



Department of  
**Education**

GOVERNMENT OF  
WESTERN AUSTRALIA

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Public education  
**A world of opportunities**

# Coolgardie Primary School

## Public School Review

July 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed 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:

	<b>Effective</b>
The school demonstrates effective practice in creating the conditions required for student success.	

	<b>Needs Improvement</b>
The school has aspects of its practice below expectations and needs supported action to improve student success.	

## **Context**

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Coolgardie Primary School is located 550 kilometres east of Perth, approximately 40 kilometres west of Kalgoorlie in the Goldfields Education Region.

The school was originally built during the gold rush era and celebrated its centenary in 1994. The original stone buildings have been well-maintained and sit alongside modern facilities that include a library, undercover area, administration block and attractive grounds and playgrounds.

Coolgardie Primary School currently enrols 52 students from Kindergarten to Year 6. The Index of Community Socio-Educational Advantage rating is 781 (decile 10).

The Parent and Citizens' Association (P&C) is active in supporting the school through sporting events, fundraising activities, Coolgardie Day and school camps.

Partnerships with the Shire of Coolgardie, YMCA<sup>1</sup> and local police focus on student attendance, student wellbeing and allied health interagency support.

## **School self-assessment validation**

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The Principal submitted a range of school self-assessment evidence that reflected the current emphasis on establishing a firmer evidence base for the school's improvement intentions.

The following aspects are confirmed:

- During 2019, the Principal engaged staff in a review of the strategic and operational plans, with initial observations made as to the current relevance of each planning focus and the potential sources of evidence for each plan.
- Concerns exist regarding the validity of the student assessment data that is currently available. Sporadic adherence to the intended assessment schedule, inconsistent student responses and/or completion of assessments over time has limited the 'usability' of available data.
- The school recognises a lack of reliable student assessment data weakens informed planning. As such, they are in the process of establishing a stronger evidence base through the use of OEAP<sup>2</sup>, M100W<sup>3</sup>, South Australian Single Word Spelling test, PROBE<sup>4</sup>, and PM Benchmarks<sup>5</sup>.
- The school self-assessment, as submitted through the ESAT<sup>6</sup>, included the Principal's reflections as to current levels of school performance, the available evidence that supports these judgements and emerging plans for improvement. Some evidence of staff contribution to these reflections was evident.
- Several staff and community members actively contributed during the validation visit, providing valuable and frank insights into the strengths and needs of the school.
- A strong connection to the school and a firm desire to improve the academic and non-academic needs of students was consistently articulated by all staff and community members who participated in the validation visit.

The following recommendations are made:

- Continue to develop student data management and tracking systems.
- Continue to enhance staff understanding and use of, diagnostic, formative and summative assessments at the classroom level.
- Utilise the analysis of classroom and systemic data to identify the focus of whole of school improvement plans.

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<h3>Relationships and partnerships</h3>	
Changing student demographics, alongside recent changes in school leadership, have required the school to focus on forming and extending productive relationships. Given moderate rates of student and staff transience, parents are supportive of measures that enhance sustainability.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>NSOSs<sup>7</sup> indicate very high levels of parent satisfaction.</li><li>The small but productive P&amp;C and School Council meet their governance functions, enhance local partnerships, provide local connections and support the school through fundraising and student engagement activities.</li><li>Communication processes with the school community are established and include newsletters, Facebook, a noticeboard and some use of Seesaw<sup>8</sup>.</li><li>A range of celebratory activities acknowledge Aboriginal culture.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>When reviewing school approaches to teaching and learning and student support, involve the Aboriginal community authentically, to ensure that cultural perspectives are considered and parents are genuinely engaged.</li><li>Continue to invite parents into the school with the intent of moving from involving parents in school activities to deeper engagement and understanding of how student learning can be supported.</li><li>Engage the School Council in training and a review of effectiveness.</li><li>Consider the school's improvement foci when strategically recruiting community members to the School Council.</li></ul>
<h3>Learning environment</h3>	
Classrooms and playgrounds are attractive and well-maintained learning environments. All classes include multi-age groupings, with year-level and ability-based differentiation required.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>Understanding of the 1-2-3 Magic behaviour management system is demonstrated across the school with an intent to critique how effectively it caters to students with high support needs.</li><li>Low key, calm approaches to behaviour support are emphasised.</li><li>Student attendance is encouraged through a range of positive incentives and an attendance strategy implemented by the Principal and AIEO<sup>9</sup>.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>Determine, document and implement whole-school approaches that accommodate the social, emotional and academic learning needs of Aboriginal students.</li><li>Identify and implement programs and processes that support the self-regulation of students, including trauma informed practices.</li><li>Review behaviour support processes, with a view to enhancing individualised plans and escalation profiles.</li></ul>

## Leadership

The school is emerging from a period during which there were changes in leadership. The recent appointment of a substantive Principal will support the school community desire to ensure that approaches to student learning and support are sustained over time.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>An initial focus on establishing relationships with the school community has provided a platform of trust through which the school can shift its focus to student achievement, agreed approaches and school improvement.</li> <li>The <i>Coolgardie Primary School Operational Plan 2019</i> seeks to reaffirm commitment to school programs with whole-school outcomes, targets and key strategies described for learning areas. There is an intent to ensure that plans are directly informed by reliable and relevant performance data.</li> <li>Partnerships with outside agencies are purposeful, with an intent to expand connections in ways that avoid duplication of services.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>Support staff to analyse student performance data and link analysis to planned improvements at student and classroom levels.</li> <li>Engage staff in the analysis of student performance at the whole-school level, creating connections between data sources and planning.</li> <li>Reassess attainment of the NQS<sup>10</sup>, develop response plans and seek external validation of standards met.</li> <li>Enhance commitment to, and sustainability of, whole-school approaches, by developing a framework that describes the agreed approach to beliefs about effective teaching and learning, implementation of pedagogy, assessment processes, reporting, behaviour, student support and inclusion.</li> </ul>

## Use of resources

A school finance committee includes five members of staff and a community member. The highly regarded MCS<sup>11</sup> supports the committee to provide oversight of the school budget.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Student characteristic and targeted initiative funding are utilised to support SAER<sup>12</sup> teaching and learning adjustments, employ an AIEO and a STEM<sup>13</sup> teacher and provide additional teacher time.</li> <li>Each classroom includes at least one education assistant who supports the teaching and learning adjustments of SAER.</li> <li>ICT<sup>14</sup> replacement schedules result in systematic upgrades to equipment.</li> <li>Targeted professional learning in ICT use seeks to ensure that these resources are used purposefully to enhance student achievement.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>Connect school budgets more directly with school improvement foci through cost centre applications and/or links to operational plans.</li> <li>Introduce the MiniLit<sup>15</sup> and MultiLit<sup>16</sup> programs for SAER.</li> <li>Progressively realign reserve accounts to current and future priorities.</li> </ul>

## Teaching quality

The Coolgardie Primary School Operational Plan 2019 seeks to reaffirm commitment to school programs with whole-school outcomes, targets and key strategies described for learning areas.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• There is genuine commitment of staff to improve the outcomes for students through differentiated curriculum support that is informed by assessment.</li><li>• Collaborative conversations that are linked to the teaching and learning needs of students occur between teachers and with support staff.</li><li>• The WAC<sup>17</sup>, SCSA<sup>18</sup> exemplars and NAPLAN<sup>19</sup> grade alignment reports are used to moderate teacher judgements about student performance.</li><li>• Approaches to STEM development include targeted professional learning for staff, availability of ICT and robotics equipment and science rotations.</li><li>• Performance management processes, including self-reflection, negotiated classroom observations and provision of feedback are valued by staff.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Develop a scope and sequence for each year level in key learning areas.</li><li>• Continue to explore the creation of an overview that links teaching pointers to NAPLAN bands.</li><li>• Extend existing teacher moderation to include common assessment tasks, grade alignment discussion and networking with other schools.</li></ul>

## Student achievement and progress

School level data confirms AEDC<sup>20</sup> evidence that suggests that students have increased vulnerability in health and wellbeing, language, emotional maturity and academic areas.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• A range of school based evidence is collected to measure progress, with an intent to consolidate the purpose of assessments.</li><li>• Follow-up OEAP testing in Year 1 and Year 2 is scheduled and will enable the school to compare progression against baselines established in Pre-Primary.</li><li>• Almost half of early childhood students participate in the joint school-shire Bright Minds<sup>21</sup> initiative, receiving occupational and/or speech therapy.</li><li>• Staff are engaging in 'language leaders' and 'teaching strategies for Aboriginal students' professional learning with the SEM LDC<sup>22</sup>.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Determine and document an agreed assessment schedule that serves diagnostic, formative and summative assessment functions.</li><li>• Encourage whole-school responsibility for academic and behavioural improvement by aligning the assessment schedule to student reporting and school planning cycles and engaging staff in proactive response planning.</li><li>• Link the assessment schedule to a student performance tracking system.</li><li>• Utilise RTP SEN<sup>23</sup> to assess, plan and monitor the needs of SAER.</li><li>• Implement the Talk for Writing program.</li></ul>

## **Reviewers**

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Stuart Percival  
**Director, Public School Review**

Leonie Clelland  
**Principal, Treendale Primary School**  
**Peer Reviewer**

## **Endorsement**

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

Your next school review is scheduled for 2022.



Stephen Baxter  
**A/Deputy Director General, Schools**

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## **References**

- 1 Young Men's Christian Association
- 2 On-Entry Assessment Program
- 3 Magic 100 Words
- 4 Prose Reading Observation, Behaviour and Evaluation
- 5 Reading Assessment Resource
- 6 Electronic School Assessment Tool
- 7 National School Opinion Survey
- 8 Student driven digital portfolio 'app'
- 9 Aboriginal and Islander education officer
- 10 National Quality Standard
- 11 Manager Corporate Services
- 12 Students at educational risk
- 13 Science, technology, engineering and mathematics
- 14 Information and communications technology
- 15 Early literacy program
- 16 Literacy intervention program
- 17 Western Australian Curriculum
- 18 School Curriculum and Standards Authority
- 19 National Assessment Program – Literacy and Numeracy
- 20 Australian Early Development Census
- 21 Paediatric Therapy service
- 22 South East Metropolitan Language Development Centre
- 23 Reporting to Parents Special Educational Need