Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Coolbellup Community School

Public School Review

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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

Coolbellup Community School is located approximately 20 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Officially opened in 2007 and co-located with Coolbellup Learning Centre, an education support facility, the shared campus provides many opportunities for students to integrate. Facilities include a nature playground, purpose-built art, music and early childhood rooms, a dental therapy centre, and extensive oval and sporting facilities shared with the Cockburn City Council.

The school has an Index of Community Socio-Educational Advantage of 943 (decile 8). Currently, 164 students are enrolled from Kindergarten to Year 6. There are 19 students at Pineview Community Kindergarten who are considered external enrolments for Coolbellup Community School.

The School Council and Parents and Citizens' Association (P&C) support school operations.

The first Public School Review of Coolbellup Community School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an authentic school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an overview of the current school context and considerations for the future.
- The Principal and staff demonstrate a genuine understanding of the context of the school and the improvement journey required given the future enhancements necessary.
- A range of staff were involved in the school's self-assessment process in preparing the ESAT submission and provided with an opportunity to reflect on the current context across domains.
- The Principal acknowledged and included staff perceptions about school performance against the Standard.
- The school's self-assessment was enhanced by conversations with staff and other members of the school community during the validation visit. They elaborated on their reflections and engaged actively in discussions.

The following recommendations are made:

- Establish and embed improvement strategies across the school founded on the plan, act and assess model to validate selected operational priorities.
- Develop a reflective culture across the school and embed the use of priority school performance data to determine the impact of planned intentions.
- In future ESAT submissions, ensure input in each domain clearly articulates an evaluation of what has been undertaken in the reporting period (actions). This should be validated by the evidence provided (assessments) and intended actions for improvement (plans).

Relationships and partnerships

The school seeks to embed a nurturing environment where dedicated staff, supportive parents, and enthusiastic students thrive and foster academic and social growth. Together with staff, supportive parents and students, there is a developing shared commitment between the Coolbellup Community School and Coolbellup Learning Centre to pursue 'Learning for Life' for every student to achieve their best, building a strong foundation for future success.

Commendations

The review team validate the following:

- While relationships and partnerships are generally effective, the desire to develop relationships based on mutual respect and a common purpose is a work in progress.
- Positive staff-community relationships are created through timely avenues of communication including newsletters, text messages, Facebook, phone contact, parent teacher interviews, and class open night.
- Targeted staff-parent-student relationships are further enhanced through Kindergarten - Year 1 family time, Breakfast Club and Transformers.
- Communication and collaboration with staff of the Coolbellup Learning Centre has been prioritised recently to ensure the maintenance of a unified, safe and collegiate school site environment.
- The School Council has been rejuvenated under the incoming Principal to ensure it fulfils its role in supporting school governance.

Recommendations

The review team support the following:

- Enhance collaboration and the use of services and supports between the Coolbellup Community School, the Coolbellup Learning Centre and Pineview Community Kindergarten.
- Continue to embed the role and functions of the School Council. Ensure council members are provided opportunities for appropriate training.

Learning environment

Staff aspire to provide a safe, supportive and positive environment with students given the opportunity to achieve their academic potential and develop social skills and resilience to promote personal wellbeing.

Commendations

The review team validate the following:

- Leaders and staff describe enhancement in the learning environment in the last term. Improvement planning in student behaviour, attendance and engagement strategies is being undertaken to ensure consistency of practice and advance student learning.
- The school focus on a safe, caring, inclusive and culturally responsive environment is evident in inviting classrooms with reset corners, the Culture Club, First Nation acknowledgements and Coolbellup Learning Centre students represented in the student leadership team.
- A pastoral approach to social and emotional learning seeks to enhance student self-regulation through strategies such as Zones of Regulation.
- Student at educational risk systems are being clarified and streamlined to ensure students requiring support are identified, supported and monitored for improvement.

Recommendations

The review team support the following:

- Conduct a collaborative review of Positive Behaviour Support across the Coolbellup Community School and Coolbellup Learning Centre. Develop and implement consistent site behaviour and attendance strategies. Include staff and leader roles and responsibilities.
- Continue to develop and embed a whole-school approach to student social and emotional wellbeing. Include attention to Zones of Regulation, sensory rooms and training in functional behaviour assessment and trauma-informed practice.
- Select and implement Tier 2 interventions and supports such as MiniLit, MacqLit, and Bond-Blocks for identified students.

Leadership

Leadership changes in recent years have compromised the school's capacity to embed agreed practices consistently to seek improvement in the learning environment and ultimately, student achievement.

Commendations

The review team validate the following:

- Student voice informs decision making. The student leadership group meets weekly to organise school assemblies, ROAR (respectful, ownership, achievement, resilience) meetings and the whole-school rewards and behaviour targets. A student school environment survey is completed annually.
- While leadership at all levels within the school has been, and continues to be, an area for development, aspirant leaders in the key areas of literacy and numeracy have been impactful.
- The need for change has been identified collaboratively and is being considered in a timely, informed and inclusive manner. While the leaders' directional intent for staff is appreciated, a unified commitment to implementation is still variable.

Recommendations

The review team support the following:

- Develop a structured distributed leadership model including clarity of roles and responsibilities. Foster leadership development through a targeted and evidence-based approach aligned to school priorities.
- Formalise the Strategic Direction document to trigger collaboration regarding a shared understanding of school focus, encourage collective buy-in from all parties and enhance a shared vision for improvement.
- Develop and implement an agreed change and management model to guide strategy selection, implementation and review.

Use of resources

Consistent planning and management practices by the Principal, manager corporate services and Finance Committee provide oversight of flexible and contextually responsive short and long-term resource allocation.

Commendations

The review team validate the following:

- The school demonstrates a consistent, compliant and needs-driven approach to resource allocation. Resourcing decisions are made considering a combination of planning, available funding, staff feedback, and data analysis.
- There is a strong commitment from staff to have students at the heart of all resource decisions. They understand that planning decisions have a resource implication and that it is imperative to maintain strong oversight by the Finance Committee.
- A culture of collaboration and continuous learning is fostered for Finance Committee members to empower them to contribute to school growth. Resource deployment processes and procedures are ingrained to ensure funds are targeted and impactful in terms of priorities.
- An appropriate and agile response was implemented in staff deployment and class structures due to a dramatic and unpredicted decline in student enrolments at the commencement of 2025.
- Workforce planning prioritises the employment of staff with a broad range of experience who are able to work collaboratively to meet the diverse needs of students.

Recommendations

The review team support the following:

- Continue to develop the Workforce Planning document to ensure that responses to known medium and long-term changes in staffing requirements are planned.
- Continue to investigate discrepancies in allocations and deployment in the Faults Management Program to enable options for planning.

Teaching quality

Leaders and staff verbalise commitment to higher academic achievement through a whole-school instructional strategy that is explicit and consistent. Recent school instability has compromised this intent.

Commendations

The review team validate the following:

- A request for Statewide Services assistance to has been enacted with attention to the learning environment a focus, to enhance successful implementation of strategies for improvement.
- A Reporting and Assessment Schedule has previously been in place for teaching staff to inform consistent planning and assessment. This however, is not currently embedded in practice.
- Staff utilise School Curriculum and Standards Authority (SCSA) Judging Standards to moderate and inform consistent assessment and grading**.** When appropriate, Abilities Based Learning Education, Western Australia is utilised to support students with individualised planning and assessment.
- A whole-school approach for literacy and numeracy is provided by use of evidence-based programs that support differentiation including Promoting Literacy Development (PLD) and Stepping Stones.

Recommendations

The review team support the following:

- Engage in professional learning to support the implementation of the Teaching for Impact statement. Include classroom management and instructional strategies to optimise engagement, learning and safety.
- Continue to engage with Primary Early Childhood and Education Support to develop and implement literacy practices including phonological awareness in the early years.
- Develop structures to support collaborative assessment and planning across phase of learning teams.

Student achievement and progress

The use of quality data to determine strategic direction and achieve improvement goals, enhancing high academic expectations for student success as independent learners, is a work in progress.

Commendations

The review team validate the following:

- Aspirational targets have been set in plans demonstrating a commitment to improve student achievement and progress. Adjustments in direction resulting from leadership changes have impeded this commitment.
- Instructional programs including PLD have been rejuvenated with data collection initiated. Strategies to record and utilise these data are being formulated.
- Classroom and specialist teachers maintain relevant data records of student achievement in the form of test results, student self-assessment rubrics aligned to SCSA content descriptors, formative assessments and anecdotal observations.
- Systemic and school-based data including NAPLAN[1], Stepping Stones and PLD are used to assess student progress.
- Staff acknowledge that systemic assessment data indicate student achievement and assessment standards for Coolbellup Community School are below expected levels.

Recommendations

The review team support the following:

- Embed a school-wide system for data collection (Elastik) to inform analysis and monitoring of student achievement and progress.
- Embed an assessment and reporting schedule aligned to the data collection system. Provide professional learning for staff to ensure whole-staff understanding.

Reviewers	
Brett Hunt **Director, Public School Review**	Astrid Morgan **Principal, Hudson Park 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 2, 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.

Lisa Criddle
A/Deputy Director General, Schools

Reference

1 National Assessment Program – Literacy and Numeracy