



Department of  
Education

**Shaping the future**

# Coolbinia 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Coolbinia Primary School is located approximately 5 kilometres from the Perth central business district in the North Metropolitan Education Region.

With 380 students currently enrolled the school has an Index of Community Socio-Educational Advantage of 1135 (decile 1).

Coolbinia Primary School commenced in 1955 and gained Independent Public School status in 2011.

The school is supported by the work of the School Board and Parent and Citizens' Association (P&C).

The first Public School Review of Coolbinia Primary School was conducted in Term 1, 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 school self-assessment gathered feedback from staff and the school community and highlighted strengths, progress, and areas for improvement.
- Designated school leaders shared the responsibility of entering submission data into the Electronic Self-Assessment Tool (ESAT), with staff participating in identifying and selecting appropriate evidence.
- Planned actions shared in the ESAT were honest and provided a clear insight and understanding of the past and current school context and the future school improvement planning agenda.
- A broad selection of staff, School Board representatives, P&C members and parents provided insights and further elaborations on evidence submitted adding value to the review process.
- Student representatives engaged enthusiastically with the review team, contributing positively to the validation visit.

The following recommendations are made:

- Identify the strongest pieces of evidence to support judgements and to determine the most appropriate domain for placement by considering the use of two guiding questions: Why do you think this piece of evidence supports your judgement? To what extent does this evidence meet the Standard for this domain?
- Succinctly analyse credible, current data to effectively and efficiently share the school's judgements of performance and share how the data represents the impact on student achievement and progress.

## Relationships and partnerships

A culture of collaboration, positive respectful relationships both within the school and with external organisations is enhancing student outcomes.

### Commendations

The review team validate the following:

- Authentic, trusting and respectful relationships through a culture of collaboration are valued by the school. Positive relationships within and outside the school community deliver deep engagement with the cross-curriculum priorities. Relationships with a wide range of groups, including the Aboriginal community, provide meaningful, real-world, problem-solving experiences for students.
- The School Board provide strong governance with a clear focus on educational and community engagement. Members have all been trained, follow the code of conduct and are a vital part of the planning, monitoring and evaluation of school priorities and planning.
- Partnerships provide rich learning opportunities for students and include EdConnect's mentoring program, River Rangers, Roots & Shoots and the Friends of Coolbinia Bushland that showcases a commitment to environmental responsibility.
- Relationship with parents and the broader school community are positive, respectful and enhance student outcomes through genuine collaboration and a focus on mutual engagement.
- The P&C is highly involved and creates a welcoming, positive atmosphere at the school. Support is provided through the uniform shop, special events and catering by the highly valued school canteen provides for sporting carnivals, Sir David Brand School and staff School Development Day luncheons.

### Recommendations

The review team support the following:

- Work with the School Board to induct new members with training and to grow its profile in the community.
- Further enhance communication with parents by seeking feedback on the current communication platforms.

## Learning environment

The school has a reputation as a community school that enjoys and actively cultivates a friendly, inclusive and student-focused learning environment that is safe, enjoyable and where students want to come to school.

### Commendations

The review team validate the following:

- Lead school status as a pilot school in the Ngaparrtji Ngaparrtji Two-way Science statewide program involved contributing to the Two-way Science book, presenting at the 2022 conference, and co-designing termly science workshops with Noongar educators.
- The Be You strategic plan enhances the Positive Behaviour Support (PBS) program, Zones of Regulation, Restorative Conversations and U R Strong as springboards for the wellbeing of all students. Monitoring of the plan is supported by the school's external Be You lead consultant.
- Strategies for PBS are embedded across the school with a comprehensive behaviour matrix and expectations, explicit behaviour teaching, referral processes and behaviour tracking reinforcing a strong restorative and engagement focus.
- A comprehensive process to support students at educational risk is evident through evidence-based programs, well-trained staff, and refined handover processes. Strong collaboration, shared best practices, and positive academic data highlight its success, with high parent satisfaction recognising its impact.

### Recommendations

The review team support the following:

- Revise the PBS Matrix to incorporate the Teach Like a Champion strategy focus.
- Evaluate the use of Promoting Literacy Development and Sounds-Write intervention programs to improved outcomes for students.

## Leadership

The relationships between the leadership and staff drives the school's focus on student success. Grounded in a clear purpose, ethical decision making, the empowerment of others and a commitment to inclusive practices, they provide an excellent backdrop for the school mantra, 'it's all about the kids'.

### Commendations

The review team validate the following:

- Leadership visibility ensures leaders are attuned to and in touch with relations that influences the school's ethos. Their presence before and after school whilst supervising the Kiss and Drive and ongoing support in and around the school is valued by staff and parents.
- Distributed leadership is embedded, with teachers leading learning area committees and phase of learning teams to progress the school's improvement and operational agendas. Support for these middle leaders is provided by a teaching and learning leader.
- Meetings are held regularly with the Principal, associate Principal, manager corporate services, and teacher representatives from each learning phase (the PACT committee) to ensure a consultative approach to school planning is prioritised so that staff have a strong and representative voice in setting the school change agenda.
- Professional development is valued and structured for staff to reflect and set achievable school aligned goals. Coaching and mentoring support informs collaborative sharing of expertise.

### Recommendations

The review team support the following:

- Formalise a peer observation and feedback process with staff to ensure clarity of expectations.
- Audit the current Business Plan to ensure alignment to current whole-school practice.
- Development of a school document that synthesises and clarifies teaching and learning expectations for new and existing teaching staff to ensure consistency of curriculum delivery.

## Use of resources

Resource deployment is strategic, operationally sound, timely and considers the needs of students, staff, their wellbeing and system requirements.

### Commendations

The review team validate the following:

- Strategic budget planning and funding distribution aligned with operational and curriculum needs is overseen by the Finance Committee to ensure accountability while empowering curriculum committees to adapt allocations to evolving educational priorities.
- Prudent allocation of disability funding provides education assistants time to support both identified special needs students and those yet to receive a diagnosis or funding. Additional supplementary funding to support these students reinforces a commitment to every child.
- Planned upgrades to building, grounds, classrooms and replacement of resources are scheduled and will support gradual school renewal of the learning environment.

### Recommendation

The review team support the following:

- Implement planning to improve facilities and the updating of resources to support whole-school programs and processes to sustain a high quality learning environment that meets the evolving needs of students.

## Teaching quality

The provision of quality teaching is a clear focus of the school. A committed and engaged staff display a growth mindset towards improving instruction and collective efficacy in the delivery of learning.

### Commendations

The review team validate the following:

- The newly appointed instructional leader dedicated to the development of teachers has had a significant impact on whole-school teaching practices. This support, particularly for new and graduate teachers, has enhanced the implementation of consistent whole-school teaching practices.
- A goal of instructional excellence is being facilitated by the leading pedagogical learning team through professional learning on the Teach Like A Champion model to drive a unified approach to high quality teaching and curriculum delivery.
- A comprehensive curriculum induction package clearly sets out the teaching and learning expectations of staff, resource locations and supports available to ensure consistent and continuous whole-school processes support student learning.
- Curriculum scope and sequence document supports planning and teaching aligned to the Western Australian Curriculum.
- Data informs teaching practice and planning. A comprehensive range of data sets, including PAT<sup>1</sup>, NAPLAN<sup>2</sup> and Brightpath support teachers to identify learning gaps, track students' progress and plan interventions.

### Recommendations

The review team support the following:

- Map and make visible the implementation of the Teach Like a Champion framework to ensure a common set of techniques, and a shared vocabulary is used with students.
- Continue to ensure high quality differentiation for gifted and talented students in context of the mainstream classroom.
- Explore with staff the need to revise concepts that provide opportunities for retrieval practice and how this links with the Teach Like a Champion professional learning.

## Student achievement and progress

A commitment to improving the academic achievement and progress of all students drives a focused approach on teaching, assessment, and reporting to inform a clear understanding of student achievement and growth.

### Commendations

The review team validate the following:

- A cohort assessment spreadsheet, inclusive of PAT and NAPLAN data, to monitor student progress supports teachers to track longitudinal student assessment data as they move through each year.
- The integration of Two-way Science and Einstein-First Project has enhanced scientific literacy in physics, sustainability, and knowledge of Aboriginal culture.
- Strong results in PAT, STEM<sup>3</sup> Bebras Computational Thinking Challenge, and Grok Academy reflect consistent progress toward business plan targets. Robotics programs have fostered computational thinking, problem-solving, and collaboration, with student surveys highlighting high engagement in STEM learning.
- A comprehensive assessment schedule sets out the minimum assessment expectations across the school. Second wave assessments for students not meeting expected levels and assessments to support students identified at risk further support planning for intervention and support.

### Recommendations

The review team support the following:

- Reconsolidate the structure and purpose of phase of learning meetings to ensure that data analysis becomes a key component of these team meetings.
- Progress cohort assessment spreadsheet professional learning to ensure consistent student tracking.

## Reviewers

Steve Dickson  
**Director, Public School Review**

Sharon Marchenko  
**Principal, Bull Creek 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 to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 Progressive Achievement Tests
- 2 National Assessment Program – Literacy and Numeracy
- 3 Science, technology, engineering and mathematics