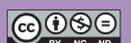Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Cooinda 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

Cooinda Primary School is located in East Bunbury, approximately 170 kilometres from the Perth central business district in the Southwest Education Region.

The school's endorsed Specialised Learning Program supports the individual learning needs of Kindergarten to Year 6 students with Autism Spectrum Disorder to enhance academic engagement and achievement, organisational skills, social cognition development, positive peer relationships and emotional self-regulation.

Currently the school has 278 students enrolled from Kindergarten to Year 6 and has an Index of Community Socio-Educational Advantage of 972 (decile 6).

Opening in 1968, Cooinda Primary School became an Independent Public School in 2011.

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

The first Public School Review of Cooinda Primary 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 a thorough and transparent school self-assessment.

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

- Staff engaged in a 6-month process to unpack the Standard, participating in disciplined dialogues to reflect on school performance against the foci of each domain.

- Informed by professional development through the Rapid Teams program, evidence was gathered and areas for improvement identified for submission via the Electronic School Assessment Tool (ESAT) by highly collaborative staff.

- The executive leadership team synthesised evidence across the Standard's domains, developing planned actions to inform the next school improvement agenda.

- The review team was welcomed to the validation visit with a highly contextual Acknowledgement of Country, featuring student participation and demonstrating the school's progress in building connections through its cultural responsiveness journey.

- A comprehensive representation of parents, Board members and students added value to the validation phase of the review with authentic observations and descriptions of school experiences.

- A broad selection of staff, together with the executive leadership team, contributed to the validation meetings, demonstrating support for the school and a commitment to ongoing improvement.

The following recommendations are made:

- To support the continuity of the school's improvement journey, reference the commendations and recommendations from the previous review report to inform planning and decision making.

- Explore the inclusion of annotations to support evidence that is submitted to establish clear links between evidence sources and analysis for each domain.

- Consider the use of domain overviews to build the narrative and align pieces of evidence within the ESAT submission.

Relationships and partnerships

Strong relationships with families, staff and the school community are supported by whole-school programs and initiatives that foster a sense of connection and belonging.

Commendations

The review team validate the following:

- The School Board and P&C demonstrate a clear understanding of their respective roles within the governance and support structures of the school. Both groups are engaged and provide constructive support to the school's strategic direction and operations.
- The school is engaging with the Rapid Teams program to strengthen the development of effective collaborative practices among staff. Staff members are embracing this opportunity and demonstrate a positive commitment to enhancing teamwork and shared professional learning.
- The English as an additional language or dialect program has been developed to strengthen support for students and their families. It fosters positive relationships with parents from non-English speaking backgrounds and makes connections to important community services and supports.
- Strong engagement with the Aboriginal community is being developed through culturally significant initiatives such as Djidi Djidi Aboriginal School performances, participation in the Bunbury Walk for Reconciliation, and the NAIDOC[1] Art Competition.

Recommendations

The review team support the following:

- Formalise the cohort teams to focus on a planned agenda that progresses the scope of work outlined in the operational plans.
- Review the communications suite to ensure the consistent delivery of school messaging to the parent community with a focus on school celebrations.

Learning environment

Purposeful initiatives that focus on wellbeing and inclusion support a diverse range of student needs, cultural identity and safe, engaging spaces.

Commendations

The review team validate the following:

- Development of the Specialised Learning Program (SLP) is focused on delivering targeted, evidence-based support for students diagnosed with Autism Spectrum Disorder, improving academic engagement, social thinking, peer relationships and self-regulation. Pathways from Pre-primary to secondary school are supported through ongoing monitoring of attendance, performance and adaptive behaviours.
- Social and emotional learning program initiatives include a whole-school wellbeing framework, specialist health and social and emotional learning lessons for Years 1 to 6, and participation in the Respectful Relationships pilot program. The chaplaincy program further supports student wellbeing and social connection.
- The Moorditj Koorlangka program provides Aboriginal students with regular opportunities to engage with the Aboriginal and Islander education officer, fostering cultural identity, leadership and knowledge. This initiative reflects a supportive environment that promotes connection between culture and school, strengthening the voice of Aboriginal students within the school community.
- A range of initiatives, including Keys to Success, Conversation Corner, Remaking Recess and Student Leader Activity Boxes, are evident in creating positive and inclusive play spaces.

Recommendations

The review team support the following:

- Progress the review of the Positive Behaviour Support framework to ensure consistent implementation across the school and clearly communicate the associated policies and procedures to the school community.
- Reaffirm the SLP charter with staff, the school community and the Bunbury South Network to ensure clarity of purpose, alignment of expectations and a shared commitment to implementation.
- Facilitate ongoing professional learning requirements related to Autism Spectrum Disorder to sustain staff capability, retention and further support structured induction processes.

Leadership

A distributed approach to guiding the development and implementation of programs and initiatives that impact student outcomes and align with Departmental priorities offers staff authentic opportunities to lead.

Commendations

The review team validate the following:

- The development of the new business plan is being shaped to align with Departmental priorities and expectations, with collaborative processes being framed by the Collaborative Complex Problem Solving approach, ensuring shared ownership of strategic directions.

- Distributed leadership is central to decision making. Examples include participation in the Culturally Responsive School Leadership Program, and the creation of the Pivot initiative to support mainstream schools with effective strategies to support students with Autism Spectrum Disorder.

- The performance review and development process is structured to foster growth, collaboration and accountability, with a focus aimed at achieving measurable impact. Operational, classroom and strategic planning are explicitly linked to support coherence and alignment of school priorities.

- Providing a conduit between allied professionals, the executive leadership and teaching staff, the education assistant – lead role has been established to provide coaching and mentoring for peers and to strengthen practice through targeted support for education assistants across the school.

Recommendations

The review team support the following:

- Develop formal role descriptions for all levels of leadership to clarify workflows and ensure alignment of middle leadership positions.

- Formalise planning to strengthen the capacity of middle leaders, incorporating targeted professional learning opportunities, including consideration of the Leading Others: Middle Leaders program.

- Develop targeted health and wellbeing strategies to support school leaders in managing the high level of professional complexity identified across the school.

Use of resources

Targeted strategies ensure equitable access to resources, maintain workforce capability and support programs that meet diverse student needs.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively to address budgeting and resourcing requirements, ensuring decisions are aligned with school priorities and operational needs.

- Planning and resourcing of ICT[2] is supported through structured leasing procedures for TouchBoard, desktop and laptop devices. The engagement of a network support officer has strengthened system reliability and ensures equitable technology access for academic and non-academic outcomes.

- Workforce management remains a priority, with adjustments implemented to maintain mainstream placements for students in the SLP. Key roles have been secured to strengthen targeted support and collaboration.

Recommendations

The review team support the following:

- Collaborate with identified system supports to design a differentiated approach to professional learning, and target solutions to resourcing and staffing challenges to sustain the effective delivery of the SLP.

- Develop a standalone workforce plan that addresses projected demographic changes and associated recruitment requirements for the school over the next business plan cycle.

- Identify key staff members and support them to take active roles on the Finance Committee, re-establishing it as a separate governance body independent of executive leadership meeting agendas.

Teaching quality

Opportunities to collaboratively plan using programs aligned with the Western Australian Curriculum support alignment in teaching practices and support the development of differentiated strategies.

Commendations

The review team validate the following:

- Curriculum programs foster consistency and measurable growth across key learning areas. Programs such as Promoting Literacy Development and Origo mathematics provide a structured approach to instruction, supporting clarity and progress in student outcomes.

- A multi-tiered system of support is being introduced to strengthen targeted intervention and inclusive practices. The development of the implementation team and the appointment of a learning support coordinator have aligned strategies with departmental initiatives such as Small Group Tuition funding.

- The professional learning program is aligned with the school's operational plans, supporting a connection between staff development and strategic priorities. Opportunities are structured to build capability, supporting a focus on improved student outcomes and the implementation of whole-school initiatives.

Recommendations

The review team support the following:

- Utilise the Teaching for Impact framework as the foundation for developing shared pedagogical beliefs that inform consistent instructional practice.

- Develop a whole-school instructional framework that articulates high impact, low variance teaching strategies for consistent implementation.

- Develop instructional leadership capacity, along with coaching and feedback mechanisms, to support the consistent implementation of the instructional framework across the school.

Student achievement and progress

Informed by systemic and school-based data, school planning reflects a commitment to improving student achievement and progress through initiatives that prioritise inclusive learning environments.

Commendations

The review team validate the following:

- A school-wide assessment schedule has been developed to provide a structured approach to monitoring student progress. This includes a broad suite of school-based assessments that complement systemic data sets such as NAPLAN[3] and On-entry Assessment Program, supporting informed planning opportunities and targeted teaching.

- An emerging commitment to collaborative assessment is evident through the development of moderation practices that build consistency in teacher judgments and strengthen shared understanding of achievement standards across learning areas.

- Non-academic data sets are actively used to inform whole-school planning and improvement strategies. This includes a review of the Positive Behaviour Support program and analysis of attendance data, shaping targeted responses to factors influencing student engagement and attendance.

Recommendations

The review team support the following:

- Establish consistent approaches to collaborative data analysis within cohort teams, such as a disciplined dialogue approach, that directly informs teaching and learning practice.

- Progress plans to further develop staff data literacy levels to enable informed decision making and support collaborative planning across the school.

- Strengthen the multi-tiered system of support and Small Group Tuition initiatives through the development of consistent and reliable data sets that enable accurate identification of students at educational risk with fidelity.

Reviewers	
Craig Stanners **Director, Public School Review**	Deborah Eke **Principal, Marri Grove 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 use of resources, teaching quality and student achievement and progress domains only, is scheduled for Term 4, 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.

Steve Watson
Deputy Director General, Schools

References

1   National Aborigines and Islanders Day Observance Committee
2   information and communications technology
3   National Assessment Program – Literacy and Numeracy