



Department of
Education

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Public education
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South Coogee Primary School

Public School Review

March 2020

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 focused 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

Opened in 1921, South Coogee Primary School is located 28 kilometres south-west of Perth, within the South Metropolitan Education Region.

There are currently 487 students enrolled from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 1017 (decile 4).

Multiculturalism and diversity are celebrated at South Coogee Primary School, with an estimated 50 different languages spoken by families who originate from a variety of countries.

Whole-school academic and social learning is complemented through the provision of Noongar and Indonesian languages, music, drama, physical education and art. An on-site service offers before and after school childcare.

The school grounds offer a variety of play areas to suit the interests of all students including extensive nature play and loose parts play areas. As participants in the Monarch Butterfly renewal project, the school has planted butterfly attracting plants to support the renewal of the butterfly population.

Since the school became an Independent Public School in 2013, the School Board has played an important role in shaping school directions through planning processes. The School Board also monitors school finances and school performance.

South Coogee Primary School has an active Parents and Citizens' Association (P&C) with parent, family and community members encouraged to be involved in school activities and contribute to school resources.

School self-assessment validation

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

The following aspects are confirmed:

- Using a disciplined dialogue approach as a reflective tool, the school provided a detailed analysis of their point-in-time school performance position.
- Staff feedback revealed that an embedded culture of ongoing school self-assessment and reflection against planning documents made the preparation for the Public School Review feel like 'business as usual'.
- In assembling the school's Electronic School Assessment Tool (ESAT) submission, the leadership team worked collaboratively with staff to identify relevant observations, collected credible evidence, provided skilled analyses and aligned school judgements to school performance.
- The validation visit discussions enhanced and elaborated on the school's ESAT submission.
- Staff, community members and students engaged in the validation process and provided positive endorsement of school directions.

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Relationships and partnerships	
Strong, productive and respectful relationships are underpinned by engagement norms, which serve as an embedded framework for all interactions at the school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A highly committed and capable School Board supports school directions and provides input into the strategic directions of the school.• School norms are credited with creating a safe and supportive work environment for staff and have encouraged innovation and risk taking, leading to increased staff ownership of school directions.• In a consultative process with the leadership team, the P&C supports school initiatives and fundraises purposefully, expending funds each financial year to benefit the school's current students.• Several effective partnerships including Fremantle Speech Pathology Services, Curtin University, Cockburn Cement and the Yangebup Family Group complement and enhance student learning.• Highly committed teachers are generous with their personal time, volunteering to operate out-of-school-hours programs including a running club, CoderDojo, choir, performing arts and a rock club.• Parents expressed high levels of satisfaction, through surveys and in discussions with reviewers, about the quality of education provided by the school and with the capable teaching staff.

Learning environment	
The school is rightly proud of its safe, inclusive and engaging learning environment. A culture of reciprocal care exists with families, students, staff and community members.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The Positive Behaviour Support model was implemented in 2012 and has been refreshed in recent times to ensure it is contemporary and suited to student needs.• The Reconciliation Action Plan represents the deep level of staff and community engagement with the <i>Aboriginal Cultural Standards Framework</i>, and to the infusion of Aboriginal culture across all areas of the curriculum.• A high-functioning sustainability program capitalises on connections with the Western Australian Curriculum general capabilities and science, technology, engineering and mathematics (STEM).• The school is credited with providing a range of communication channels, which ensures equity of access to information, suiting all families.• There is a focus on improving student attendance, which is supported by a comprehensive intervention process and support.• Staff and student wellbeing is a school-wide focus as evidenced by a twice-weekly breakfast club, access to the school chaplain, mindfulness practice, creation of a staff lounge and the 'catch me at my best' staff recognition program.

Leadership

The strong, capable leadership team has developed a culture of high trust and demonstrates its faith in others' abilities by humbly deflecting attention and refocusing on the passions and successes of teaching and school support staff.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The distributed leadership model extends to all staff members, who contribute to the development of the school's plans and programs.• An established process of business plan review, twice per year, serves to keep the focus areas for improvement as a centrepiece and allows for celebration of progress towards school goals.• The leadership team view staff development as essential to creating a flexible and capable workforce, which is invested in the school.• A structured change management approach is strategic and uses a long-established process of building champions, trialling new initiatives and gaining an 80 per cent buy-in approach for whole-school interventions.• School planning processes and documents were embraced by all staff, with clear alignment of strategic, operational, financial and classroom planning evident.• The leadership team has facilitated development of the common language used by staff, supporting the consistent messages that emanated from validation visit discussions.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Refine the operational planning documents to make them concise and more user friendly.

Use of resources

Financial planning is targeted, effective and transparent. The capable manager corporate services works with the principal to formulate and monitor the annual school budget.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The school budgets strategically for teacher relief to support professional learning and for teacher release to undertake leadership positions in the network.• The Finance Committee considers school priorities and the level of direct benefit to students when deliberating on funding submissions.• The school successfully applies for grants and works in partnership with the community and businesses to enhance core learning opportunities.• Having completed an analysis of cost benefits of leasing technology hardware versus purchasing equipment, the school has determined leasing to be the most cost effective. This is well supported by a successful Bring Your Own Device program with up to 90 per cent of Year 3 to Year 6 students participating.• The school takes an agile approach to meeting the challenges in workforce management, most recently deciding to employ a network support officer.• Student characteristics funding and targeted initiative funding are allocated as intended.
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Teaching quality

Professional, capable and dedicated teaching staff have high expectations for student achievement and ensure currency of practice by attending professional learning and collegiate sharing.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's comprehensive pedagogical framework articulates agreed whole-school beliefs, practices, processes, data collection and commitment to research-based decision making. • Demonstrating commitment to school directions, all teachers engage in fortnightly collaborative meetings, before the start of the school day, that are focused on planning, moderation and sharing practices. • Teachers' collaborative meetings are targeted and purposeful, resulting in strengthened whole-school practices and teaching capacity. • The specialist teachers are engaged in collaboration and moderation, alternating meetings with their block teachers and among themselves. • Curriculum integration is highly developed and motivates students through establishing a sense of purpose, as in the cross-curricular STEM project.
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Student achievement and progress

The school collects a wide range of systemic and school-based data which informs: reflection against school targets; teachers' planning and handover documents; and strategic planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An extensive suite of student achievement data is collected including NAPLAN¹, Progressive Achievement Tests and Brightpath. • School data analysis accurately identified that in 2019, NAPLAN student achievement data was below expected levels. Thorough interrogation of data yielded possible reasons for the results and planned actions for improvement. • Two thirds of NAPLAN comparative performance results, from 2014 to 2019, indicate that student achievement level was as expected. • Longitudinal NAPLAN achievement data, from 2014 to 2019, shows that the students have scored similar results to like schools. • Staff and trained volunteers operate targeted intervention programs such as MultiLit, a literacy intervention program, to improve student progress and achievement. • In depth analysis of student progress and achievement through a range of data sources informs teachers' planning for curriculum differentiation.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Establish and maintain an upward trajectory of NAPLAN data. • Strengthen students' digital technology skills to combat any barriers posed by the nature of online assessments.

Reviewers

Laura O'Hara
Director, Public School Review

Gary Bryant
Principal, North Beach Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy