



Department of
Education

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Coorow Primary School

Public School Review

February 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

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

Coorow Primary School opened on its current site in 1952 and is located 265 kilometres north of Perth, within the Midwest Education Region.

Currently, there are 39 students enrolled from Kindergarten to Year 6. Approximately 75 per cent of students travel to and from school by school bus. Students are taught in three multi-age classrooms. A three-year old program fosters positive partnerships with students and parents as early as possible in each child's learning journey.

The school has an Index of Community Socio-Educational Advantage of 1026 (decile 4). It became an Independent Public School in 2010 as part of the first cohort of schools to gain this status.

Known for its family atmosphere and its strong engagement with the local community, Coorow Primary School is strongly supported by its School Board and Parents and Citizens' Association (P&C). The P&C recently installed a large nature play area and upgraded the Early Childhood playground with the assistance of community members and local businesses.

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 provided an account of the current school context, and alignment between the performance evidence and actions planned for the future.
- Staff were involved in the preparation of the ESAT submission and provided with an opportunity to discuss and reflect on the evidence submitted.
- The school's self-assessment was enhanced by conversations held with members of the school community, who engaged actively and contributed their reflections during the validation visit.
- The Principal and staff demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.

The following recommendation is made:

- Use the ESAT on an ongoing basis to record performance evidence as part of the ongoing school self-assessment process.

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Relationships and partnerships

A strong collegial culture is founded on mutual respect, trust and support amongst staff, students and families. Established relationships are highly valued by the whole school community.

Commendations

The review team validate the following:

- The School Board and P&C advocate strongly for the school and engage actively in providing support.
- Relationships between parents, staff and students are positive. Parents and students comment on teachers being accessible and willing to discuss individual concerns.
- School decision making processes are open and transparent, and parent concerns are addressed in a respectful and timely fashion.
- Professional and supportive staff relationships are focused on improving student wellbeing and achievement.

Recommendation

The review team support the following:

- Continue to explore and monitor the impact of communication processes to identify practices that provide timely and targeted information to the community.

Learning environment

The school prides itself on providing a safe and caring environment for students and staff, underpinned by a culture that supports quality learning and positive behaviours.

Commendations

The review team validate the following:

- Parents and students describe the school as a safe and friendly place, and are appreciative of the wide range of learning opportunities offered in a small school environment.
- The school grounds are developed to intentionally connect and enrich the learning program and students are provided with a variety of activities outside the classroom.
- The role of student leaders is supported strongly by the Principal, with a focus on teaching leadership qualities and providing students with greater engagement in decision making.
- Safety within and around the school has been enhanced through the road safety program Changing Health Acting Together.

Recommendations

The review team support the following:

- Investigate the Positive Behaviour Support framework to strengthen the alignment of behaviour management practices to the needs of the students and context of the school.
- Further strengthen the school's cultural responsiveness by working in partnership with Aboriginal families in the implementation of the Aboriginal Cultural Standards Framework.

Leadership

The Principal provides a supportive work and learning environment in which staff have clarity of purpose and engage actively in decision making processes that ensure students are at the centre.

Commendations

The review team validate the following:

- Through the inclusive leadership of the Principal, staff have engaged and contributed actively to the development of the school's strategic direction.
- The school has clear expectations of staff performance and an emphasis on improving staff capacity through performance management.
- Staff are encouraged and supported to develop their leadership capacity by undertaking leadership roles within the school.
- Decisions for prioritising school directions are based on student data, with change implemented and managed strategically.

Recommendation

The review team support the following:

- Continue to develop opportunities for staff to take on leadership roles within the school.

Use of resources

Financial planning and prudent budget management are in place to ensure resource allocations relate specifically to the improvement of student outcomes.

Commendations

The review team validate the following:

- The manager corporate services works in partnership with the Principal to maintain a clear, student-centred focus in the allocation of school resources.
- Staff contribute to the establishment of the school budget through the school planning process.
- Student characteristics and targeted initiatives funding is directed towards, and aligns with, student needs.
- Staff data informs the school's workforce profile.

Recommendations

The review team support the following:

- Follow through on the planned action to seek collegiate principal support to gain a better understanding of the links between financial management and planning.
- Broaden teacher engagement and knowledge of school budgeting practices.

Teaching quality

Teaching practice across the school reflects the belief that all students are capable of learning if motivated and given appropriate learning opportunities and support.

Commendations

The review team validate the following:

- School development days, staff meetings and collaborative meetings are used to plan for connected curriculum coverage.
- Collaborative planning structures have been established to enable staff to share their knowledge and experience for the benefit of all students.
- A level of consistency in teaching practice is evident with all staff being familiar with the iSTAR teaching framework.
- Individual Pathway Plans (IPP) have been introduced to support students identified as being at educational risk. For senior students, these plans are developed in collaboration with Carnamah District High School to support the transition process.

Recommendations

The review team support the following:

- Continue to expose staff to research about how students learn best and facilitate the development of shared beliefs about teaching and learning to strengthen whole-school approaches.
- Continue to build and strengthen staff collaborative practices.

Student achievement and progress

The school is consolidating its approach to the collection and analysis of student data. Teachers understand the importance of consistent judgements and the clear communication of student progress to parents.

Commendations

The review team validate the following:

- Year 3 and 5 student achievement data in NAPLAN¹ in numeracy, reading, writing and grammar and punctuation has been above like schools for a sustained period.
- To support teacher judgement, teachers undertake moderation processes with colleagues from other schools.
- The introduction of the Brightpath writing assessment tool enables the school to moderate teacher judgements and analyse data sets to support class and whole-school planning.
- The school has a documented schedule for the systematic collection of data to monitor and assess student progress and achievement.

Recommendations

The review team support the following:

- Reflect on the school data schedule to ensure that collected data informs the teaching and learning program and whole-school planning.
- Continue to build teacher capacity in the use of Brightpath.

Reviewers

Lou Zeid
Director, Public School Review

Jemma Temby
Principal, Lancelin 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.



Stephen Baxter
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 7 PUBLIC SCHOOL REVIEW | REPORT

