



Department of
Education

Shaping the future

Coastal Lakes College

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 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, 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

Context

Coastal Lakes College is located approximately 65 kilometres south of the Perth central business district within the South Metropolitan Education Region.

It opened in 2019 as an Independent Public School and currently enrolls 868 students from Year 7 to Year 11.

The college has an Index of Community Socio-Educational Advantage of 980 (decile 6).

The college offers an inclusive learning environment with a specialist education area for students with disability that includes treatment and therapy rooms, a life skills room and a hydrotherapy pool.

Support for the college is demonstrated through the work of the School Board.

School self-assessment validation

The Principal in collaboration with the leadership team 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) submission provided a detailed account of the current college context, performance and priorities.
- During the validation visit, a wide cross-section of college leaders, teachers, support staff, parents and community representatives elaborated on the evidence and planning intentions described in the ESAT submission.
- There is strong alignment between performance evidence, judgements about priorities and planning for improvement.
- College leaders and staff have a strong understanding of the school's self-assessment processes and demonstrate a commitment to school improvement and accountability.
- Staff engaged in a process that identified relevant information and evidence for the review of each domain of the Standard.

The following recommendation is made:

- Continue to collectively reflect on the public school review process undertaken to acknowledge validated achievements and guide future school self-assessment.

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Relationships and partnerships

High levels of trust in the college and its leadership have been developed, founded on authentic and productive relationships with all members of the community.

Commendations

The review team validate the following:

- Through the School Board, parents have an authentic voice and view themselves as partners in the college's development and journey.
- There is a clear focus on building relationships that will provide wrap-around support for all students.
- The college works in partnership with local primary schools to promote educational pathways and connections with students from Year 4. This work offers prospective students the opportunity to build connections with the college and value adds to the Year 6 transition program.
- The community has a positive view of the college and values the educational opportunities it provides.

Recommendations

The review team support the following:

- Continue to explore and develop partnerships in the senior school and post-secondary opportunities.
- Follow up with students and explore ideas as to how the college can best support them to flourish in adolescence.

Learning environment

Leaders and staff are committed to the wellbeing of every student. They have enacted organisational structures that promote a positive learning environment and are committed to promoting inclusive practices.

Commendations

The review team validate the following:

- The college has developed a range of frameworks to support a positive learning environment for students to learn and develop socially and emotionally.
- Students acknowledge that teachers have their best interest at heart and work towards supporting their mental health.
- An innovative house system has been implemented that provides students with a sense of belonging and builds awareness of their social and emotional development.
- Students report that the introduction of a buddy system has improved induction processes for new students.
- All members of the college community promote a school culture that provides a caring and inclusive learning environment that supports the wellbeing and learning needs of all students.
- Students believe that college staff have clear and achievable expectations regarding their behaviour.

Recommendations

The review team support the following:

- Finalise the development and implementation of the College Cultural Inclusion Policy, ensuring that students from diverse backgrounds are represented and recognised across the college.
- Continue the upskilling of all staff in delivery of social-emotional learning programs, You Can Do It! and Zones of Regulation, to increase support for all students, particularly those identified as at risk.
- Continue to work with and upskill staff to ensure the consistent implementation of behavioural expectations.

Leadership

The strategic intent of the college is founded on the belief that a unified purpose, in a culture of continuous improvement, will lead to all staff being self-reflective and accountable for student outcomes.

Commendations

The review team validate the following:

- Strong and cohesive leadership, with a conscious intent to ensure transparency of decision making, is consolidating shared ownership of the college vision.
- There is a well-developed leadership model that provides authentic leadership opportunities with a clear structure to identify and develop aspirant leaders.
- As the college grows and the student leadership model evolves, student voice is being progressed and acted upon.
- College leaders prioritise, within the strategic plan, the implementation of the pedagogical framework and accountability model.

Recommendations

The review team support the following:

- Continue to refine the stages of the Aspirant Leadership Plan and align the opportunities for staff with the business plan.
- Strengthen practices that will increase student voice and provide students with the opportunity to communicate feedback on the development, pathways and teaching and learning programs of the college.

Use of resources

Processes for resource deployment and workforce management are strategic and robust. The alignment of resources to both long-term and short-term planning is reflective of the identified need of a growing college and its students.

Commendations

The review team validate the following:

- Budget and resource management processes are enacted effectively in accordance with the Funding Agreement for Schools and with reference to the college's Financial Management Guide for employees.
- A coordinated approach to information and communications technology management ensures all resources are compatible with college infrastructure and meet the requirements of students' needs across all learning areas.
- The college has used the flexibilities associated with the one-line budget to deliver operational efficiencies and has aligned task requirements with operational need.
- Clear financial management and accountability processes have been established. Budget information is shared with the College Board and staff to build understanding and inform decision making.
- Open and transparent participation in learning area committees ensures staff engagement in resource planning and linking resources to student learning requirement.

Recommendations

The review team support the following:

- Complete the setting up of learning area and senior school subjects resourcing, considering workforce planning and the provision of appropriate training opportunities for teaching and non-teaching staff.
- Continue to monitor the growth and sustainability of whole-school programs, particularly in the pastoral care space.

Teaching quality

Leaders promote and support the college's focus on building teacher capacity. The emphasis on quality teaching has resulted in development of an evidence-based teaching framework and tailored support for teachers in promoting consistency of practice.

Commendations

The review team validate the following:

- A whole-school teaching and learning framework has been developed and implemented. The teaching of literacy is promoted as the responsibility of all teachers across all subject areas.
- The college has a well-developed process that provides new teachers and graduates with a high-level of support and clear guidelines for the implementation of the teaching and learning framework.
- A strong culture of reflection on practice, among all staff, is being reinforced and strengthened through the introduction of instructional coaches.
- There is an unwavering commitment to inclusive practice. Education assistants are upskilled, enabling them to support teachers in the development of individual student educational planning and the implementation of intervention programs.
- School Curriculum and Standards Authority Judging Standards are utilised to guide teacher judgements and provide meaningful feedback to students on their performance.

Recommendations

The review team support the following:

- Continue to nurture a culture of excellence in teaching and learning with support for the implementation of teaching, learning and assessment practices, through ongoing professional learning, instructional coaching, instructional rounds, and teacher collaboration.
- Further consolidate the role and function of the teaching and learning committee to support and guide teaching in all learning areas.
- Establish an inclusion committee with a focus on embedding culturally responsive approaches to teaching and learning and develop a school-wide approach to student voice where students can provide feedback to teachers on their practice.

Student achievement and progress

Coastal Lakes Collage has established high standards of academic performance. Preliminary indicators, based on teacher judgement and available data, indicate that the college is value adding to student achievement and progress.

Commendations

The review team validate the following:

- Teachers engage in moderation processes both internally and externally to ensure consistency in teacher judgment.
- A range of data sources are used to inform teacher planning and college leaders support graduates to understand and interpret the data.
- Student assessments are individualised to improve the value of the information and enable teachers to better understand how well students have mastered year-level curricula.

Recommendations

The review team support the following:

- Continue to include grade related descriptors for senior secondary courses to ensure quality feedback on achievements and progress is shared with students.
- Continue to explore additional opportunities to provide small group intervention for identified students to support Year 7 and Year 9 NAPLAN¹ performance and Year 10 to 12 OLNA² achievement.
- Continue to track trends in whole-school, learning area and class subject data to help evaluate the effectiveness of current school-wide and learning area specific teaching and learning strategies.

Reviewers

Lou Zeid
Director, Public School Review

Eleanor Hughes
Principal, Joseph Banks Secondary College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your college's performance.

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Online Literacy and Numeracy Assessment