



Department of
Education

Shaping the future

Coorow 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

Coorow Primary School opened at its current site in 1952 and became an Independent Public School in 2010. It is located 265 kilometres north of Perth, within the Midwest Education Region.

Currently, there are 38 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 956 (decile 7).

Coorow Primary School is strongly supported by a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Coorow 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 recommendations from the previous Public School Review were considered in the school's assessment of their ongoing progress.
- Staff engaged in a well-structured self-assessment process and contributed valuable perspectives supported by the inclusion of contextually appropriate, annotated evidence.
- A succinct summary provided the opportunity for reviewers to understand the key elements of the school's improvement focus within the domains of the Standard.
- The Principal led the coordination of information uploaded to the Electronic School Assessment Tool, providing a clear alignment between analysis of evidence impacting student achievement and progress, judgements of the school's performance, and planned actions for improvement.
- A tour of the school grounds and classrooms, guided by student leaders, added value to the review process and extended opportunities for the review team to appreciate the school context and elements of the learning environment ethos.
- The inclusion of community members, staff, and students in validation visit discussions assisted the review team to develop a comprehensive understanding of the school's performance.

Relationships and partnerships

Open and productive relationships reflect the desire for a shared understanding and communication of school operations and strategic priority areas. Powerful relational bonds support students within the small, rural community which has the highly regarded school at its centre.

Commendations

The review team validate the following:

- Partnerships with the Coorow Community Resource Centre and Shire of Coorow exist to provide enhanced opportunities, connected to the local context, for positive student outcomes.
- Clear communication from the Principal ensures that staff are informed and families are actively engaged in school activities. Parents are provided with opportunities, such as discussion forums, to share their perspective and are valued by the school as partners in their child's education.
- The school is an active participant in the Southern Alliance of Instructional Leaders network of schools, which support students with camps and incursions, and staff with collegial sharing.
- Collaboration between staff is valued and productive with education assistants seen as partners in the education process and contributing effective ideas for improvement.

Recommendation

The review team support the following:

- Maintain the focus on providing strengthened updates on student achievement and progress to parents.

Learning environment

A sense of belonging has been established through a culture of genuine care and welcome, where students enjoy coming to school and value each other's company. School planning focuses staff efforts to maintain a culturally responsive environment.

Commendations

The review team validate the following:

- The physical environment adds significant value to the learning experience of students. Aesthetically pleasing grounds, natural play spaces and engaging classrooms support the academic, social and emotional learning of children through quality play and instruction.
- Based on a positive relational approach, sound processes are in place to guide the behaviour, attendance and engagement of all students. Staff expectations are high, communicated and consistently applied through clear policy and shared responsibility.
- Students at educational risk are identified and provided with differentiated support from well-trained education assistants. Individual pathway plans, documenting a range of student supports, are monitored and regularly communicated to parents.
- Well embedded classroom routines, high expectations around student engagement, and a focus on quality time on task, underpin an orderly, calm and productive environment.
- A health and wellbeing policy, with support from external agencies and the school psychologist, guides the efforts of staff to monitor and improve student health and wellbeing.

Recommendations

The review team support the following:

- Extend efforts to support staff wellbeing through the establishment of a health and safety management plan that considers sustainable workplace practices.
- Incorporate opportunities for expanded student voice and the development of student leadership capabilities into policy and procedures.

Leadership

The diligent leadership of the Principal in developing a strategic direction, embedding a learning culture and driving school improvement is acknowledged. Described as calm and receptive, the Principal, in partnership with other staff leaders, supports the implementation of plans focused on student outcomes.

Commendations

The review team validate the following:

- Alignment between departmental priorities, as outlined in Focus documents, and school strategic planning and priorities is evident. A clearly articulated vision for future improvement is well communicated.
- Staff are provided with opportunities to lead and have a clear understanding of the pathways available to develop their skills and leadership knowledge.
- The performance review process is comprehensive, valued by staff and provides them with feedback to continue to grow as educators and leaders
- Regularly reviewed evidence and research are incorporated into consistent, disciplined dialogue that informs the target setting and strategy selection within planning.

Recommendation

The review team support the following:

- Embed a change management process to ensure the planned improvement agenda is transparent and sustainable.

Use of resources

Open communication and complementary skillsets underpin the professional relationship of the manager corporate services and Principal. Great value is placed on extending the value of financial and human resources through sound management and flexible allocation, based on student need.

Commendations

The review team validate the following:

- There is a clear link between the school budget and efforts to plan for the improvement in student academic performance.
- A well-informed finance committee makes transparent decisions about resource allocation based on the evidence of student need, and financial regulations to ensure efficacy.
- Successfully meeting compliance requirements and establishing sound resourcing processes are 2 dedicated foci of the leadership team who access professional learning to understand updated financial management guidelines.
- Prudent management of the student-centred funding model has allowed the creation of 3 composite classes. Plans to review this annually are pragmatic in the light of student numbers.
- Expenditure of student characteristics funding is planned and monitored to ensure that it positively impacts the education of specific groups. Examples include resources to support inclusive Aboriginal cultural learning and play as well as additional education assistant time allocated to students with a disability, or who are learning with English as an Additional Language or Dialect (EAL/D).

Recommendation

The review team support the following:

- Support staff with information to allow them to effectively and compliantly manage their respective cost centre budgets.

Teaching quality

Building the capacity of a dedicated staff to meet the needs of students is at the forefront of school development plans focused on professional learning and feedback. As a result, a comprehensive range of support structures and expert instruction are evident.

Commendations

The review team validate the following:

- The Coorow Primary School Teaching and Learning Framework, based on the principles within Teaching for Impact, has been collaboratively developed by staff.
- Robust discussion, research and refinement of policies and procedures are indicative of a staff fully engaged in aligning and improving instructional practice.
- The school Facebook page has been used to showcase student accomplishments. The inclusion of the learning intentions of an activity allows parents to better understand the focus of student learning.
- Collaborative meetings between staff are held regularly, are minuted and focus on whole-school planning, instructional development, and alignment of grade allocation to student achievement and progress. These meetings contribute to valued information sharing.
- Small class sizes, and multi-age groups where the same teacher often teaches a student for several years, allow teachers to deeply know student abilities and learning needs and provide individualised instruction.

Recommendations

The review team support the following:

- Based on an agreed priority selected from the Coorow Primary School Teaching and Learning Framework, focus the feedback and instructional guidance provided to staff during Principal observations and regular discussions.
- Investigate effective academic extension for identified students based on their learning styles and interests.

Student achievement and progress

The school has created a culture where the importance of data-informed decision making is embraced, embedded across classrooms, and forms the basis for robust discourse about planned actions for improvement.

Commendations

The review team validate the following:

- The embedded school development cycle drives the focus on improving student achievement and progress and closely aligns strategic, operational and classroom planning.
- Alongside a range of school and systemic data, teachers routinely use Brightpath writing rulers and mathematics assessments to assess student skills and plan for improved achievement and progress.
- A disciplined dialogue approach around On-entry testing results has resulted in changes to learning programs, tailoring them to meet the specific needs of students through peer tutoring, the LanguageLift program and home reading opportunities.
- Professional learning in the use of the EAL/D progress map has been undertaken by staff, enabling them to plan for targeted learning and to assess student attainment.
- The assessment schedule has been collaboratively amended to include assessments that confirm teaching impact and allow for refinements of literacy intervention programs.

Recommendations

The review team support the following:

- Explore the full range of applications and assess the current use of the Elastik program to determine if it will effectively support staff to monitor student achievement and progress.
- Extend the use of Ochre Education materials to assist teachers in preparing daily reviews which target the learning gaps of students through a focus on specific curriculum areas.

Reviewers

Jennifer Graffin
Director, Public School Review

Joanne Newhouse
Principal, Pingelly 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