world experiences for students. The highly respected cross-curriculum priorities coordinator seeks partnerships to support these projects.
- Transition from an operational to a school improvement focus has the School Board playing an important role in developing, monitoring and reviewing the business plan.
- Relationships within the school are collegiate in nature and staff identify the Principal's supportive leadership as the catalyst for the improved working environment.

Recommendation

The review team support the following:

- Continue to develop processes to maintain and build on the positive relationships with all stakeholders.

Learning environment

The school has created a safe, inclusive and supportive learning environment that is culturally responsive, providing learning through engagement with the bushland.

Commendations

The review team validate the following:

- Positive Behaviour Support strategies are embedded across the school. Student data is monitored actively and interventions are targeted to support students to manage their behaviour.
- A strategic plan has been developed using the Be You program to enhance staff and student wellbeing. Before, during and after-school clubs are provided by staff and community members as part of the Sustainability Action Plan focus on health and wellbeing.
- Students at educational risk are identified and case managed in collaboration with the school psychologist. Staff are provided time to attend case conferences each term for their students at educational risk.
- The school has embraced the physical environment as a vehicle for deep learning for students through the cross-curriculum priorities.

Recommendation

The review team support the following:

- Continue to seek feedback and refine processes to maintain the positive school culture.

Leadership

Leaders are strategic in their approach to school improvement and the change management process. Progress is evident across all domains of the Standard.

Commendations

The review team validate the following:

- Leaders are visible and supportive in the pursuit of school improvement in teaching and learning.
- Staff and the School Board are engaged by the leaders in the analysis of rich data for development and ongoing review of the business plan.
- Operational planning cycles support implementation of the business plan priorities.
- Aspirant leaders are provided opportunities through the Future Leaders Framework, facilitated through the school's involvement in the Mount Lawley Network Hub.
- A distributed leadership model has been adopted, with teacher's leading committees and Phase of Learning Teams that progress the school's improvement and operational agendas.

Recommendation

The review team support the following:

- Progress with the implementation of High Impact Teaching Strategies (HITS) and explore ways of incorporating this work into performance development processes.

Use of resources

There is a strong alignment between the school plan and allocated resources.

Commendations

The review team validate the following:

- The manager corporate services has worked with the Department's Financial Services to overhaul financial, budget and resource management processes. These are now robust and clear for staff.
- Operational plans outline key strategies and resource allocations for school priority areas. The Finance Committee endorses resource allocations aligned to school plans.
- The library officer, with the support of the manager corporate services, has improved processes for the management of physical resources within the school.
- The workforce plan takes into consideration more than staff numbers and considers the interactions and work conditions of staff.
- The P&C actively supports the school. Its effective operation of the canteen is providing a five-day service for students.

Recommendation

The review team support the following:

- Continue to work towards seamless processes for operational planning and budgeting.

Teaching quality

There is a commitment by staff to embed school-wide approaches to teaching and learning.

Commendations

The review team validate the following:

- The 'Curriculum Guide' outlines what is expected of staff in curriculum delivery across the school, including learning block structures and whole-school programs for literacy and numeracy.
- Curriculum teams have developed Scopes of Learning linked to resources and aligned to school priorities.
- The cross-curriculum priorities are providing rich, real life experiences across learning areas. The 'Aboriginal and Torres Strait Islander Histories and Cultures' and 'Sustainability' cross-curriculum priorities have received commendation for building intercultural understandings and reducing carbon emissions respectively.
- STEM¹ plays a significant role within the cross-curriculum priorities. The program is building strong foundations in information and communications technology through the dedicated digital technology support teacher.

Recommendation

The review team support the following:

- Continue to develop shared beliefs about teaching and learning, supported by the school's involvement in HITS as part of the Mount Lawley Network Hub.

Student achievement and progress

Student achievement is monitored and acted on through the school review and planning cycle.

Commendations

The review team validate the following:

- The NAPLAN² cohort mean score is consistently higher than the Australian mean and Western Australian school mean. The Proficiency Band Summary indicates that the majority of students sit in the top two bands for their year level.
- 2017-2019 NAPLAN data indicate overall performance can be categorised as 'Lower Progress-Higher Achievement'. Progressive Achievement Test data are being used to more accurately measure progress of students topping out in NAPLAN.
- Talk for Writing and Seven Steps have been introduced to target student achievement in writing. 2020 On-entry Assessment Program data for writing showed marginal improvement.
- Staff are engaging in moderation using Brightpath to better align teacher grade judgements.
- Student survey data are being used to measure the effectiveness of the STEM program.

Recommendations

The review team support the following:

- Partner with Mount Lawley Senior High School to ensure the back mapping of essential skills from Year 7.
- Progress actions identified for early childhood through the recommendations identified through National Quality Standard verification.

Reviewers

Vicki McKeown
Director, Public School Review

Pamela Pollard
Principal, Victoria Park 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.

Your next school review is scheduled for Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 National Assessment Program – Literacy and Numeracy