

School Review Report 2019 – 2023 Cycle



Coolaroo South Primary School

5554

North Western Victoria

Validation Day: 8-08-2019

Fieldwork Day/s: 20-08-2019

Final Panel Day: 29-08-2019

School Principal	Name: Karen Nicholls Email: nicholls.karen.k@edumail.vic.gov.au
School Council President	Name: Nicola Mundt Email:
Senior Education Improvement Leader	Name: Jason Coningsby Email: coningsby.jason.a@edumail.vic.gov.au
School Reviewer	Name: Branko Lukic Email: lukic.branko.b@gmail.com Review company: Branko Lukic
Challenge Partner 1	Name: Vivienne Tellefson Email: tellefson.vivienne.a@edumail.vic.gov.au
Challenge Partner 2	Name: Sharon Butler Email: sbutler@silentpartners.com.au

CONTENTS

1. Public section	3
1.1 SCHOOL CONTEXT	3
1.2 SCHOOL highlights	4
1.3 Summary of key review findings	4
1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP	6
2. Confidential section	7
2.1 SUMMARY OF PERFORMANCE AGAINST THE SSP	8
2.2 KEY ACHIEVEMENTS AGAINST SSP and AIP TARGETS	12
2.3 KEY CHALLENGES AGAINST SSP and AIP TARGETS	13
2.4 FIELDWORK FINDINGS	14
2.5 OTHER SIGNIFICANT FINDINGS and considerations	16
2.6 ASSESSMENT AGAINST THE FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT	17
2.7 KEY DIRECTIONS FOR THE NEXT SSP – GOALS, TARGETS AND KIS	19
Appendix 1: Terms of Reference and Methodology	21

Melbourne Aug-21

©State of Victoria (Department of Education and Training) 2016

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training,

2 Treasury Place, East Melbourne, Victoria, 3002

1. Public section

1.1 SCHOOL CONTEXT

Location and history	Coolaroo South Primary School is located in the City of Hume in the northern suburbs of Melbourne approximately 21 kilometres from the Melbourne Central Business District. The school was established in 1967 and merged with Dallas North Primary School in 2013. The school structure comprises a four year old funded kindergarten program along with foundation through to year six.
School facilities	The school grounds include two main buildings and a multi-purpose hall which is currently under construction. The grounds include two separate basketball and netball courts and an oval.
Enrolments	Enrolments at the time of review were approximately 259 students, with 54, four-year-old children in the kindergarten program.
SFO and SFOE	The SFOE index was 0.85 in 2018-2019.
Staff profile	The staffing profile consists of 2 Principal Class officers, 18 EFT teachers and 13 EFT Education Support staff.
Curriculum	The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. Arabic and Samoan are also provided for all children for whom Arabic or Samoan is their mother tongue language. Classroom teaching and learning is also supported by a language support program, a speech therapy assistance program (STA) and a reading intervention program.
Additional information	Coolaroo South Primary School is an accredited Kids Matter school. The school has a therapy dog who works across the school providing social and emotional support to the school community. The school also employs the equivalent of 1.2 EFT speech therapists who provide phonological work alongside teachers as well as individual clinical work for PSD students.

1.2 SCHOOL HIGHLIGHTS

Highlight 1

Title: Community Hub	FISO Priority: Community engagement in learning	Dimension: Parents and Careers as partners
-----------------------------	--	---

The panel found that a key school highlight was that Coolaroo South Primary School functions as the hub of the community.

The school is set up to be a welcoming place where families (particularly migrant, refugee families and mothers with young children) can come to connect, share and learn. The school employs two community liaison staff members who work with and alongside teachers, parents, children and other agencies. The engagement of families is strengthened, as evidenced at this year's Harmony Day, when families catered lunch for the entire school. Feedback from the parent focus group to the panel included comments such as "it was a true celebration of our multi-cultural community".

In 2018, there were more than 9,000 attendances of adults and children at school organised programs such as children's language and literacy sessions, adult English classes, citizenship classes, health, formal and informal training sessions. There were over 2,000 attendances accessing playgroups, early language and literacy sessions. The school is looking forward to offering parents further vocational training courses, further employment and volunteer opportunities. The school has also hosted family excursions, weekend family holidays and days out.

The establishment of the community hub has strengthened the school's links with external agencies. The school made over 290 referrals for additional family support, maternal health, pre-school and community health services.

Highlight 2

Title: <i>Writers' Festival</i>	FISO Priority: <i>Community engagement in learning</i>	Dimension: <i>Parents and Careers as partners</i>
--	---	--

The panel found that a second key school highlight was the celebration of learning with an annual writers' festival.

The festival uses a current school focus as its theme and each year a different writing genre. This has included stories related to the development of Sprites created in Coding, Poetry, Narratives based on play, Memoirs - Snapshot of Life, celebrating the school's 50th anniversary and for the tenth and final festival "The Last Tale", stories of fantasy and imagination.

To build the field for each focus, children were immersed in rich literature, supported and encouraged by their teachers. Staff were involved in extensive professional learning and mentoring, each year building on their skills and knowledge of different genres and publishing styles.

The students became authors, they shared their drafts, read, talked and published their work at a gala opening where the entire community and special guests attended. Staff and families were invited to join in and publish their own writing alongside that of the children. Special guest authors, illustrators and artists provided guidance and tuition to all along the journey.

Feedback from a staff focus group the panel included, "the annual Writers' Festival was a perfect way to engage our community in learning, build school pride and demonstrate excellence in teaching and learning".

Highlight 3

Title: <i>School musical production</i>	FISO Priority: <i>Community engagement in learning</i>	Dimension: <i>Parents and Careers as partners</i>
--	---	--

The panel found that a third key school highlight was ICT development at Coolaroo South Primary School.

The use of ICT has continuously evolved over the period of the strategic plan. The employment of an 0.8 ICT technician has supported the investment of a 3D printer, school-based iPads, notebooks and Macs along with associated storage and charging trolleys, throughout the school. These classroom-based devices have provided all children with access and skill development in a range of devices. As a result, students are more familiar with the use of devices for online assessments.

Since 2017 the school has introduced and promoted Coding into the curriculum, Kindergarten through to Year 6. This program has seen the development of the children's understanding in design and 3D printing with two groups of year 6 students being finalists in the Print a Car challenge organised through Quantum Victoria. (Quantum Victoria is one of six Specialist Science and Mathematics Centres established by the Victorian Department of Education and Training)

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2016–2019 School Strategic Plan for Coolaroo South Primary School set a goal to improve the growth of every student in Literacy and Numeracy. The panel found that the school partially met this goal, with one of the six targets met.

SSP Goal 2:

The second goal was to develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. The Panel found the school partially met this goal, with two of the seven targets achieved.

SSP Goal 3:

The third goal was to build positive mental health and wellbeing by enhancing the resilience and safety of every member of the school community. The panel found that the school partially met this goal, one target was achieved, one target was partially achieved, and two targets were not achieved.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent do we understand underlying factors that impact on student attendance at Coolaroo South Primary School?

The Panel found through discussion with parent focus groups that the school had undertaken a considerable amount of work building positive relationships with families. A significant amount of time and effort had been spent by the school establishing, unpacking and forming the Community Code of Practice. The school had employed community liaison staff to support parents and had established a Community Hub. Whole school professional development had been undertaken and a school therapy dog has been introduced to work with children and families. The panel formed the view that more work could be performed determining the reasons for unexplained absences and ensuring the accuracy of absence data.

Terms of Reference Focus Question 2: How well is data identified, analysed and used to inform teaching and learning at Coolaroo South Primary School?

The panel found through teacher focus group discussion and observation of teacher planning that the school had initiated a range of evidence-based teaching and learning practices. An assessment schedule was in place, pre and post testing was an established practice with mathematics teaching and the panel observed instances of instant feedback being given to students on their learning. The panel formed the view that the school could consider further exploring formative assessment as most of the assessment the panel observed was summative. Consistency in administering assessment was another area the panel believed the school could pursue.

Terms of Reference Focus Question 3: To what extent does the school develop and integrate student and community agency into learning at Coolaroo South Primary School?

The Panel found through student focus group discussions that students had leadership opportunities that enabled them to build self-confidence, take responsibility for the organisation of events and to develop a greater understanding of their roles as leaders. The Panel found through parent focus group discussion that parents valued celebration of student achievement through regular opportunities at school events such as the writer's festival. These opportunities enabled recognition of student talents and built student pride in their learning achievements; outcomes confirmed by students in student focus group discussions. The panel formed the view that whilst students were provided with many opportunities to express their opinions and voice, that there was a limited understanding amongst the student body about the rationale behind student agency and the mechanisms by which it could be activated. The panel found through discussions with parent groups that the school had built positive relationships with families, parents commented that there many opportunities to become involved in activities outside the classroom. The panel was informed through discussions with leadership and staff that the school was wanting to take the next step and consider means by which to increase parental involvement in the classroom. The panel formed the view that further work should be undertaken in the area of student and community agency.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Literacy and Numeracy
- Student voice, agency and leadership
- Attendance