



Department of
Education

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Koondoola 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

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

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

Koondoola Primary School opened in 1975 and is located 17 kilometres north of the Perth central business district, within the North Metropolitan Education Region. In 2011, the school became an Independent Public School.

There is an Intensive English Centre on site, which provides educational programs for students from culturally diverse backgrounds, including recently arrived migrant children who have limited or no understanding of English.

The school has a current enrolment of 266 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage of 863 (decile 10).

Celebrating inclusivity is a way of life for the Koondoola Primary School community, who embrace their multicultural environment.

Koondoola Primary School enjoys positive support from its parent body through the Parents and Citizens' Association (P&C) and has an active School Board.

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 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 school self-assessment and provided with an opportunity to discuss and reflect on the evidence selected for submission.
- The school's self-assessment was enhanced by conversations 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 school reported that the process of self-assessment provided affirmation and the validation visit an opportunity to confirm direction.

The following recommendation is made:

- Maintain the embedded reflective culture by continuing to use student performance information to monitor the impact of whole-school approaches and teaching practice on student progress and achievement.

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Relationships and partnerships

The leadership team has built a strong collegial culture founded on mutual respect, trust and support amongst staff, students and families.

Commendations

The review team validate the following:

- The school community respects the cultures, languages, experiences and world views of their families, creating a feeling of belonging and acceptance.
- Relationships between staff are supportive and focus on advancing the academic achievement and wellbeing of students, quality of teaching and the supportive learning environment.
- Parent and community engagement is valued highly by the school. To meet the needs of the diverse language groups, communication strategies are reviewed regularly and adjusted as required.
- The School Board and P&C advocate strongly for the school, facilitating community partnerships that provide multiple avenues for parent engagement.

Recommendation

The review team support the following:

- Further strengthen the school's cultural responsiveness by working in partnership with Aboriginal families in the implementation of the Aboriginal Cultural Standards Framework.

Learning environment

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

Commendations

The review team validate the following:

- Students describe their school as safe and welcoming, with teachers who are caring and make learning fun.
- The school grounds are inviting and provide students with a variety of play and learning spaces. Of particular pride is the 'Bush Walk' that provides information on indigenous flora and fauna.
- There are well-established processes for monitoring student progress and ensuring students at educational risk (SAER) receive appropriate levels of support, including targeted interventions.
- The wellbeing of all students is monitored continuously and supported through the delivery of a range of additional services including the 12 Buckets mentoring program, Bush Rangers program and Breakfast Club.

Recommendation

The review team support the following:

- Continue to build staff understanding of, and capacity to, implement Special Educational Need planning and reporting for SAER.

Leadership

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

Commendations

The review team validate the following:

- School leaders have cultivated a school-wide professional team of staff committed to the school vision, who enthusiastically take on leadership roles beyond the classroom.
- The School Board engages with external stakeholders and advocates strongly for the school. They are well informed and offer meaningful opportunities for families to provide feedback that supports decision making.
- School leaders have an established school self-assessment process. Working with staff, leaders undertake an annual assessment of practices using the National School Improvement Tool.
- Staff convey that they are well supported and describe the leadership as proactive and responsive to their needs.
- Staff are provided with authentic leadership opportunities and coaching to work on personal goals that align with their leadership aspirations.

Recommendation

The review team support the following:

- Continue to explore student leadership programs to provide students with greater engagement in decision making.

Use of resources

The strong collaborative relationship between the Principal and manager corporate services ensures there is a direct link between budget decisions and the school's business plan.

Commendations

The review team validate the following:

- School resources are articulated clearly in the school's business plan, providing alignment between teaching and learning reforms and budget allocations.
- Student characteristics funding informs resource priorities, including the provision of ethnic education assistants. These staff are deployed based on dominant language groups where possible.
- High-quality workforce management provides staff with upskilling and meaningful employment.
- Budget information is shared with the School Board and staff to build their understanding and inform their decision making in the use of resources.
- Finance Committee members are well informed and review plans submitted for approval by cost centre managers.
- The development of a SAER loading tool is providing ongoing monitoring and flexibility in allocation of resources based on student needs.

Recommendation

The review team support the following:

- Continue to refine the SAER loading tool to maximise responsiveness to resourcing for SAER.

Teaching quality

The school has built a culture in which teachers and school leaders take personal and collective responsibility for promoting continuous professional improvement and accept shared responsibility for student success.

Commendations

The review team validate the following:

- A common understanding of quality teaching has been developed across the school and Intensive English Centre, with all staff implementing a model of Explicit Direct Instruction.
- Teachers have embraced the professional learning community model by openly discussing and sharing student performance data and reflecting on practice focused on improving outcomes.
- Targeted professional learning programs, supported by literacy coaches, have upskilled all staff and improved consistency in practice.
- Staff are highly collaborative and draw on each other's knowledge and areas of speciality to support student learning.

Recommendations

The review team support the following:

- Continue to build staff understanding of Explicit Direct Instruction implementation in mathematics.
- Maintain the fidelity of the school's teaching and support models, ensuring that new staff are fully inducted and supported.

Student achievement and progress

Effective planning for student learning is in place and the leadership team is seeking to further improve centralised collation and analysis of data to inform teaching.

Commendations

The review team validate the following:

- Whole-school evidence-based strategies have been established and refined in key curriculum areas to ensure sustainability of practice.
- There has been progress across NAPLAN¹ domains for a sustained period and this is translating into higher levels of student achievement.
- Moderation processes have been established with other schools to support teacher judgement.
- Targets for Intensive English Centre students are monitored and adjusted to meet individual and cohort needs.

Recommendation

The review team support the following:

- Reflect on the school data collection schedule to ensure that the most relevant data is used to inform the teaching and learning program.

Reviewers

Lou Zeid
Director, Public School Review

Peter Glendenning
Principal, East Waikiki Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations 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

