



Department of
Education

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Koorana Primary School

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

Koorana Primary School is located approximately 55 kilometres from the Perth central business district in the suburb of Warnbro, within the South Metropolitan Education Region.

Established in 1994, the school gained Independent Public School status in 2015. Current enrolments are 348 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 926 (decile 9).

Facilities are modern and include a purpose-built science laboratory, extensive sporting facilities and multimedia technology throughout the school.

Koorana Primary School has been involved in the Fogarty EDvance program since 2017. Aimed at building leadership capacity to transform and sustain academic outcomes, the school remains committed to ongoing school improvement beyond its formal involvement in the program.

There is genuine support from the school community as demonstrated by the work of the dedicated School Board. The active Parents and Citizens' Association (P&C) regularly organises activities that bring the school community together for fundraising events and celebrations.

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 school engages in regular cycles of self-assessment, which include some practices aligned to the Fogarty EDvance School Improvement Program within focused domains.
- Within each domain of the school's Electronic School Assessment Tool submission, a summary document outlined observations, analysis, and impact statements with strong alignment to attached evidence sources.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.
- The school community and staff further enhanced the self-assessment through discussions held during the validation visit.

The following recommendation is made:

- Strengthen school self-assessment by ensuring alignment to succinct and clear targets for improvement.

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Relationships and partnerships	
An unrelenting focus on the needs of all children is underpinned by a culture of trust and respect, which enables the school and community to work in genuine partnership.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Feedback from all staff, students and community is sought and utilised actively to understand levels of satisfaction across the school and drive targeted areas in classroom and whole-school planning. • A range of established communication processes engage the staff and school community effectively through multiple platforms. • The School Board fulfil their governance role enthusiastically and support the Principal in leading the strategic intent of the school. • A functional and valued P&C reflect the positive school culture. They provide a platform for community involvement through facilitation of school events and fundraising opportunities that support the school.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Facilitate online training modules for all School Board members and formalise the induction package for new members. • Explore and embrace further opportunities for partnerships with external stakeholders that reflect the diversity of the school.

Learning environment	
The school has established effective conditions for learning through their commitment to providing inclusive, vibrant, and engaging learning environments. Students are provided with opportunities to thrive academically with their social and wellbeing needs considered.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Whole-school attendance processes and initiatives are in place to address student and family engagement with the school. • A focus on student wellbeing and self-management has been addressed through the implementation of the Zones of Regulation program and social and emotional intervention groups. • Established processes and procedures to support students at educational risk have been established and are comprehensive and monitored effectively. Inclusive of the school psychologist, staff are regularly upskilled and work in partnership with families and stakeholders to meet the needs of students. • Successful implementation and ongoing review of the Positive Behaviour Support approach exemplifies a shared language, explicit teaching and acknowledgement of expected behaviours.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Refine processes for data collection and analysis to inform the impact of current approaches to support student wellbeing. • Review the impact of current approaches to student wellbeing and identify a whole-school approach that will encompass a focus on both students and staff.

Leadership

<p>Members of the school community, staff and parents report high levels of trust, respect and confidence in the school leadership team. There is a shared and strong commitment to the improvement journey, which places student success at the heart of all decision making.</p>	
<p>Commendations</p>	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal drives a school improvement focus strategically, manages change effectively and is articulate in her vision for the school. This maximises engagement and outcomes for students. • Involvement in the Fogarty EDvance program has enabled the leadership team to develop and embed a clear strategic direction and identify key focus areas and strategies for improvement. • Performance management and development processes are sound. They embed accountability in whole-school programs and priorities through self-reflection, observation and feedback. • Team leaders across the school are valued and demonstrate high levels of responsibility and accountability. Through team meetings and ongoing professional development, they drive accountability and sustainability of whole-school programs.
<p>Recommendation</p>	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Refine performance management and development templates with a view to enhancing this process for proficient/highly accomplished/lead teachers and school support staff.

Use of resources

<p>Financial management of the one-line budget is sound. Physical, financial and human resources are deployed effectively to address student need and maximise outcomes.</p>	
<p>Commendations</p>	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Appreciated for her expertise, the valued manager corporate services (MCS) is committed to the development of financial literacy skills of all staff. The Principal and MCS work in collaboration to develop a thorough and shared understanding of financial management. • The Finance Committee meets regularly and provides sound financial oversight. The procedures and processes in place reflect transparent decision making aligned to strategic plans and student need. • A focus on optimal intervention and outcomes through resource deployment is reflected in learning support programs, increased school psychologist and chaplain time, and upskilling of staff. • A strong commitment to the provision of high-quality staff professional development is evident and reflected in the allocation of resourcing. • Aligned to school planning and priorities, the school ensures that the allocation of resourcing to programs/initiatives is evidence-based.
<p>Recommendation</p>	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Engage in workforce planning to document areas of staff development and recruitment with strategies to address identified gaps.



Teaching quality

A feature of the school is the staff demonstration of professional accountability and commitment underpinned by a vision for students to achieve their potential. There are shared beliefs and clear expectations about effective teaching and learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Aligned to strategic plans, professional learning and development opportunities ensure staff have a sound understanding of the evidence behind the Koorana Primary School instructional model. • Through classroom observation practices, staff embrace the opportunity to give and provide feedback and commit to embedding agreed whole-school practices and reducing teacher variance. • The Koorana Primary School instructional model is supported by school-wide curriculum mapping. Scope and sequence frameworks ensure consistency and coverage across the curriculum. • Opportunities to plan and reflect on practice in collaboration are embraced. • A focus on increasing the data literacy of all staff is prioritised through consistent assessment reviews and moderation processes.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to engage all staff in fine-grained curriculum sequencing in core learning areas. • Explore data-informed approaches to assessment of writing.

Student achievement and progress

A range of school-based and systemic data is used to monitor and track student progress. Shared ownership for continuous student success is evident across the school, with cycles of data collection occurring regularly in the classroom.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Year 5 stable cohort data, NAPLAN¹ (2017-2019), indicate high progress and achievement in Reading, Spelling and Grammar, and Punctuation. • Teachers examine PM Benchmark Assessments, Westwood, Letters and Sounds, Attitude, Behaviour and Effort and NAPLAN data, in addition to school-based assessments, to monitor student achievement and progress. • A database has been developed to ensure continuity of monitoring and tracking within key assessments. • In response to data analysis, targeted intervention approaches of MultiLit and Letters and Sounds have been actioned.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to upskill staff in target setting and expected progress levels with specific reference to Progressive Achievement Tests. • Review the implementation of the PRIME mathematics program to ensure it aligns to the whole-school instructional model and allows for differentiation and extension opportunities for students.

Reviewers

Rebecca Bope
Director, Public School Review

Kim McCollum
Director, Public School Review

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 National Assessment Program – Literacy and Numeracy