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Department of
Education

Shaping the future

Glencoe 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

Glencoe Primary School is located in Halls Head, a coastal suburb of Mandurah, approximately 75 kilometres from the Perth central business district within the South Metropolitan Education Region.

The school was established in 1981 and became an Independent Public School in 2015.

Glencoe Primary School has an Index of Community-Socio Educational Advantage of 970 (decile 6) and currently there are 422 students enrolled from Kindergarten to Year 6.

The school benefits through the work of the Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Glencoe Primary School was conducted in Term 3, 2021. This 2026 Public School Review report provides a current reference point for the 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 Electronic School Assessment Tool (ESAT) provided a clear and transparent overview of the school's progress toward achieving its strategic goals, supported by relevant contextual information, including leadership changes and a focused improvement agenda that has driven continued cultural and operational transformation.
- The submission effectively aligned evidence, analysis and planned improvement actions.
- Staff were given meaningful opportunities to engage with the Standard and reflect on the school's performance. Each staff member contributed evidence demonstrating impact on student outcomes, strengthening collective professional insight.
- The school's self-assessment processes are embedded within a culture of evidence-based decision making and rigorous data analysis.
- Staff and leaders viewed the review process as an integral component of continuous improvement, demonstrating a shared understanding of the school's strengths and future priorities.
- During the validation visit, staff, students, leaders, School Board and P&C members contributed openly, reflecting their strong pride in, and support for the school and its achievements.

The following recommendation is made:

- Progress the embedding of school self-assessment cycles through the ongoing collaborative engagement of staff in school performance reflection, robust data analysis and evidence-based decision making.

Relationships and partnerships
An ethos of care and support underpins the school's inclusive environment and focus on building trusting relationships with students, families, staff and community members.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A strong sense of connection and belonging is cultivated for students and families through meaningful family and school partnerships, high visibility of the Principal and leadership team, and the consistent school-wide welcome routine in which teachers personally greet each child at the classroom door daily. • New staff are warmly welcomed into the school community and are well supported through comprehensive induction processes and ongoing mentoring structures. • A collaborative culture is deeply embedded, strengthened by a highly focused professional learning community model and shared decision making processes that ensure staff input is valued and impactful. • Internal and external communication is robust and effective, facilitated through the Compass platform, regular newsletters, staff briefings, Facebook and email communications, together with efficient and timely distribution of meeting minutes. • The committed Board are invested in the school's improvement trajectory and have opportunities for input into the school's strategic directions and policy development. The P&C undertakes a wide range of fundraising activities that provide valuable resources and enrich the learning environment for students.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Progress the development of relationships with Aboriginal families building trusted connections and opportunities to have a voice and provide feedback on the educational experiences of Aboriginal students at the school.
Learning environment
The school has developed a safe and orderly learning environment characterised by clear and predictable routines, high levels of care and a collective commitment to identifying and meeting the individual needs of students.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Effectively led and implemented school-wide, the Positive Behaviour Support framework is embraced by staff and students, including student-led Positive Behavioural Interventions and Supports assemblies, explicit teaching of expectations and positive behaviour tokens redeemed at the school shop to encourage expected behaviour. • Zones of Regulation, structured engagement norms, and aligned classroom routines have also been successfully embedded across the school, leading to reports of increased participation and more effective use of learning time. • Student voice is meaningfully incorporated through leadership roles and participation in the Tell Them From Me student survey, which provides insights into learning experiences, wellbeing, and perceptions of the school environment to inform school planning and decision making. • Refined processes for identifying, supporting and planning for students at educational risk include strengthened NCCD¹ documentation, clear referral pathways and the introduction of student summaries. The learning support team meet regularly and students with a disability are supported through the development of documented plans and tailored educational programs. • Aboriginal Cultural Responsiveness is developing through Aboriginal and Islander education officer support, newly introduced dual-named factions, the Leavers' shirt Aboriginal design and the inclusion of Aboriginal texts across scope and sequences.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Leaders, the Aboriginal and Islander education officer and all staff continue to work collaboratively with Aboriginal families, to progress the school's ongoing development of Aboriginal Cultural Responsiveness. • Progress plans to strengthen holistic support for increased student attendance, in collaboration with regional supports, external and community agencies.

Leadership

The leadership team is collectively advancing a strong improvement agenda that places student success and high quality teaching at the core of the school's strategic and operational decisions.

Commendations

The review team validate the following:

- Robust, evidence-informed school improvement planning is enabled through the efficient collection and analysis of data and feedback across key performance areas. Information is reviewed in a timely manner by the leadership team, professional learning communities and whole-staff, informing evidence-based planning.
- Intentional support for staff instruction is oriented to best increase consistent and connected practice, evidenced in sophisticated levels of staff collaboration through the professional learning community structure, extensive staff engagement in professional learning and opportunities for targeted support.
- Curriculum planning is clearly aligned to student learning needs and is directly linked to business plan priorities and school operational plans with clear shared ownership across all staff.
- A broad range of leadership opportunities are available to staff, supported through transparent processes, targeted professional learning and structured mentoring. This intentional leadership development has built staff capacity, supported succession planning, and strengthened whole-school improvement efforts.

Recommendations

The review team support the following:

- Expand and further embed the school's Instructional Coaching model, to further develop collective teacher efficacy, reduce variability, and support horizontal and vertical alignment.
- Progress plans to allocate dedicated time within the School Development Days structure for performance and development meetings.

Use of resources

The school demonstrates strong, transparent and strategic resource management, with funding decisions clearly aligned to student needs and school priorities.

Commendations

The review team validate the following:

- The Principal, manager corporate services and Finance Committee work collaboratively to align and review budgets and monitor school expenditure. Information regarding the school's financial position is provided to the School Board at Board meetings.
- Resource allocation is strategically aligned to priority areas, particularly literacy, with significant investment in evidence-based programs and the human and physical resources focused on strengthening instructional consistency and improved student outcomes.
- Student characteristics and targeted initiative funding are allocated to support students with disabilities, students learning with English as an additional language or dialect, Aboriginal students, and those requiring additional learning or wellbeing support. Small group tuition funding has been strategically used to maximise precise intervention, whilst Aboriginal and Islander education officer support and increased school psychologist time enhance learning and wellbeing support.
- Workforce planning is thoughtful and future-focused, with early confirmation of staffing, strategic deployment of specialist roles and a focus on staff capability building a key feature of decision making.

Recommendation

The review team support the following:

- Progress long-term budget planning to create reserves that will sustain the resourcing of school priorities and new initiatives.

Teaching quality

A strong, school-wide commitment to evidence-based, explicit instruction and consistent, connected practice is underpinned by clear shared beliefs about quality teaching and a united focus on supporting every student to be successful.

Commendations

The review team validate the following:

- Intentional and refined staff collaboration is generated through a highly structured professional learning community structure. Pedagogical development is grounded in collaborative data reflection and a shared sense of accountability for ensuring instruction is impactful and advances student achievement and progress.
- The school provides a broad range of targeted internal and external professional learning opportunities, including Engagement Norms, Explicit Teaching methodology, Spelling Mastery, DIBELS², Centre for Excellence visits, Fogarty EDvance, and Steplab Instructional Coaching. This sustained focus on professional growth has strengthened teaching capability, with a focus on consistent, high quality practices.
- Collaboratively developed English scope and sequence documents provide clear expectations for what students are learning and support coherent progression of skills and knowledge across year levels, in line with the Western Australian Curriculum.
- Staff engage in discipline dialogue, collaboratively reflecting on a range of individualised and cohort-based student achievement and progress data to identify learning gaps and inform classroom planning and delivery aligned to students' needs.
- Teachers differentiate daily learning to ensure equitable access to curriculum and learning, evident in the differentiated structure of daily reviews, the Gradual Release of Responsibility model, and the use of targeted assistive technology for identified students.

Recommendation

The review team support the following:

- Progress intentions to further embed an evidence-based explicit mathematics program. Closely align mathematics planning to the school's explicit instruction model to support sustainability.

Student achievement and progress

Driven by high expectations, the school is committed to maximising student achievement and progress through evidence-based decision making and a sense of collective accountability for student success. Precise, fine-grained data analysis drives school planning, ensuring attention is focused on the areas with the greatest impact on teaching quality and improved student outcomes.

Commendations

The review team validate the following:

- A defined assessment schedule and disciplined dialogue routine underpin the school's rigorous approach to collecting and analysing data for planning. Staff and leaders use a broad range of data including DIBELS, MiniLit/MacqLit, Progressive Achievement Tests, NAPLAN³ and On-entry assessment to monitor progress and evaluate program efficacy.
- The school has implemented targeted interventions that include Reading Academy, MiniLit and MacqLit, which have led to measurable gains in student progress, including recent DIBELS results indicating that fewer students now require reading intervention.
- The School Business Plan articulates clear priorities and operational plans explicitly state a focus on lifting student achievement and progress, translating strategic intent into measurable classroom actions.
- Staff engage in internal moderation and have worked collectively to ensure that grade allocations align with student achievement in standardised assessments such as DIBELS and NAPLAN.

Recommendations

The review team support the following:

- Support staff to develop increased confidence in their teacher judgements and plan for cross-school moderation with a contextually similar school.
- Include measurable performance targets in the school's next business plan.

Reviewers	
Kim McCollum Director, Public School Review	Kathryn Lyon Principal, High Wycombe 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 2029. You will be formally notified in the 2 terms leading to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

1. Nationally Consistent Collection of Data on School Students with Disability
2. Dynamic Indicators of Basic Early Literacy Skills
3. National Assessment Program - Literacy and Numeracy