



Government of Western Australia  
Department of Education Services

# Cooloongup Primary School

2017

Review Findings



Independent Review of  
Independent Public Schools

## Disclaimer

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### School and Review Details

<b>Principal:</b>	Ms Gail Sampson
<b>Board Chair:</b>	Mr Richard McLachlan
<b>School Address:</b>	21 Westerly Way, Cooloongup WA 6168
<b>Number of Students:</b>	373
<b>ICSEA<sup>1</sup></b>	933
<b>Reviewers:</b>	Mr John Latham (Lead) Ms Donelle Church
<b>Review Dates:</b>	24 and 25 May 2017

### Purpose of the Review

The purpose of the Department of Education Services' independent review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

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<sup>1</sup> The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.  
[http://www.acara.edu.au/resources/Fact\\_Sheet\\_-\\_About\\_ICSEA.pdf](http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf)

### Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal forwarded the school self-review conclusions to the Department of Education Services one month prior to the commencement of the review.

The Department of Education Services' reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education's School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

## Business Plan

### *How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?*

Cooloongup Primary School was founded in 1978 and was awarded IPS status in 2015. At the end of first term in 2017 the school had an enrolment of 373 students which reflects a reduction from 2015, due mainly to the transition of Year 7 students to the secondary setting. The school has an ICSEA of 933. Significant growth in the early years has created a need for the recruitment of additional teachers and education assistants to service three Kindergarten and two Pre-primary classes. The school has a stable cohort, although student transience in 2016 was recorded at 29%. Forty students are listed as Aboriginal and 27 students, who have a language background other than English, are supported by an English as a second language qualified teacher.

## Findings

- The 2015–2017 Business Plan was developed based on an analysis of 2014 National Assessment Program – Literacy and Numeracy (NAPLAN) data in which deficits in student achievement in Year 3 numeracy and literacy and some areas of Year 5 literacy were identified. The five focus areas of: student achievement, teaching and learning, environment, relationships and leadership provide a framework for the articulation of objectives, targets, milestones and strategies.
- A purpose statement identifies the development of student understandings, skills and attitudes with the overarching aim of producing students who are happy, self-confident, caring and cooperative. A set of beliefs focus on the concept that all students can achieve success. Further beliefs recognise that optimal learning is more likely in an environment that is safe and is supported by explicit teaching and the communication of the purposes inherent in the learning process.
- Four academic targets have been established to focus staff on improving NAPLAN performance in literacy and numeracy in addition to increased achievement against On-entry progression points in Pre-primary and Year 2. Two non-academic targets which aim to increase the percentage of parents responding to satisfaction surveys and the number of students participating in school reward days have also been articulated. Target achievement is aligned to quantifiable measures but is not directly linked to any specific or overarching strategies. Strategies have been described under the objectives listed in the five focus areas but their relationship with the achievement of stated targets is unclear. A range of major whole-school strategies such as numeracy and literacy

blocks, scheduled teacher collaboration time and common assessment tasks are implemented by phase-of-learning (POL) teams but are not mentioned in the business plan, although these are outlined in annual operational plans. The reviewers recommend that consideration be given to the documenting of major whole-school strategies that have direct links to improvement targets in the next iteration of the business plan.

- Milestones for each year of the business plan have been developed and relate to the National Quality Framework; however, there is a lack of clarity about their intended purpose and their alignment to the achievement of improvement targets. The reviewers recommend that in the next business planning cycle consideration be given to the development of milestones that provide an effective, formative measure of target achievement enabling ongoing monitoring and reporting of student performance against articulated targets.
- It was noted by the reviewers that the four academic targets were challenging, while still being achievable. Both non-academic targets; however, were relatively simplistic and lacked substance and depth. It is recommended that in the next business planning cycle, the staff and board harness the comprehensive range of available systemic and school-based data to help inform and develop non-academic targets that are more challenging and aspirational.
- The 2015–2017 Business Plan is available to the school community and public via the school website.

### **Areas for improvement**

- Development of non-academic targets that are challenging and aspirational.
- Development of milestones that provide an effective, formative measure of target achievement enabling ongoing monitoring and reporting of student performance against articulated targets.
- Development of improvement strategies directly linked to academic and non-academic targets.

## Teaching and Learning

***How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?***

### Findings

- The 2015–2017 Business Plan outlines four academic and two non-academic improvement targets in addition to a number of objectives that have been aligned to five overarching focus areas. Two targets have been established to lift NAPLAN progress and achievement in all tested literacy and numeracy areas for both Year 3 and Year 5. Two additional targets aim for the achievement of 70% and 65% of On-entry progression points in Year 2 and Pre-primary respectively.
- Two non-academic targets aim to increase parent response to the satisfaction survey as well as to increase the number of students participating in school reward days.
- Target 1: *Literacy and numeracy results to be equal or above that of like schools in years 3 and 5.* An analysis of all available data showed that this target was partially met. Student performance in Year 3 numeracy and all tested literacy areas except for reading was above that of like-schools. This represents an improvement from previous years, especially 2014, in which performance in all literacy and numeracy areas in Year 3 was more than one standard deviation below the like-school mean. In contrast, 2016 NAPLAN data shows that Year 5 achievement in numeracy and all literacy areas was below the mean of like-schools.
- Target 2: *Numeracy NAPLAN results will show at least a moderate progression of 90 points between NAPLAN years 3 and 5.* Analysis of NAPLAN progress bar graphs and progress and achievement quadrants illustrates that this target has been met. Although not targeted, all other learning areas apart from spelling show evidence of significant progress, particularly grammar and punctuation and writing.
- Target 3: *On-entry assessment results to have at least 70% of students at or above the expected progression point in year 2.* An analysis of the breakdown of On-entry data coupled with discussions with the leadership team and relevant teaching staff revealed that this target had only been met in numeracy with 78% of students achieving above 1.5 against the relevant progression point. Performance in the domains of speaking and listening and all literacy areas; however, was well below the target of 70%.

- Target 4: *65% of pre-primary students will achieve at 1.4 or above the expected progression points in numeracy module 1 by the end of pre-primary in On-entry assessment.* Analysis of available On-entry data and discussions with relevant staff reveal that this target has been achieved with 66% of students achieving at or above 1.4 in numeracy progression points.
- Target 5: *Parent response to survey to be 40% of families or above.* This target has clearly been met which is evidenced by the 75% of respondents to the 2016 survey.
- Target 6: *Increase number of students who participate in reward days.* Discussions with the leadership team revealed that the percentage of students who participated in the most recent whole-school reward day had increased markedly from previous occasions.
- NAPLAN proficiency band data reveals a higher percentage of Year 3 students in the upper proficiency bands than their counterparts in like-schools in all learning areas apart from reading. This represents a significant improvement from previous years. However, Year 3 students are over represented in the lower proficiency bands compared to students in like-schools in most learning areas. Conversely, the Year 5 cohort has less students in the upper proficiency bands and more students in the lower proficiency bands when compared to students in like-schools. The exception is writing with 24% of students in the upper bands compared to 13% in like-schools.
- There is a cognisance among the leadership team and teaching staff of the need to continually strive for improvement in student learning. This was evident in discussions with all POL teaching teams in which staff demonstrated a passion and commitment to the development and delivery of targeted pedagogies designed to effect improvements in student learning. Several staff could describe processes used to communicate learning goals and success criteria to students to enable them to pursue excellence in their learning through ongoing guidance, support and feedback. Through discussions with students, the reviewers could affirm high levels of satisfaction relating to feedback from teachers about student learning. Several students could describe situations in which teacher feedback had helped them to be more focused and targeted in their learning.
- The staff has developed a case management approach with the primary aim of lifting the performance of students who are deemed to be capable of improvement in academic achievement but are not achieving at a standard commensurate with their abilities. This approach which is implemented from K–6 relies on data from a variety of sources to identify participants including NAPLAN and system summative report grades. Students' progress is closely monitored by

staff with a comprehensive range of assessments being harnessed to gauge improvement. Major assessments are uploaded by teachers onto the Connect program enabling the principal to track the progress of individuals and groups of students. The capacity of the leadership team to regularly peruse assessment data also facilitates ongoing judgements to be made about the overall effectiveness of the case management process.

- In 2016 the school's attendance rate of 92.2% compared favourably with like-schools' attendance rate of 91.1%. Aboriginal students' attendance rate in 2016 was 90.8%. This exceeds the Closing the Gap goal of 90% and compares very well with like-schools (84.4%) and Western Australian Primary Schools (80.7%). In working with Aboriginal families, the school's Aboriginal and Islander Education Officer (AIEO) has helped to maintain good Aboriginal attendance rates. Individual attendance plans have been developed and implemented for some students whose attendance is at risk. To continue to improve attendance an attendance raffle is popular with the students who are given raffle tickets for 100% attendance during any given week. Students who gain the tickets may be acknowledged at assemblies and could receive special rewards. To further encourage students to attend school regularly, practice manners and socialise in a pleasant way the school, in partnership with Foodbank has established a very popular Breakfast Club. The schools Attendance Plan 2016–2017 has been successfully implemented.
- The collaborative approach to planning, monitoring and analysis of student information was strongly evident in discussions and consistent with the working environment demonstrated in all meetings with phase of learning (POL) teams. The teaching and learning environment is built on the foundation of strong formal and informal collaborative processes. POL teams have been established from Kindergarten to Year 6. The implementation and monitoring of the business plan and operational plans is also a key driver of the agendas developed by each team and provides an assurance that the school is moving in the same direction. Also in evidence is a deeply embedded culture of informal dialogue, sharing between teachers across year levels and a general willingness among teachers to participate in informal classroom observation.
- The provision of common teacher release time has enabled teachers to meet on a weekly basis to participate in a range of tasks. Reviewers noted: the analysis of data derived from a variety of system-level and school-based sources, particularly common assessment tasks; identification of student learning needs; the planning of a range of appropriate, research-based, best practice pedagogies; and, the monitoring, formative assessment and moderation of students' progress to enable ongoing adjustments to be made to the learning program.

- A strong focus on building the capacity of teachers is reflected in the performance management process which has links to professional learning, goals for professional growth and the effective implementation of agreed strategies in school planning documents. Teachers receive ongoing feedback regarding their performance through informal and formal processes. A strong culture of collegiality and support is evident among teachers. Informal peer coaching through a buddy system is a prominent feature of the learning environment and several teachers commented on the beneficial effect that this process was having on their professional growth.
- The embeddedness of strategies such as formalised collaboration, capacity building of staff, distributed leadership, evidence-based pedagogies and whole-school literacy and numeracy emphases inspire confidence that established teaching and learning approaches are sustainable.

### **Areas of strength**

- The pleasing NAPLAN progress made from Year 3 to Year 5 in all learning areas apart from spelling (2014–2016).
- The improvement in Year 3 NAPLAN performance in all learning areas.
- The establishment of strong collaborative processes which make a positive contribution to the overall school improvement agenda.

## Student Performance Monitoring

*How well established are the school's self-assessment practices in accounting for school improvement?*

### Findings

- Staff actively participate in the annual review and interpretation of NAPLAN data through the Customised NAPLAN Analysis Platform. Information gleaned through this process has enabled staff to review and report on the progress made against business plan targets and objectives to the board and wider school community as well as providing the impetus for the collaborative development of targeted teaching emphases to address identified learning deficiencies.
- The leadership team has developed a highly structured and comprehensive assessment schedule which outlines the administering and analysis of systemic and school-based student performance information throughout the year. Data collected and analysed includes but is not limited to: Progressive Achievement Tests in science, common assessment tasks in several learning areas, Teacher Assessment of Communications testing in Kindergarten and Pre-primary, On-entry testing in Pre-primary and Year 2 and Sound Waves spelling tests.
- Student progress is also monitored by teachers through their involvement in scheduled POL collaborative sessions and more informally through liaison with colleagues during common teacher release time. The ongoing moderation of common assessment tasks in a range of learning areas is assisting teachers to be more purposeful, accurate and consistent in judging student performance. This process of student performance monitoring is formative and evident at all levels. It assists in informing teachers' planning and curriculum delivery and facilitates an alignment between curriculum responsiveness and the learning needs of students. The formative nature of this assessment process enables teachers to make ongoing adjustments to the teaching and learning program in response to identified learning deficits at an individual, group and cohort level as opposed to a total reliance on summative data such as NAPLAN and On-entry.
- A range of data sources are employed by early childhood staff to identify gaps in learning and to plan subsequent teaching and learning approaches. These include but are not limited to the NQS, On-entry testing, data derived from the Australian Early Development Census, and school-based data collected by staff on an ongoing basis. The National Quality Standard Report (2016) provided by the Department of Education confirmed that the school is progressing well in meeting Quality Areas 2–7; however, concerns in relation to a section of Quality Area 1 (educational program and practice) are currently being addressed.

- The 2016 Annual Report provides detailed information about school performance against NAPLAN as well as information relating to progress made towards the achievement of business plan objectives; however, the reviewers note that specific reference has not been made to the achievement of targets. In future annual reports, it is recommended that the staff and board establish a clear alignment between student performance and actual business plan targets in order to keep the school community accurately informed. The annual report is available on both the Schools Online website and the school website.
- A strong distributed leadership structure, in addition to a deeply embedded culture of continual improvement, collaboration, collegiality and student-centred focus provides an assurance that current processes to monitor and respond to student performance are sustainable.

### **Area of strength**

- The embedding of a strong culture of continual improvement through formal and informal collaborative student performance monitoring processes.

### **Area for improvement**

- The establishment of a clear alignment between student performance and business plan targets in the annual report.

## Program Delivery

***How well has the school performed in providing education programs that promote learning and wellbeing for all students?***

### Findings

- The principal and her leadership team, through extensive collaborative planning with POL teams, curriculum leaders, specialist staff and education assistants has ensured that programs delivered align with the Western Australian Curriculum and Assessment Outline. Learning programs supported by comprehensive operational plans are integrated, challenging and have links to information and communications technology (ICT), digital technologies and the school's Tribes program which has contributed to the school's safe, caring and inclusive environment. Evidence-based programs which provide opportunities for students to improve literacy, numeracy and social skills have been successfully implemented.
- Reporting to parents is in accordance with requirements of the *School Curriculum and Standards Authority Act 1997* and Department of Education. The school has planned to report against the Western Australian Curriculum and Assessment Outline in line with the Curriculum, Assessment and Reporting Policy after 2017.
- Risk management practices and procedures are well developed and understood by staff, students and parents. Lockdown and evacuation drills are conducted; relevant students have medical action plans and staff has been trained to administer aid to students who have had an asthma attack. Duty rosters ensure that students are safe in the school yard and senior students who have been trained in peer mediation can assist their peers to resolve issues in an amicable manner. Incidences of vandalism and break-ins at the school have decreased over time due to the installation of fencing and surveillance cameras. The school has an electronic check-in/check-out system which ensures that all visitors must register their presence, wear a name tag and sign out when leaving the school. Staff has had training in protective behaviours; some have had first aid training and systems have been implemented to manage potentially dangerous situations. The school is very well prepared to manage risk.
- The school's Pastoral Care Plan reflects the intent of its evidence-based Tribes program which aims to create a culture that maximises students' learning and development by training students to listen attentively, develop mutual respect, not to put anyone down and understand the right to pass and to participate. Students learn to work collaboratively and are given the opportunity to develop leadership skills. This inclusive whole-school program engenders respect,

involves students in their learning and helps them to develop positive expectations in relation to their educational outcomes. In linking the Tribes program to cooperative learning strategies, the school has further enhanced learning interdependence in a safe and inclusive environment. Parents, staff, students and board members fully understand that the Tribes program underpins school behaviour and the well-established positive culture of the school.

- The school has an extremely comprehensive and thorough staff induction manual which clearly outlines practices and procedures related to all aspects of the school's operations. Student and staff welfare and safety, security, pastoral care, excursion procedures and behaviour management strategies are documented. Expectations in relation to performance management, curriculum delivery, professional learning and engagement of parents are also included in the manual. In producing the induction manual, the school's senior leadership team has been vigilant in ensuring that new and current staff are fully aware of all aspects of the school and its operations, particularly issues relating to student and staff welfare and school security.
- In relation to behaviour management the school's practice is to build on students' positive behavioural outcomes. Students are encouraged to reflect on their behaviour before determining how they could improve. Engagement plans are implemented and monitored for students whose behaviour is at risk and a range of strategies including counselling aims to repair the harm and restore relations. The school rewards students for positive behaviour with excursions, certificates and acknowledgement at assemblies. Ninety-five per cent of students were rewarded for positive behaviour in 2016 ensuring that one of the business plan's non-academic targets was met.
- To cater for students at educational risk, the school has developed and implemented a multilayered learning support program which is managed by the learning support coordinator who contributes leadership and support to teachers and education assistants to provide differentiated learning programs. Students are identified for inclusion in learning support programs through system-level and school-based diagnostic instruments. They access the curriculum through the development of individual education plans which contain specific, measurable and agreed targets and are linked to the Western Australian Curriculum and Assessment Outline. Cooperative learning, explicit teaching, guided reading and MultiLit are some of the strategies and programs applied. Students are given many opportunities to work in small groups and individually with teachers and education assistants. Life skills programs which include cooking, construction and gardening are included in the curriculum for selected students. Progress is monitored through observations, checklists, rubrics, school-based assessments and NAPLAN. Students have access as required to an occupational therapist, speech pathologist and a psychologist. Specific professional learning is available

for teachers and education assistants and support is provided from a range of sources including visiting School of Special Educational Needs teachers, Peel Language Development Centre staff, curriculum leaders and the school's chaplain. All staff use the Department of Education's Connect program to record and track student progress and to communicate with each other and with parents. Discussions with parents revealed high levels of satisfaction with the school's students at educational risk program. They appreciated the good communication with teachers, felt the school was approachable and supportive and valued the role of education assistants who worked with their children.

- Specialist programs (ICT/design technology, Bahasa Indonesia and physical education) are conducted at the school. All specialist area programs are developed, monitored and aligned with the Western Australian Curriculum and Assessment Outline. Teaching and learning is well integrated with health and physical education and Bahasa Indonesia programs being linked to ICT. Specialist area teachers incorporate Tribes in learning programs and involve students in peer-tutoring during lessons.
- After reviewing its performance in relation to the Aboriginal Cultural Standards Framework the school has established an action plan to embed its intent within the operations of the school.
- An Aboriginal dance group (Kaa Kaa Middar) provides opportunities for students to be trained in modern and traditional dance. Performances are conducted at school events, during National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations, at other schools and at community functions. The dance program has contributed to improved confidence and enhanced social skills for participating students and is strongly supported by parents and the AIEO.
- The chaplaincy program at the school is highly valued by parents, staff, students, school leaders and the school board. The chaplain's role is linked to the school's focus areas and is therefore closely aligned to the business plan. The chaplain is involved in many programs which aim to ensure positive student engagement and improved student behaviour. The chaplain works with students to enhance their social, mentoring and mediation skills. She leads the Rainbows (grief and loss) program, connects with parents, conducts Aussie Optimism programs, has pastoral conversations and implements the Cooperation and Resilience Strategies and Girls in Real-Life program. Students told reviewers that they enjoyed having the chaplain in the school and were pleased to be involved in her peer mediation and mentoring training.

- The school's positive and supportive culture ensures that inclusion and care for individuals is paramount. It is evident that programs and practices which promote a safe and secure school environment are sustainable.

### **Areas of strength**

- The learning support coordinator and staff are commended on their commitment and professionalism ensuring that students are provided with appropriate learning opportunities to cater for their needs in a safe and inclusive environment.
- The programs, procedures and practices that the school has implemented to ensure that school security and staff and student welfare and wellbeing is paramount.
- The chaplain for linking her role to the school's focus areas and working to support the social and emotional needs of students and staff.

### **Area for improvement**

- Continue to reflect upon the progress made against the Aboriginal Cultural Standards Framework with the view to moving from capable to proficient over the next three years.

## Resourcing and Support

*How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?*

### Findings

- The principal has developed collaborative structures and processes to enable the active contribution of staff and the school board in the annual review of student performance against business plan targets and the strategies and programs generated to address them.
- Resources are directed to areas of need based on reflective practices and evidence-based data. Meetings with the manager corporate services, teachers and the board confirmed that all staff has access to the budget via the finance committee, the school board and through curriculum and team leaders.
- The school's students at educational risk operational plan is allocated a significant amount of funding from the student characteristics funding component of the budget. Funding is used to implement appropriate teaching and learning adjustments to support disadvantaged students, Aboriginal students and students with disabilities and/or English as an additional language or dialect. The comprehensive students at educational risk plan documents strategies to improve student outcomes, targets to be achieved and human and physical resources required to implement the plan.
- The school is very well resourced in many key curriculum domains, especially ICT which is linked to all areas of the curriculum. Teaching team leaders and curriculum leaders noted that resource use is reviewed for effectiveness and resources are often shared. When developing operational plans, expenditure for human resources was considered by staff who noted that duties other than teaching time is needed for teachers to plan, assess, review programs and attend professional learning. The need to employ external professionals such as occupational therapists, psychologists and speech pathologists is always considered when preparing budgets for operational plans.
- The current workforce plan highlights the need for effective and strategic succession planning to enable sustainable leadership and ensure continuity when embedding programs, processes and initiatives. The plan acknowledges staff movements due to maternity and parenting leave, long service leave and leave without pay. To address the requirements of the NQS the workforce plan aims to recruit suitably qualified early childhood teachers and education assistants. The implementation of the Western Australian Curriculum and

Assessment Outline identified the need for specialist staff (ICT, arts and languages) and this has been reflected in the current workforce plan. The school is a Metropolitan Teaching Program (MTP) school and to this extent staffing is diligently managed as fixed term teachers have the right to progress to permanent status after two continuous years of service in a MTP school. The school has elected to use funds allocated from the regional office to employ a psychologist part-time (0.3 full-time equivalent [FTE] per fortnight) and successfully applied for federal funding, which is combined with student-centred funding, to employ a chaplain. Provision is made in planning documents and the budget to facilitate staff being released from classroom duties for planning and meetings with special education needs support staff, professional learning and covering relief when required.

- The workforce plan documents a long-term and sustainable approach to human resource management. School resourcing is sustainable as budgets are well managed, endorsed by the school board and accessible to all staff through the finance committee.

### **Areas of strength**

- The distributed leadership model which enables succession planning and supports ongoing professional learning for staff.
- Sustainable procedures to manage recruitment and appointment of personnel are well documented, managed and closely aligned with school priorities and focus areas.

### School Board

***How effective has the board been in carrying out its functions, roles and responsibilities?***

#### Findings

- The school board membership is representative of the school community and includes teacher, parent and community members with a range of expertise and skills. The board was established in 2015 with members demonstrating an understanding of governance and the flexibilities associated with being an IPS. The board is cognisant of its responsibilities and in undertaking its duties is compliant with the *School Education Act 1999* and *School Education Regulations 2000*.
- Board members have undergone induction training with Department of Education staff. Two new parent members will have board training in term three this year. Board members participate in Tribes training as the philosophy underpinning this program is integral to the school's positive culture. The board chair noted that 'the school is progressing very well because there is a consistent whole-school approach to learning which is characterised by a caring culture, teamwork, strong curriculum leaders and great office staff.' Board members understand that some aspects of their work are confidential and to this extent they sign a confidentiality document.
- The board endorsed the DPA, business plan, annual reports and the school budget. Board members have input into budget and business plan development, school review practices and processes to determine satisfaction levels of parents, staff and students. Evidence from board minutes; endorsed documents and discussions with the board, teachers and parents assured reviewers that the board was fulfilling its designated role. Board members noted that in relation to the school's self-assessment they felt comfortable in interrogating data, asking questions and seeking further clarification of information if required. The board was pleased with the school's improved NAPLAN results and is looking forward to working with the principal and staff as the school moves into its next planning cycle.
- The principal has ensured that the board receives relevant monthly financial reports and the results of school audits and reviews. The board is involved in discussions related to school performance and student improvement targets, as detailed in the business plan.

- The board uses Facebook, newsletters, Connect, school fetes and personal contact when advocating on behalf of the school. Board members attend school functions, assemblies and concerts and the board chair attends Kindergarten and Pre-primary parent information sessions to welcome parents and discuss with them the role of the board.
- Reviewers believe that the board is very well led, undertakes its legislated responsibilities, has established effective practices; is extremely supportive of the school and that its membership and functions are sustainable.

### **Area of strength**

- Board members demonstrated a high level of commitment to ensuring that they have input into the school's strategic direction and that their advocacy role is effective in promoting the school in the wider community.

### **Area for improvement**

- The board continues to explore opportunities to formalise self-reflective practices.

### Conclusion

Cooloongup Primary School has established a learning environment in which the characteristics of safety, inclusiveness and a quest for ongoing improvement in student learning are exhibited.

An embedded culture of staff collegiality, support and collaboration is strongly evident as are the development and communication of high expectations of all students.

The various levels of distributed leadership in the school have proactively sought to introduce and sustain a significant range of curriculum initiatives and programs designed to add value and quality to the learning environment and to effect improvements in student learning.

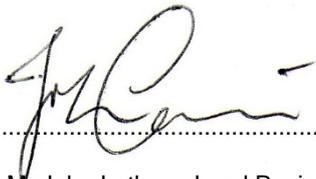
Students have demonstrated expected levels of achievement in all NAPLAN learning areas except for spelling. This represents a significant improvement from results attained in 2014. Particularly pleasing is the commendable progress made from Year 3 to Year 5 (2014–2016) in most learning areas.

The senior leadership team and board are cognisant of the need to improve the quality and effectiveness of the business plan and annual report in the next planning cycle.

## Declaration

We confirm the information provided is, to the best of our knowledge, true and correct, based on the verification of the evidence provided by Cooloongup Primary School for the Department of Education Services' independent review.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr John Latham, Lead Reviewer

6 July 2017

Date



Mrs Donelle Church, Reviewer

6 July 2017

Date



Mr Ken Perris, Director,  
Independent Public School Review

28 July 2017

Date