



Department of  
Education

**Shaping the future**

# Cottesloe 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 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 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Cottesloe Primary School is located in the suburb of Peppermint Grove, approximately 12 kilometres from the Perth central business district, in the North Metropolitan Education Region.

Established in 1896, Cottesloe Primary School has a rich heritage and strong traditions. Originally operating from the St. Columba's Presbyterian Hall with an enrolment of 30 children, four classrooms were erected on the present site and opened with 208 children in 1898. By 1915, with further building additions to the school, enrolments rose to approximately 500. The buildings are attractive and set amongst mature grounds.

Currently there are 343 students enrolled from Kindergarten to Year 6.

In 2015 the school gained Independent Public School status. Cottesloe Primary School has an Index of Community Socio-Educational Advantage of 1147 (decile 1).

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

## School self-assessment validation

The Principal submitted a school self-assessment that provided an account of school operations.

The following aspects of the school's self-assessment process are confirmed:

- During the school validation visit, a range of staff, parents, School Board and community members engaged in discussion and offered insights into school operations, which added significant value to the school's ESAT submission.
- A period of cultural change has led to a strengthened committee structure and increased collaboration and staff engagement in school self-assessment. This has contributed to elevated levels of staff ownership of planning leading to greater personal and professional accountability.
- Although the ESAT submission contained a limited range of evidence and analysis to demonstrate school performance in each domain of the Standard, discussion on the validation day provided elaborations which enhanced the process.
- The positive support from the School Board and P&C was acknowledged by the school leadership team.

The following recommendations are made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of school self-assessment across all domains.
- Explicit attention should be given to the quality of evidence used to describe the essential indicators of performance, as outlined in the Standard.
- In future ESAT submissions, provide more in-depth and detailed analysis of clear evidence sources to demonstrate school performance against each domain.

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### Relationships and partnerships

Relationships and partnerships are characterised by a sense of strong community connection, open communication, cohesion and trust. Staff work collaboratively in teams and have a collective focus on student success.

### Commendations

The review team validate the following:

- Effective internal and external communication is maintained through a variety of platforms including Connect. A communications schedule, clearly informs parents and staff of planned communications.
- Staff collaborate both informally and formally, including at weekly meetings focused on planning, moderation and peer accountability.
- The active and invested School Board and P&C work closely to support the school's ongoing development. School Board members have a clear understanding of their role and provide input into strategic directions and school performance monitoring.

### Recommendation

The review team support the following:

- Continue to provide authentic opportunities for staff to offer feedback on school improvement and planning including through completion of the National School Opinion Surveys.

### Learning environment

A safe, caring, respectful and inclusive learning environment is enhancing student wellbeing, learning and development. The physical environment adds value to students' educational experiences including naturescape areas and designated specialist rooms that promote team work, problem solving and socialisation.

### Commendations

The review team validate the following:

- Parents value the level of support for students with special educational needs. This is provided through case conferences, development of Individual Education Plans (IEPs) and modified programs.
- Critical and Creative Thinking extension groups are designed to challenge students through literature and philosophy.
- The school values of 'integrity, kindness, perseverance, excellence and respect' are well embedded and underpin the school's inclusive culture. The holistic focus on the physical, emotional, social and academic development of students augments the school values.
- Ongoing collaboration with West Coast Language Development Centre is supporting teachers to cater for students with language difficulties including the analyses of Kindergarten Assessment Tool and On-entry Assessment Program data.
- Before and after school clubs such as engineering, performing arts, sewing, woodwork and sport, provide a rich range of high interest activities. These are valued by students and families.
- The school is in the early stages of implementing Positive Behaviour Support with momentum evident in the work of the leadership team.

### Recommendations

The review team support the following:

- Seek a formal National Quality Standard (NQS) verification to validate staff judgments and identify areas for further development.
- Progress intentions to implement a whole-school approach to student and staff wellbeing.
- Continue to develop cultural responsiveness through a focused whole-school plan guided by the Aboriginal Cultural Standards Framework.

## Leadership

The school has an ongoing commitment to school improvement enabled through consultation, collaboration and shared decision making. Staff value the open and supportive approach of the Principal, who is credited with engendering a sense of trust and empowerment of staff leading to initiatives linked to strategic goals.

### Commendations

The review team validate the following:

- Distributed leadership is supported through a committee structure focused on the implementation of evidence-based, school-wide procedures. Teachers have opportunities to lead teams and drive the school's strategic agenda.
- Teaching staff are engaging with the Future Leaders Framework project through the Shenton Network, contributing to leadership development at the school.
- The school has been collaboratively developing an improved process of staff performance development, where individual and strategic needs are considered and reflection and goal setting enhance professional growth.
- Instructional support for staff is provided by experienced teacher leaders who offer mentoring support in areas of their expertise.
- Staff meetings are utilised to share, process and discuss various data sets, which are then used for forward planning.

### Recommendations

The review team support the following:

- Progress intentions to further embed consistent practices through action learning within collaborative teams. Continue the mentor program for staff to support consistent practices.
- Ensure that the school's strategic vision is visible, embedded and owned by the school and community. Tighten the alignment of the business plan, operational plans and class level planning.
- Continue to develop instructional leadership to build shared beliefs about pedagogy and support staff to implement whole-school approaches.

## Use of resources

The school is well resourced with careful consideration given to the development and maintenance of the physical environment to support student wellbeing and learning outcomes. Enclosing the undercover area has allowed for curricular and extra-curricular activities such as performing arts and artwork displays.

### Commendations

The review team validate the following:

- To ensure the sustainability of information and communications technology (ICT), the manager corporate services (MCS) and Finance Committee collaboratively explored and adopted leasing arrangements for ICT equipment.
- Regular opportunities are facilitated for the School Board to engage in discussion and ask questions about school finances and resource allocations.
- The Finance Committee meet regularly and provide oversight of the school's financial management practices.
- Disability resourcing is allocated in line with students' needs. School funds are directed towards supporting SAER<sup>1</sup> through MultiLit. Resourcing is also prioritised to fund a STEM<sup>2</sup> teacher and STEM laboratory.
- Additional funds from the P&C have supported the school in the development of key initiatives and projects.

### Recommendations

The review team support the following:

- In future, develop operational plans that include projected resource requirements and costings.
- Ensure the workforce plan is linked to the school's strategic goals and that workforce gaps, strategies and costings are identified.

## Teaching quality

The school is committed to the implementation of evidence-based practice and whole-school approaches. There is evidence of connected teaching practise and shared beliefs about 'what good teaching is', and 'how students learn best'.

### Commendations

The review team validate the following:

- Teaching staff use a range of school-based assessments to inform classroom decision-making.
- The Teaching Practices Committee work to ensure that agreed, whole-school approaches to teaching are implemented and embedded.
- The school has introduced Talk for Writing with high levels of staff and student engagement.
- Classroom observations, by executive and committee leaders, verify the use and uptake of the school's engagement norms outlining pedagogical expectations.
- Explicit teaching of phonics is well embedded and guided by a belief in 'phonics with fidelity'.
- Professional learning for leaders, through Empowering Leaders of Mathematics, is informing the school's commitment to improving the teaching of mathematics. This includes the development of rich learning experiences and building students' mathematical understanding.

### Recommendations

The review team support the following:

- Strengthen school-wide practices in mathematics through the development of leaders and through building staff capacity.
- Initiate plans to develop a senior primary reading program.
- Progress intentions to engage in the NQS self-assessment process. Develop an early childhood philosophy aligned to the school's belief in balancing play-based intentional learning and explicit teaching.
- Ensure yearly operational plans are sufficiently rigorous and detailed to drive ongoing improvement, particularly in English and mathematics, incorporating explicit, time-based student success targets.

## Student achievement and progress

The school recognises the importance of data and evidence-based decision making. Structures and processes have been developed to support data collection and centrally based storage.

### Commendations

The review team validate the following:

- Staff regularly meet in collaborative groups to analyse student work samples. This assists the moderation of teacher judgements and grade allocations.
- 2020 Progressive Achievement Tests in Mathematics (PAT) indicated some progress in Year 2 to Year 6 average scaled scores. The school has an intention to increase its average scaled score.
- The school assessment schedule is enabling systematic data collection. Best Performance software has assisted the analysis of school data and the identification of development areas.
- Use and analysis of school and system-based data includes NAPLAN<sup>3</sup>, PAT, Progress Maps, ABLEWA<sup>4</sup>, and IEPs.

### Recommendations

The review team support the following:

- Strengthen tracking of student progress from On-entry to Year 3, to identify gaps and provide access to intervention strategies. Continually review the efficacy of programs for their impact on student learning.
- Consolidate staff data literacy knowledge and skills. Collaboratively analyse student achievement data to track student progress, identify target groups and set explicit improvement targets.
- Take immediate steps to address the decline in student achievement in NAPLAN Year 3 writing and Year 5 reading.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Bronwyn Tester  
**Principal, Ranford 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.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Students at educational risk
- 2 Science, technology, engineering, mathematics
- 3 National Assessment Program – Literacy and Numeracy
- 4 Abilities Based Learning Education, Western Australia