



Cottesloe Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 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.

Currently there are 349 students enrolled from Kindergarten to Year 6.

Cottesloe Primary School has an Index of Community Socio-Educational Advantage of 1166 (decile 1).

Established in 1896, Cottesloe Primary School gained Independent Public School status in 2015.

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

The first Public School Review of Cottesloe Primary School was conducted in Term 3, 2021. This 2025 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 Electronic School Assessment Tool (ESAT) submission included an overview document outlining the evidence, judgement and improvement plans for each domain.
- In preparation for the Public School Review, the leadership team facilitated a collaborative self-assessment process with staff and the community.
- Alignment was demonstrated between evidence submitted, observations and judgements about the school's performance. These elements, in conjunction with the planning intentions articulated in the school's ESAT submission were further elaborated upon during the validation phase.
- A willingness to seek and respond to feedback is recognised as essential for informing the ongoing school improvement agenda.
- A range of enthusiastic and supportive staff, parents and students participated actively in discussion with the review team, sharing honest and genuine information that built on the school's ESAT submission.
- There is a clear commitment from the school leadership to authentically engage staff in a continuous assess, plan and act cycle.

The following recommendations are made:

- Consider distributing the authorship of ESAT entries among the broader staff to foster ownership, acknowledge the purpose of consistent self-reflection and ensure collaborative practices.
- Ensure the evidence submitted in future ESAT submissions best reflects the school's performance set against the Standard and that it considers the full range and depth of the domain foci.

Relationships and partnerships

The school's culture is characterised by collegiality and respectful relationships, creating a strong school identity and a sense of belonging. Staff, students, families and community members value and take pride in the school.

Commendations

The review team validate the following:

- A stable School Board serves as a steadfast advocate for the school and effectively fulfils its role in supporting governance through active involvement in identifying and supporting the school's priority areas.
- The school has established close partnerships with external service providers, including WizeTherapy, and organisations such as the Cottesloe Coastcare Association, alongside local councils and businesses, which provide additional learning opportunities and support for both students and staff.
- The P&C is proactive and effective in providing valuable support to the school through a range of initiatives, including fundraising, supplementing teacher resources, contributing to playground and building equipment and operating the valued uniform shop.
- The school communicates with the community in a timely, informative and sustainable manner.
- The school is committed to nurturing the whole child, a focus that is well supported by meaningful community engagement in school events, including the highly valued COTT Fathers' program.

Recommendation

The review team support the following:

- Further strengthen internal collaboration practices focused on teaching, learning and student achievement.

Learning environment

Students report that they enjoy coming to school and are appreciative of a physical setting that encourages a variety of interactions within an orderly, respectful positive and safe learning environment.

Commendations

The review team validate the following:

- A respectful and inclusive behaviour approach is reinforced through the school's positive behaviour for excellence plan. The school's 5 pillars of success¹ are embedded across all aspects of school life, contributing to a strong and supportive school culture.
- The National Quality Standard validation process affirmed safe, respectful and developmentally appropriate practices in Early Childhood.
- Multi-tiered system of support practices support students at educational risk through a robust team approach, which includes provisions for case conferences and the development of IBPs² and IEPs³. Targeted strategies and supports are implemented for students with the highest needs
- A highly valued school chaplain plays a key role in supporting students' wellbeing through initiatives such as Wellbeing Tuesday together with building strong relationships with families and contributing to the school's strong sense of community.
- The Year 6 peer mentoring program supports Early Years students by promoting close, positive relationships across the school while fostering leadership and communication skills in senior students.
- Attendance is closely monitored through an early intervention approach, with opportunities in upper primary such as the school musical, Year 5 camp, peer mentor program supporting increased student retention.
- Cultural responsiveness is supported through engagement with the ACSF⁴, collaboration with local Elders, participation in the council's Reconciliation Action Plan committee.
- Student councillors share leadership responsibilities to build communication skills, confidence and community connections.

Recommendations

The review team support the following:

- Progress the strategic focus on staff health and wellbeing.
- Develop a whole-school approach to support student wellbeing including the implementation of a curriculum to support student social and emotional development aligned to their needs.

Leadership

The Principal and leadership team demonstrate a unified commitment to working collaboratively with staff to develop a shared vision for the future and an improvement agenda in which all staff feel genuinely included and invested.

Commendations

The review team validate the following:

- The development of the 2025-2028 school strategic plan is closely aligned to the Standard and has been informed by staff collaboration and reflection. It is further refined through the continued monitoring of specific, measurable targets aligned to the domains.
- The Leadership Committee facilitates expanded opportunities for authentic distributed leadership. Staff exhibit a strong capacity to undertake leadership roles through a highly professional and collaborative lens/approach.
- A well-established whole-school assessment schedule is clearly evident providing a structured approach to data collection and analysis across all year levels.
- The Principal understands the importance of managing change at a pace that fosters staff engagement and commitment, while also acknowledging the need for clearly defined structure, processes and protocols that align with the change to secure sustained staff and community buy-in.
- Performance management and development processes are in place and are aligned to the new strategic plan.

Recommendations

The review team support the following:

- Develop and embed a clear distributed leadership model including clear leadership roles and responsibilities and a committee structure that drives high quality teaching and consistent practices.
- Build committee leaders capacity to develop and implement operational plans including processes and expectations supported by clear decision making pathways.

Use of resources

Financial planning and budget allocations are informed by improvement priorities, student needs and balanced against the historical operational requirements of the school.

Commendations

The review team validate the following:

- The Principal and highly regarded manager corporate services collaborate to ensure transparent, and evidence informed decision making, underpinned by effective monitoring and evaluation of school programs and initiatives.
- The Finance Committee, together with the School Board, provide oversight of school finances and demonstrate a sound understanding of their respective roles and responsibilities.
- Funding provided through targeted initiatives and student characteristics allocations is strategically utilised to meet the diverse needs of students, including the employment and allocation of education assistants.
- To advance the integration of digital technologies in teaching and learning, ICT⁵ planning remains a key focus, supported by a well-equipped design and technologies learning space, dedicated technical support and an ongoing review of iPad usage across the school.
- Additional funding provided through the P&C and OSHC⁶ has been strategically allocated to support targeted staff professional learning aligned with the school's priorities and focus areas.
- Workforce plans are adjusted to accommodate the evolving need of the school with consideration of students, staff and resource requirements.

Recommendation

The review team support the following:

- Strengthen the skill set of middle leadership through the provision of targeted, relevant and high quality professional learning.

Teaching quality

Committed to embedding school-wide shared beliefs, connected and collaborative practices, the school has acknowledged the need to implement a whole-school instructional teaching and learning framework.

Commendations

The review team validate the following:

- Staff demonstrate a strong and ongoing commitment to improvement by taking collective responsibility for student outcomes, both at the class level and for individual learners.
- Reflection against the national school's improvement tool highlighted the need for a more consistent approach to teaching and learning, and the school is now working towards addressing this through the Leadership Committee.
- Collaborative planning structures including staff meetings and collab meetings provide staff with valuable opportunities to plan, share ideas and analyse data to inform teaching and learning.

Recommendations

The review team support the following:

- Define and embed the school's agreed pedagogical framework, the Instructional Guide for Excellence ensuring consistency and connectedness of teaching practice across the school.
- Advance the consolidation and embedding of the lesson design templates and scope and sequence documents to ensure consistent implementation across the school.
- Continue to develop operational plans aligned to the Business Plan to effectively inform and guide whole-school approaches to literacy and numeracy.
- Establish and embed peer coaching and observation strategies to support low variance teaching practices and promote consistency of instruction across the school.
- Define and articulate the role of the domain heads to implement aligned practices and inform level of oversight to ensure consistent strategic implementation of teaching and learning strategies.
- Ensure that review and reflective processes are linked to measuring conditions for sustained high quality teaching, as well as evaluating the effectiveness of key literacy and numeracy strategies and programs.

Student achievement and progress

Whilst achievement and progress is considered within a broader framework of student wellbeing, leaders acknowledge the need to address negative performance trends and ensure that decisions relating to program selection and implementation are evidence-based.

Commendations

The review team validate the following:

- A range of systemic and school-based assessments including On-entry assessment, NAPLAN⁷, Ochre Education, Letters and Sounds, Brightpath and Spelling Mastery are used to make judgements on student progress.
- The introduction of Top Ten Maths has positively impacted student progress and achievement in numeracy.
- Targeted differentiation for high performing students through the High Potential Learners program is evident and will continue to expand, fostering critical thinking and high order thinking skills.

Recommendations

The review team support the following:

- Implement longitudinal data tracking to build collective understanding of individual, cohort and longitudinal levels of achievement.
- Address student Year 3 underperformance in numeracy, reading, spelling and punctuation and Year 5 underperformance in reading and writing.
- Continue to build the capacity of staff to analyse data to inform planning at the classroom and whole-school level with particular attention given to exploring fine grained data against like schools.
- Strengthen the implementation of MultiLit intervention programs by enhancing the training and capability of education assistants to support targeted student needs.

Reviewers	
Joanne Harris Director, Public School Review	Beatrice Bouska Principal, Applecross 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.

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 Integrity, Respect, Kindness, Perseverance and Excellence
- 2 Individual behaviour plans
- 3 Individual education plans
- 4 Aboriginal Cultural Standards Framework
- 5 Information and communications technology
- 6 Outside School Hours Care
- 7 National Assessment Program – Literacy and Numeracy