



Department of  
Education

**Shaping the future**

# Como 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Como Primary School is located eight kilometres south of the Perth central business district in the South Metropolitan Education Region. Established in 1916, the school became an Independent Public School in 2015.

The school has an Index of Community Socio-Educational Advantage of 1135 (decile 1). Currently there are 407 students enrolled from Kindergarten to Year 6.

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

## 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's Electronic School Assessment Tool (ESAT) submission provided a clear and broad account of school operations. The addition of annotations to evidence sources submitted contributed to the clarity of the school's analysis of its performance against the domains of the Standard.
- There is a clear commitment from the school leadership to authentically engage staff in a continuous assess-plan-act cycle using school improvement tools.
- Opportunities were created by the Principal for staff to engage in reflection against the Standard in preparation for the schools ESAT submission and validation visit.
- The school leadership reported that the review process was beneficial in galvanising staff and highlighting areas of school performance to be celebrated and areas for ongoing development.
- During the validation visit, leaders, staff, parents, community members and students contributed enthusiastically to discussion adding further value to the school's ESAT submission.

The following recommendation is made:

- Continue to engage staff in school self-assessment processes and the gathering of evidence of school performance against the Standard in preparation for future school reviews.

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### Relationships and partnerships

Building authentic relationships across the school's diverse community is a central priority established through effective school, family and community collaboration. The school's commitment to 'walk alongside parents' is embedded across operations and valued by families.

#### Commendations

The review team validate the following:

- Positive and productive relationships underpin School Board and P&C operations. The Board's engagement in self-assessment is supporting the ongoing development of school governance processes.
- Clear communication is effectively delivered through a range of platforms including newsletters, Connect notices and regular staff contact with families.
- Parents and students expressed appreciation for the high levels of care provided by staff and opportunities to be heard and have a voice. English as an Additional Language or Dialect (EAL/D) parent group meetings enhance family school connections and opportunities for tailored student support.
- A professional, committed and cohesive staff work collaboratively with a collective focus on optimising student learning and wellbeing.
- Establishing connections with the local Noongar community has been prioritised through the schools engagement with local elders and community leaders.

#### Recommendations

The review team support the following:

- Continue to strengthen connections with EAL/D families and the local Noongar community.
- Progress intentions for the School Board to access school board training to support the ongoing clarification and development of their governance roles, responsibilities and processes.

### Learning environment

An ethos of care sits at the foundation of the school's safe, positive and supportive learning environment. Student wellbeing is a core focus with procedures and programs positively supporting regular student attendance, strong engagement and positive behaviour.

#### Commendations

The review team validate the following:

- The Virtues Program, with its prioritisation on Respect, Kindness and Tolerance has been embedded through explicit teaching and the intentional reinforcement of expected behaviours contributing to a learning environment that supports students and staff to thrive.
- Students at educational risk (SAER) are identified through assessments and clear referral processes with targeted intervention programs such as providing students with opportunities to make progress.
- A designated deputy principal oversees the early identification of students with special education needs, the development of documented plans, implementation of evidence-based programs and monitoring of student progress.
- The School of Special Educational Needs: Disability therapists and a dedicated team of EdConnect volunteers are additional resources embraced by the school to support student learning and wellbeing.

#### Recommendations

The review team support the following:

- Explore the implementation of a wellbeing framework to further enhance the ongoing systematic implementation of whole school approaches to support student wellbeing.
- Continue to build the knowledge and skills of teachers and education assistants to support neuro-diverse students through targeted and whole school professional learning.

## Leadership

Led by the Principal, a culture of continual improvement is evident across the school, realised through a clear strategic agenda, high levels of staff consultation and collaboration and strong instructional leadership.

### Commendations

The review team validate the following:

- Staff feel supported by the Principal to lead and expressed appreciation for the range of defined leadership roles, professional learning opportunities and ongoing support. Planning is in place for staff engagement in the 2023 Future Leader training and Instructional Coach training through the local school network.
- The school's distributed leadership model supports staff to work collaboratively in teams to share practice, engage in planning, moderation and reflection on performance.
- Operational plans linked to the Business Plan are monitored within teams and serve to guide the school's strategic agenda.
- Staff are supported by the Principal and school leaders to develop instructional skills with a focus on low variance practice. Teachers engage with professional learning, coaching, collaboration and planning in response to strategic targets and data analysis.
- Teacher quality is enhanced through the development of and engagement with whole school, shared understandings of 'how and what' to teach.
- A skilled instructional coach works shoulder to shoulder with early years teachers to support evidence-based literacy practices.

### Recommendations

The review team support the following:

- Continue to build on the model for distributed leadership including the provision of time for collaborative teams to meet and the clarification of roles for teacher leaders.
- Build on the existing trust between staff to progress the development of a peer observation process.
- Continue intentions to engage with the Western Australian Future Leaders Framework and the intentional building of staff leadership skills.

## Use of resources

The Principal and valued manager corporate services work collaboratively with staff to ensure sound financial management. The P&C and accessing of grants external to the school provide additional funding streams to support school priorities.

### Commendations

The review team validate the following:

- Targeted funding is allocated to support students with special educational needs and students at educational risk including the provision of education assistant support and the implementation of literacy and mathematics intervention programs.
- The School Board have opportunities to engage in discussion and ask questions related to the school budget and financial and resource management decision-making.
- The schools' commitment to supporting students with EAL/D is evident in the allocation of resources for an EAL/D program and skilled teachers working directly with identified students and families.
- Attention to asset replacement planning is ensuring the ongoing sustainability of information and communications technology resourcing.

### Recommendations

The review team support the following:

- Ensure that operational plans include the identification of intended resource costings creating a clear link between Business Plan priorities, operational planning and the allocation of school resources.
- In future workforce plans, include links to Business Plan priorities, the identification of workforce gaps, strategies and resourcing.

## Teaching quality

A highly collaborative and motivated staff work within a culture of high expectations and continuous improvement underpinned by the belief that quality teaching is integral to positive student outcomes.

### Commendations

The review team validate the following:

- Staff are supported to understand ‘how and what’ to teach through the Como Primary Curriculum Planning and Teacher Support Guide, a collaboratively developed working document reviewed annually.
- Teachers engage in moderation using work samples and assessments from common assessment tasks.
- Early years staff are working to develop a balance between play-based philosophy and explicit teaching following their engagement with the Leading Inspired Learning in the Early Years.
- Evidence-based explicit instruction in phonemic awareness, oral language, vocabulary, and synthetic phonics to support literacy acquisition is evident.
- Differentiation is an ongoing school focus with classroom teachers supported by a SAER deputy, EAL/D deputy, specialist EAL/D teachers and a specialist teacher for an academic extension program.

### Recommendations

The review team support the following:

- Engage with the Quality Teaching Strategy to further build a culture that supports high quality teaching.
- Progress planned intentions to create a succinct Play Philosophy Statement for early childhood.
- Continue to support differentiation including building capacity of all teachers to support academic extension.

## Student achievement and progress

The school recognises the importance of building a culture of data and evidence-based decision-making. This is informing the development of whole school approaches for the collection, analysis and tracking of student achievement and progress data to inform classroom and whole school decision-making.

### Commendations

The review team validate the following:

- Leaders have worked collaboratively with teaching staff to review the assessment schedule, introduce whole-school tracking of student data and develop Response to Intervention processes.
- Teaching staff recognise the importance of basing judgements about student achievement and progress on a combination of systemic and school-based assessments as well as observations, daily records, and student feedback.
- EAL/D specialist teachers closely monitor the progress of the students who engage with their programs using the Progress Maps.
- Recent Year 3 NAPLAN<sup>1</sup> achievement is at or above like school performance.
- Recent Year 5 NAPLAN achievement is above like school performance.

### Recommendations

The review team support the following:

- Continue to build staff capacity to analyse system and standardised data to monitor student progress. Include opportunities for staff to analyse data collaboratively in teams and as a whole-staff to build whole-school ownership of student achievement and progress.
- Continue to use data and evidence to identify gaps in student learning, set targets for improvement and implement interventions, targeted teaching and low variance teaching practices.

## Reviewers

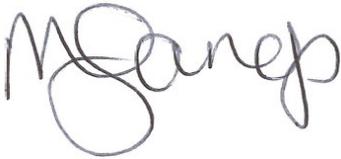
Kim McCollum  
**Director, Public School Review**

Michael Black  
**Principal, Carine 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 Public School Review, inclusive of all domains, will be scheduled for Term 3, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy