



Department of
Education

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Public education
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Coolbellup Learning Centre

Public School Review

May 2019

PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Coolbellup Learning Centre is situated approximately 21 kilometres from the Perth central business district in the South Metropolitan Education Region. Originally established in 1985, the school moved to its current site in 2007.

The centre provides a supportive learning environment for students with special educational needs through the implementation of targeted and individualised programs. Teaching and learning programs emphasise augmented communication, literacy and numeracy with instructional approaches based on the principles of applied behavioural analysis.

The school currently enrolls 41 students from Kindergarten to Year 6 and delivers educational programs in an inclusive environment on the same site as Coolbellup Community School.

The two schools share an active P&C¹ and joint School Council. A Coolbellup Learning Centre family network is seen as an integral component of the school community that supports home-school collaboration.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Staff at all levels regularly engage in assess-plan-act-review cycles at individual student and whole-school planning levels.
- Curriculum team leaders work with teams to review school plans and assess school progress to identify planning intentions and recommend adjustments.
- The ESAT² submission coincided with the commencement of a school self-assessment cycle linked to the review of the 2017-2019 school improvement plan.
- Further review will occur at the end of Term 3, 2019 in readiness for the development of a new three-year school improvement plan.
- The validation visit significantly enhanced the understandings of school self-assessment, supporting evidence and planning intentions that were shared in the ESAT submission.
- The Principal, curriculum team leaders, teachers, education assistants and school community members provided valuable contributions related to the extent to which the school was creating the conditions for student success.

The following recommendations are made:

- Continue to critique systemic, normed and/or school-based assessments of student achievement and progress prior to establishing an agreed whole-school data set and assessment schedule.
- Utilise this reviewed data set to inform school improvement.

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Relationships and partnerships	
Coolbellup Learning Centre parents connect through a vibrant family support network facilitated through the school. Staff morale and professional support are both high. Staff are actively engaged in school improvement and communication strategies are well developed.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Parents highlight the positive communication processes employed by the school including use of the SeeSaw³ app and communication books. • Parents appreciate the quality of home-school relationships and the level of respect and compassion that is demonstrated towards their children. • Parents view school staff as highly trained and skilled. Significant trust in, and respect for, school leaders and classroom staff is evident. • Staff actively engage in collaborative school improvement through whole-school reflection and curriculum team participation. • Professional relationships between staff have been enhanced through NESLI⁴ self-assessments and targeted health and wellbeing programs.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to provide opportunities for families to connect meaningfully with each other and the school through the Coolbellup family support network. • Extend the social capital and teamwork gains made by identifying new health and wellbeing planning foci.

Learning environment	
Playground developments such as interactive equipment, kitchen gardens, pre-primary playground and artworks contribute to an inclusive and safe Coolbellup campus. Classroom environments are purposefully designed and support the diverse needs of students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Positive behaviour is facilitated through a range of programs and language that supports protective behaviours, social skills instruction, social stories and Zones of Regulation. • A focus on the principles of applied behavioural analysis supports students with autism, with an intention to further expand TEACCH⁵ strategies. • Strategic rotation of education assistants facilitates group commitment to individual students, shared understanding of pedagogical and behavioural approaches and supports the health and wellbeing of staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Document the school's positive behaviours approach, use of protective behaviours' language and whole-school approaches to student behaviour and wellbeing in a Coolbellup Learning Centre student support framework. • Extend the approach taken to supporting students with complex needs and communication support by incorporating a focus on progressively transferring skills from the AAC⁶ and ASD⁷ coordinators to classroom staff.

Leadership

The school has built an effective and distributed leadership structure that balances the responsibilities of school improvement implementation and practical support in classrooms.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A consultative change management process is evident and includes multi-layered communication opportunities between team leaders, curriculum teams, teachers and education assistants. • Effective school-wide collaboration is evident in school plans that are frequently revisited and shared, ensuring active engagement in the school improvement agenda. • Staff development is supported through on-site professional learning, with ASD and AAC coordinators leading pedagogical renewal and providing hands-on, in-class support. • Engagement with the NESLI Teacher Toolkit resulted in reflective conversations around enhancing social capital, provided avenues for staff engagement and led to targeted planning for improved staff health and wellbeing.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Document the current 'lived practice' in a pedagogical framework that describes school-wide beliefs about effective teaching when reviewing induction processes and school improvement planning. • Determine a common school data set that enables whole-school consistency in relation to assessment methods, data analysis and strategy selection. • Continue the targeted focus on identified staff health and wellbeing needs.

Use of resources

The MCS⁸ maintains a strong connection to school activity, including leadership of education assistant development opportunities, financial leadership and engagement with health and wellbeing planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Links between resourcing and school improvement plans are evident. • Decisions about funding of specialist support are evidence based. • Clear guidelines and training in cost centre management, provided by the MCS, supports effective financial operations. • An established workforce management process considers funding available, leave management and succession planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build the financial management capacity of new staff. • Strengthen links between school budgets and school improvement plans by ensuring curriculum teams provide more detailed meeting minutes.

Teaching quality

A team of school based curriculum leaders support classroom staff to implement targeted programs in the areas of AAC, ASD, literacy, mathematics and protective behaviours. Teacher and education assistant collaboration is focused on student achievement and wellbeing.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The collaborative nature of the support provided by curriculum coordinators and leaders facilitates school-wide beliefs about teaching and learning. • Rotational delivery of HASS⁹, the Arts and Science aligned to abilities based learner groups is innovative and is supported through collaboratively developed, differentiated whole-school curriculum packages. • Teacher performance management processes include reflection against AITSL¹⁰ Australian Professional Standards for Teachers and systemic and school plans with the intention to incorporate classroom and peer observation processes. • Teachers maintain informative student assessment files that adhere to an assessment schedule. There is an intent to critique instrument relevance.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Focus on increasingly transferring the deep knowledge held by curriculum team leaders to classroom staff through capacity building approaches. • Support the induction of agreed teaching and learning beliefs by documenting core ASD, AAC, literacy and other teaching and learning approaches in a Coolbellup Learning Centre pedagogical framework. • Strengthen moderation processes.

Student achievement and progress

The school has identified that changing student demographics, including the enrolment of students with more complex communication and learning needs, has resulted in the need for an alternative set of assessment tools and assessment protocols that inform school planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers utilise a range of family, school-based and systemic evidence sources and a RTP SEN¹¹ objective bank when developing IEPs¹². • A common IEP framework ensures that objectives are SMART¹³ and linked to SCSA¹⁴ stages, ensuring that objectives are progressively challenging. • Teachers adhere to a whole-school assessment schedule and agreed achievement criteria. Data is reviewed each semester by curriculum coordinators, discussion occurs with teachers and further planning ensues.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Utilise ABLEWA¹⁵, including ABLES¹⁶, consistently across all classrooms and build the capacity of classroom staff to utilise ABLEWA. • Overcome vulnerability to inconsistent assessment completion by establishing an assessment protocol that includes two assessors. • Continue to review whole school approaches to literacy, focussing on the identification of suitable diagnostic instruments, analysis of systemic and school-based data, links to school improvement planning and consistent application of strategies in classrooms.

Reviewers

Stuart Percival
Director, Public School Review

Karen Macri
Principal, Merriwa Education Support Centre
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Parents and Citizens' Association
- 2 Electronic School Assessment Tool
- 3 Home-school communication application
- 4 National Excellence in School Leadership Institute (staff wellbeing toolkit)
- 5 Treatment and Education of Autistic and Related Communication for Handicapped Children
- 6 Augmented and Alternative Communication
- 7 Autism Spectrum Disorder
- 8 Manager Corporate Services
- 9 Humanities and Social Sciences
- 10 Australian Institute for Teaching and School Leadership
- 11 Reporting to Parents Special Educational Need
- 12 Individual Education Plan
- 13 Specific, measurable, agreed, realistic and time-based
- 14 School Curriculum and Standards Authority
- 15 Abilities Based Learning Education, Western Australia
- 16 Abilities Based Learning Education Scales