



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Public education
A world of opportunities

D20/0587200

Mount Lawley Primary School

Public School Review

November 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

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.



<https://creativecommons.org/licenses/by/4.0/>

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au



Context

Mount Lawley Primary School is located in the inner city suburb of Mount Lawley, approximately four kilometres from the Perth central business district within the North Metropolitan Education Region.

The school has a proud history of educating the local community since 1912. In 2015, Mount Lawley Primary School was rebuilt following a fire and now offers modern facilities that are well resourced with access to computers and other digital technologies.

There are currently 529 students enrolled from Kindergarten to Year 6. Gaining Independent Public School status in 2017, the school has an Index of Community Socio-Educational Advantage of 1123 (decile 1).

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

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:

- Whole-staff collaboration and engagement informed the school's self-assessment and Electronic School Assessment Tool (ESAT) submission.
- Further evidence was presented during the validation visit to support the school's judgements made in the ESAT submission.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community, who engaged actively and contributed their reflections during the validation visit.
- An open, transparent and honest reflection was submitted.

The following recommendation is made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels and use performance evidence to inform planned intentions.

Public School Review

Relationships and partnerships	
<p>The Principal and School Board have built a strong collegial culture founded on trust and mutual respect. The quality of the relationships that have evolved is valued highly by the school community.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board and P&C support the school's vision strongly and are provided with authentic opportunities to engage in decision making processes. • Communication processes have been established to facilitate clear and positive communication with families, staff and the wider community. • The school has established a variety of partnerships with the community that provide opportunities for local businesses and organisations to engage with the school to support student learning and wellbeing. • Student and staff relationships are supportive. Students comment that staff provide support beyond the classroom, which makes school a positive experience for them.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to explore and monitor the impact of communication strategies both within the school and the wider community.

Learning environment	
<p>The school prides itself on offering students and staff an inclusive, safe and caring environment that is underpinned by an ethos that supports positive behaviour and quality teaching and learning.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The learning environment and school grounds are developed to intentionally connect and enrich the learning program and build cultural responsiveness. • Behaviour management programs and practices focus on developing resilience and the students' ability to take responsibility and self-manage their behaviour. • A unified student services approach provides targeted support to meet the needs of students. Case conferences between teachers, education assistants and families ensure differentiated plans are communicated clearly. • Student and staff wellbeing is a priority and is monitored to maintain a safe and healthy workplace, positive social interactions and a supportive school culture.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to use Wellbeing and Engagement Collection survey data to create action plans that maximise student health and wellbeing. • Consolidate implementation of the Zones of Regulation framework to support students to manage their emotions.

Leadership

The leadership team provides a supportive work and learning environment in which staff have clarity of purpose and engage actively in decision making processes that have students at the centre.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal and School Board have worked together to create a high functioning team that is bound by a common purpose and held in high regard by the school community. • Staff are encouraged to identify as future leaders through the Western Australian Future Leaders Framework. They are provided with authentic leadership opportunities and coaching to work on personal goals that align with their leadership aspirations. • To guide teaching practice, priority is given to evidence-based strategies that research has shown to be effective. • Staff conveyed their appreciation of the developing culture of reflection leading to their valued contribution to, and ownership of, school direction.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to enhance leadership capacity and the distributed leadership model through professional learning aligned to the Western Australian Future Leaders Framework.

Use of resources

Resources are managed strategically through formalised procedures. The Principal, manager corporate services and Finance Committee provide oversight of resource allocation.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The workforce plan has been structured and implemented to ensure the strengths of staff are best used to maximise opportunities for students. • Working in partnership, the Principal and manager corporate services monitor and maintain the budget and ensure resources are deployed effectively. • The learning support coordinator liaises with the manager corporate services to ensure targeted funding is allocated effectively to address student needs. • Effective asset management and monitoring of purchases reduces duplication of resources and ensures that staff and students have access to well-maintained, contemporary resources. • Budget information is shared with the School Board and staff to build their understanding and inform decision making.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build staff and specialist teachers' understanding of budget processes, to reinforce efficiency of classroom and specialist budget management.

Teaching quality

The school promotes a research-based approach to pedagogical change. It encourages collaboration between teachers and school support staff to achieve the best outcomes for students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have embraced the Tomlinson model of differentiation as a cornerstone of their teaching program. Using pre-assessment to identify students' point of need, programs are planned with a focus on 'teaching up'. • Early years staff, through the implementation of the Walker Learning Approach, have a common approach to teaching that is being implemented with fidelity. • Teachers and education assistants, special needs, collaborate on the development of plans to provide the best outcomes for students. • Collaborative planning and committee meetings reinforce staff understanding of, and commitment to, school-wide beliefs about teaching and learning. • Performance management practices are well developed and peer observations support teacher self-reflection.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Consolidate understanding of quality teaching and a common agreement of teaching practice in the middle and upper primary classes.

Student achievement and progress

The school is consolidating its approach to the collection and analysis of student data. Teachers understand the importance of consistent judgements and the clear communication of student progress to parents.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Year 3 and Year 5 NAPLAN¹ data are shared with all staff to guide planning and setting of improvement targets. • The English as an Additional Language or Dialect Progress Map is used to track literacy and numeracy progress and achievement of identified students. • Staff are accountable for the data in their class and share planning, assessing and reporting with their team and line manager. • Literacy and numeracy achievement is monitored against contextually similar schools to support teacher judgment.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop a whole-school assessment schedule to support data collection and analysis of student achievement and progress. • Upskill all staff on the DataHub program and the use of longitudinal data to guide analysis and inform decision making.

Reviewers

Lou Zeid
Director, Public School Review

Carolyn Press
Principal, Subiaco 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 scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy