



Department of
Education

Shaping the future

North 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 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

Opened in 1913, North Cottesloe Primary School is located in the North Metropolitan Education Region, approximately 11 kilometres south-west of the Perth central business district.

The school has an Index of Community Socio-Educational Advantage of 1184 (decile 1).

Currently there are 349 students enrolled from Kindergarten to Year 6 and the school gained Independent Public School status in 2012.

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

The first Public School Review of North Cottesloe Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the 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 submitted evidence and accompanying analysis that provided an honest account of its operations, improvement agenda and context including information outlining the school's journey of cultural shift and focus on building a unified school community.
- Opportunities were provided for staff to reflect on the school's performance against the Standard. This was followed by the identification and collation of evidence by the executive leadership team which was then shared back to the staff through staff meetings. This process has contributed to a shared understanding of the school's strengths and areas for improvement.
- The embedding of reflective practices as part of the school's ongoing self-assessment process is evident, including opportunities for staff feedback and engagement in collaborative data analysis.
- Leaders and staff demonstrate high levels of personal and professional responsibility for the outcomes of students.
- During the validation visit a wide range of staff and students, together with leaders, parents, School Board and P&C representatives provided insightful commentary on the school's performance and improvement journey demonstrating strong support for the school and its staff.

The following recommendation is made:

- For future reviews continue to select evidence which provides rich information about the school's performance set against the Standard, with an emphasis on demonstrating the impact on student outcomes.

Relationships and partnerships

Described as an exciting time for the school, a high level of trust amongst staff and between the school and the community is palpable. This has been established through open internal and external communication, transparent practices and processes and opportunities for consultation and shared decision making. Sitting at the heart of the work of all staff is a strong sense of moral purpose and drive to improve student outcomes.

Commendations

The review team validate the following:

- Parents highly value the school, evidenced by positive school satisfaction survey feedback, increasing student enrolments and strong levels of family support through volunteering and fundraising.
- Well considered transition planning processes for students entering Kindergarten and Pre-Primary have privileged the building of family and peer connections, orientation to a new environment and the introduction of daily routines.
- Underpinned by the desire to both unify the school and build a sense of collective responsibility for students, the early years break times were aligned with the rest of the school and the duty roster reviewed to increase both staff collaboration and wider engagement with the early years students.
- The School Board and P&C are highly effective governance groups whose support for the school is realised through skilled and committed members who create linkages with the community and support the advancement of the school's improvement agenda.
- Community partnerships are actively developed and shaped to foster student learning beyond classrooms.

Recommendation

The review team support the following:

- Continue to provide opportunities to engage the community through feedback and consultation to progress identified priorities.

Learning environment

A safe and orderly learning environment is underpinned by agreed expectations that privilege uninterrupted time for literacy and numeracy, morning routines, orderly movement around the school and clear 'ready to learn' expectations.

Commendations

The review team validate the following:

- A student services team including the Principal, deputy principals, school psychologist and chaplain meet regularly to triage student needs and provide oversight of documented plans and the support delivered through differentiated strategies and intervention.
- The school chaplain provides a range of wellbeing supports for students, families, and staff. This includes a Kids who Care group who undertake student led fundraising projects to support identified causes.
- Student voice is prioritised through opportunities for survey feedback, goal setting and daily communication and feedback processes to staff about their learning.
- Together with clear expectations for behaviour informed by agreed values, explicit teaching, consistent classroom routines and classroom management strategies are contributing to calm classrooms.
- Led by committed staff, the development of a Reconciliation Action Plan has commenced with input from school community members, students and an Aboriginal Elder who have provided guidance in developing and implementing the plan.

Recommendations

The review team support the following:

- Continue to develop Aboriginal cultural responsiveness through the provision of staff professional learning opportunities to support the embedding of Aboriginal perspectives in classroom practice.
- Continue to progress a whole-school approach to support social and emotional learning aligned to student needs.

Leadership

Driven by the valued Principal and leadership team, a cultural shift has placed students at the centre of all decision making. Increased leadership visibility, open community communication and development of shared vision for high quality teaching, has instilled community confidence and trust in the school to set the conditions for student success.

Commendations

The review team validate the following:

- Strong traction has been established in progressing the school's rigorous improvement agenda. Strategic directions are articulated in a clearly defined and collaboratively developed business plan and agreed 'Big Rocks' to ensure the school uses data and research to inform differentiation and teaching and learning practices with fidelity.
- A number of leadership roles are being established to support staff instruction and drive improvement. These include curriculum leadership, coaching, music program leadership and committee level leadership.
- Complex collaborative problem solving has framed change management processes in a deliberate and sequential process to identify required improvements and solutions.
- The development of an instructional framework, extensive professional learning and instructional coaching and mentoring are focused on shifting teaching practices to ensure optimal impact on student outcomes.

Recommendation

The review team support the following:

- Continue plans to develop current and future leaders in the school through professional learning and support including further opportunities to upskill teaching staff in the area of instructional coaching.

Use of resources

Working in collaboration with the Finance Committee, the Principal and manager corporate services (MCS) are considered and fiscally prudent in providing oversight of school financial management practices and processes. Transparency and efficiency are central tenets of the school's approach to resource allocation, clearly centred on maximising outcomes for students.

Commendations

The review team validate the following:

- Recognised as an integral part of the leadership team, the MCS is pivotal in ensuring financial management practices and processes are compliant with Department expectations.
- The deployment of resources for the implementation of intervention is focused on maximising student literacy development.
- Additional funds are raised by a highly active and committed P&C which are used to support school projects and initiatives, such as the purchase of literacy resources and the planned development of a nature playground.
- Reserve plans are carefully monitored and replacement planning for information and communications technology (ICT) equipment and infrastructure is contributing to the sustainability of access to ICT across classrooms.
- Strategic recruitment strategies to attract and retain staff are evident. Extensive professional learning is focused on building the capacity of new staff in agreed school practices and programs.

Recommendation

The review team support the following:

- Continue to monitor student enrolments to support the sustainability of future staffing in line with student needs.

Teaching quality

The school has significantly invested in implementing school-wide programs and approaches that foster explicit teaching. All staff have been trained in Shaping Minds and are working with commitment to embed daily reviews and engagement norms across classes. Participation in Leading Cultures of Teaching Excellence has progressed the school's journey in optimising teaching quality with a view to improving student outcomes.

Commendations

The review team validate the following:

- Whole-school programs and approaches have been implemented for literacy and numeracy including a literacy and numeracy block, Sounds-Write, Heggerty Phonemic Awareness, Prime Mathematics, Talk for Writing (Kindergarten to Year 2) and Seven Steps Writing (Year 3 to Year 6).
- Differentiation is a key focus across classrooms with adjustments made to instruction, curriculum and the learning environment targeted to students' needs.
- Aligned to the Western Australian Curriculum, scope and sequence documents have been introduced to support consistent teaching practices.
- Progressive Achievement Tests (PAT) data was used by all staff to assist in the development of a scope and sequence for English, ensuring alignment with student's learning needs.
- The school has established a number of formal opportunities to provide information to parents about student progress. This includes a portfolio of evidence of students' achievement, which is valued for its transparency and clarification of student achievement.

Recommendations

The review team support the following:

- Continue with the intent to further progress school-wide approaches to teaching reading and writing.
- Progress with the new spelling program and use data and evidence to determine program efficacy.
- Develop a whole-school framework to ensure a consistent approach to developing students' creative thinking and problem-solving skills.

Student achievement and progress

The school has established an unrelenting focus on building a collective sense of accountability for student achievement and progress. A commitment to developing whole-school processes for collecting and analysing student achievement and progress data is evident. The school recognises the importance of ongoing fine-grained data collection to identify student needs and inform classroom and whole-school decision making.

Commendations

The review team validate the following:

- A data wall outlining student's PAT achievement encourages staff discussion on student progress and supports data tracking and monitoring.
- Promoting accountability and opportunities to evaluate teaching impact and identify next steps for the improvement of student outcomes, PAT data is discussed in meetings known as PAT chats.
- The school's Early Reading Intervention has led to improved reading outcomes for identified students.
- A strong focus on the use of data to inform decision making in the early years has led to staff modifying teaching practice in line with students' needs.
- Valued by students, the student developed SMART goals for improvement are drawn from a range of information including assessments, teacher feedback, and self-reflections. These are used as a starting point to allow students to identify where they want to go and what they want to achieve.
- Staff have opportunities to participate in both internal and external moderation with network schools.

Recommendations

The review team support the following:

- Continue to build staff data literacy to pinpoint aspects of their students' learning requiring intervention and support for improvement.
- Through collaborative data analysis, identify student groups with areas for improvement and set short and medium term improvement targets.

Reviewers

Kim McCollum
Director, Public School Review

Tamara Doig
Principal, Rostrata 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 next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools