



Department of
Education

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Public education
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Coodanup College

Public School Review

October 2020



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 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

together with the Funding Agreement for Schools.

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

Coodanup College opened in 1989. It is located in Mandurah, approximately 80 kilometres south of the Perth central business district within the South Metropolitan Education Region.

Originally opened as Coodanup Senior High School, catering for students in Year 8 to Year 12, it became a middle school for Year 8 to Year 10 in 2001. In 2010, the college reintroduced the upper school program and has been known as Coodanup College since rebranding in 2015.

A significant increase in enrolments has resulted in a current enrolment of 799 from Year 7 to Year 12, with 23 per cent of students being Aboriginal.

The college has an Index of Community Socio-Educational Advantage of 893 (decile 10).

In 2013, Coodanup College became an Independent Public School. The College Board engages in decision making regarding the implementation of improvement strategies to achieve the collaboratively established targets.

Beginning in 2020, the college implemented a Specialist Learning Program for Autism (SLP-A).

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 Electronic School Assessment Tool (ESAT) submission provided a deep understanding of the college context, strategic and operational foundations and planned directions.
- Preparation for the Public School Review was aligned to ongoing procedures for the developing self-assessment and improvement processes at the college.
- Opportunities for staff contribution were provided to identify areas of celebration and evidence to support each domain.
- A range of evidence regarding college practices and performance was selected for analysis.
- During the validation visit, a cross-section of college leaders, teachers, support staff, students and parents elaborated on the evidence and planning intentions described in the ESAT submission.
- There was alignment between performance evidence, judgements and plans for improvement.
- The College Board chair engaged openly in the validation visit, providing insights in support of college direction.

The following recommendation is made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, to identify improvement targets for strategies to improve student performance.

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Relationships and partnerships	
<p>College leaders have been proactive in promoting an effective three-way partnership between the college, students and the wider community (including parents). This has enhanced the authenticity and efficacy of the school improvement journey in recent years.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Leaders and staff commit to a variety of communication platforms to ensure staff, parents, students and the community are well informed in a timely manner. • The college is recognised for its proactive practice in forming and sustaining relationships that benefit student learning and outcomes. • Staff morale is high as evidenced by staff surveys and the Organisational Health Index. They describe feeling valued and enjoy a high level of focused collegiality. • Staff consultation and active engagement led to the creation and ownership of the Guidelines for a Positive Workplace document. • Students appreciate the college culture of tolerance and acceptance.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to monitor staff morale and organisational health to determine strategies to optimise health and wellbeing.

Learning environment	
<p>The college engages with parents, government agencies and the broader community to create a physical learning environment that is safe, motivating and engaging. An explicit focus on getting the conditions right for student learning has been at the forefront of planning recently.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The college has embedded structures that ensure it is a site with strong organisational health, where staff and students feel valued and where their health and wellbeing is promoted. • The proactive approach of the college towards health and wellbeing was recognised by the Commissioner for Children and Young People WA as the winner of the WA Mental Health Education Award in 2019. • Cultural diversity and tolerance provides a source of pride. The Aboriginal Cultural Standards Framework is referenced regularly in optimising college operations. Cultural learning is viewed as an essential requirement of education for all. • The implementation of the Positive Behaviour Support framework has been embraced in providing structures to nurture students requiring a variety of support and/or celebration.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Formalise opportunities for student voice to inform college decision making. • Enhance cultural responsiveness by continuing to engage deeply with the Aboriginal Cultural Standards Framework to optimise student learning opportunities around Aboriginal cultures and relationships.

Leadership

The improvement journey is based on ensuring college processes create productive conditions for learning, develop the skill sets of staff to ensure the best quality teaching for all, and build relationships with key stakeholders to support aspirations.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The partnership with the Fogarty Institute in embedding their school transformation framework has provided a formalised structure for school improvement planning and operation. • The Aboriginal Education Committee is an active decision making body in the college providing education for students and staff regarding Aboriginal histories and language. • The leadership team, with complementary skills, talents and abilities has implemented a strategic framework to achieve identified goals in facilitating increased student performance. • Staff appreciate the culture of thoughtful support in implementing necessary transformation. This has led to their valued contribution to, and ownership of, evidence-based change in classrooms. • Leadership and management is a college focus, with a culture of leadership and accountability developing. Aligned to performance management and development, opportunities for aspirant teachers and leaders are supported.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to enhance leadership capacity in the distributed leadership model through professional learning aligned to the Western Australian Future Leaders Framework.

Use of resources

The use of resources is aligned clearly to school priorities. This, in turn, has a direct impact on getting the conditions right for student learning to optimise the opportunities for student success in this context.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS¹ is an integral part of the executive team and plays a key role in the planning for, and management of, resource deployment. • Efficient management processes have been implemented to ensure short and longer term resource planning is effective. • Targeted resourcing enhances the college focus to provide support for a broad range of academic opportunities and pathways. • Resource allocation decisions about funding of specific school programs and interventions are evidence based, fair and equitable. • Effective oversight by the students at educational risk team ensures targeted expenditure benefits students who attract additional funding.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to seek options to resource a broadened range of Australian Tertiary Admission Rank (ATAR) subjects.

Teaching quality

Teaching staff have embraced their increased accountability for quality teaching to ensure effective and engaged learning. This understanding is disseminated with the belief of the college community that enriched learning will lead to increased student outcomes.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Professional learning in Classroom Management Instructional Strategies, functional behaviour analysis, Zones of Regulation, Trauma-Informed Practice and Team Teach has supported staff to ‘get the conditions right for learning’. • Staff display commitment to a shared understanding of best practice and a productive model of explicit instruction. Planning, implementation and support are optimised by observation and feedback. • SLP-A team members provide expertise to staff on how to differentiate learning and ensure improved outcomes for all students. • The college’s Centre for Literacy and Numeracy (CLAN) is successfully teaching the skills needed to improve these foundational academic prerequisites. • Increased and effective use of data has resulted in targeted interventions, with staff taking ownership for student performance.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to enhance explicit direct instruction in lower-school classes to minimise variability of teaching.

Student achievement and progress

Teaching and learning and the impact on student achievement is a key priority for Coodanup College. Success in getting the conditions right for learning has laid the foundation for the improved student achievement and progress now evident.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Increased student skills in literacy and numeracy emanating from effective comprehension and analysis, have enabled a focus on higher order thinking to improve top-end achievement. • Attention to student learning needs, consistent assessment practices and tracking mechanisms have enhanced student performance. • Targeted intervention programs including: Re-engage, Coodanup Compass, CLAN, Success, and the EAL/D² and Inspire classes, cater successfully for the range of students’ educational needs. • Positive trend lines are evident in Year 7 and Year 9 NAPLAN³ assessment data from 2015 to 2019. • Literacy and numeracy progress between Year 9 NAPLAN and Year 12 OLNA⁴ in 2019 was significant.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to establish links with primary schools to enrich student skills in key areas including literacy, numeracy and science.



Reviewers

Brett Hunt
Director, Public School Review

Pauline White
Principal, Wanneroo Secondary College
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 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Manager corporate services
- 2 English as an additional language dialect
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment