



Department of
Education

Shaping the future

Collier Primary School

Public School Review

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 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

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

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Collier Primary School is approximately 8 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

Opened in 1948, the school currently enrolls 293 students from Kindergarten to Year 6.

Collier Primary School has an Index of Community Socio-Educational Advantage of 1075 (decile 2).

Community support for the school is demonstrated through the work of the School Council and the Parent and Citizens' Association (P&C).

The first Public School Review of Collier Primary School was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

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 provided an open and frank account of its current context, performance and operations in delivering its improvement agenda, including an acknowledgement of the need to improve student outcomes.
- The Principal engaged staff in regular meetings to reflect on the school's performance against each domain of the Standard and collaboratively developed planned actions.
- An extensive range of staff, parents and community members contributed to the validation visit discussions, demonstrating significant support for the leadership team and school's commitment to student success.
- A broad range of students from Years 1 to 6 engaged enthusiastically with the reviewers, demonstrating pride in their school and gratitude for the extra-curricular activities provided by staff and the P&C.

The following recommendations are made:

- Consider the development of an action plan to implement and monitor the recommendations in each domain, measuring progress against timelines.
- Guided by the domain foci, continue to use the Standard as part of the regular review of school performance.

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Relationships and partnerships

The 'Collier Way' underpinned by the motto 'respect and excellence' encompasses the established culture of trust and respectful relationships between students, staff, families and the wider community.

Commendations

The review team validate the following:

- Students, families and staff value the caring and respectful leadership and the commitment to develop collaborative relationships.
- Open and transparent communication is evident between staff, students and parents. Communication is tailored with a variety of modes used, considerate of the diverse language backgrounds of families.
- An informed School Council provides oversight to governance and an active P&C supports the school through events that enhance community connectiveness, while raising significant funds for resources. The implementation of a P&C classroom representative is enhancing relationships and engagement.
- Strategic partnerships have been developed to build connections with government and non-government organisations leading to opportunities and programs for students.

Recommendation

The review team support the following:

- Continue to liaise and further develop relationships with families to support the academic, and social and emotional needs of students.

Learning environment

The school has created a welcoming and safe environment providing students and families with a strong sense of belonging. Whole-school initiatives support positive behaviour approaches with a strategic focus on supporting students' mental health and wellbeing.

Commendations

The review team validate the following:

- The establishment of a First Nations Committee, led by a highly regarded Aboriginal and Islander education officer, is embedding the Aboriginal Cultural Standards Framework as well as developing a culturally responsive environment for students, staff and families.
- The Grow Your Mind Program is enhancing the social and emotional learning and wellbeing of students through developing better understandings of mental health and forming habits of resilience.
- With increasing enrolments of students with English as an Additional Language or Dialect (EAL/D), the school has appointed an education assistant (EAL/D) to provide intervention in classrooms and liaise with families.
- Positive Behaviour Support underpins the school's CARE¹ matrix, outlining 4 key expectations incorporating kindness, responsibility, respect and excellence. Positive incentives and rewards reinforce expected behaviours.
- Competent education assistants provide intervention and support for students at educational risk, while triage processes are case managed by the deputy principal and school psychologist in conjunction with teachers.

Recommendation

The review team support the following:

- Continue to build collective teacher efficacy in the delivery of consistent pedagogical approaches and practices to cater for the diverse needs of students in the school.

Leadership

The Principal, together with the leadership team, demonstrate a commitment to creating conditions for respectful relationships while being unified in a focus on school improvement and enhancing outcomes for students.

Commendations

The review team validate the following:

- The Principal and leadership team are visible and supportive, sharing clear visions and directions for the school improvement journey. Staff are valued and respected with strengths recognised.
- A distributed model of leadership enables staff to have input, understanding and ownership of decisions made. Significant opportunities are provided for aspirant leaders through targeted professional learning.
- Through a highly consultative approach, the need for change is carefully managed with consideration given to the selection of evidence-based programs, with time provided to enable thorough implementation and reflection.
- Performance development aligns to strategic and operational plans with staff encouraged to seek professional learning that will enhance their pedagogy and practice.

Recommendations

The review team support the following:

- Continue to refine and review strategic and operational plans to meet targets and priority areas and progress the school improvement agenda.
- Explore opportunities for staff to engage more regularly in Phase of Learning Team meetings with the inclusion of moderation activities.
- Continue to build the profile of the recently appointed teaching and learning coordinator to lead the implementation of the Quality Teaching Strategy across the school.

Use of resources

The school focuses on managing both human and physical resources to maximise opportunities for staff and students. There is a clear intent for resources to be deployed to cater for diverse student needs.

Commendations

The review team validate the following:

- The Principal, manager of corporate services (MCS), Finance Committee and School Council work together to ensure prudent financial planning and budget management processes are in place.
- Student characteristics and targeted initiative funding assists student learning through the resourcing of a teaching and learning coordinator, education assistant (EAL/D) as well as evidence-based school programs and interventions.
- Workforce planning reflects thoughtful consideration given to the existing staff profile and the future needs of students and school priorities.
- The digital technology needs of students and the school are being reviewed with a long-term plan and replacement schedule being established.

Recommendations

The review team support the following:

- Schedule regular, formal meetings between the Principal and MCS to ensure budgeting aligns with the Funding Agreement for Schools.
- Ensure ongoing training in resource management is undertaken by the MCS and school officers to guarantee expected financial standards are maintained at the highest level.

Teaching quality

The school acknowledges the importance of consistent whole-school approaches to progress student performance. Aligning practices with the need to develop pedagogical and instructional frameworks is being prioritised for the school improvement agenda.

Commendations

The review team validate the following:

- Staff are united in their commitment to focus on achieving greater levels of student success through the implementation of whole-school evidence-based programs and aligning practices.
- The recently implemented Back-to-Front Maths teaching approach is aligning teaching practices and catering for intervention and extension for students.
- Graduate and newly appointed teachers are provided with a comprehensive staff handbook and opportunities to be mentored.

Recommendations

The review team support the following:

- Develop shared understandings and beliefs to strengthen the conditions needed for teaching quality, driving data and evidence-based improvements.
- Align the expectations of staff in pedagogical practice to the Department's Quality Teaching Strategy and Teaching for Impact, ensuring consistency and connectedness of teaching practice through the development of a whole-school instructional model.
- Embed literacy and numeracy blocks from Kindergarten to Year 6 to ensure balanced programs and consistent instruction.

Student achievement and progress

Mindful that some students are not making 'year on year' academic growth, the school is consolidating its approach to the collection and analysis of student data to inform teaching and learning programs.

Commendations

The review team validate the following:

- Year 5 like school NAPLAN² data indicates that the school has maintained expected levels of progress in all areas.
- The school has responded to Year 3 NAPLAN data and have commenced a review and refinement of literacy and numeracy programs in the early years.
- A whole-school, well-defined assessment schedule identifies a range of standardised assessments with provision for moderation opportunities to support accuracy in grade allocations.
- Achievement and progress in English is closely monitored and reported on using the EAL/D Progress Map.

Recommendations

The review team support the following:

- Continue to address the declining levels of academic achievement as evidenced in 2023 Year 3 NAPLAN data by embedding consistent literacy and numeracy approaches in the early years.
- Progress the intent to further develop staff data literacy and proficiency in the use of a school-wide data platform to monitor and influence student progress at the individual and cohort level.
- Explore the opportunities to identify students requiring targeted intervention and/or academic extension through the use of alternative forms of data sets.

Reviewers

Natalie Tarr
Director, Public School Review

Barbara Iffla
Principal, Jolimont Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Choose kindness; Act responsibly; Respect self, others and environment; and Excellence
- 2 National Assessment Program – Literacy and Numeracy