Shaping the future
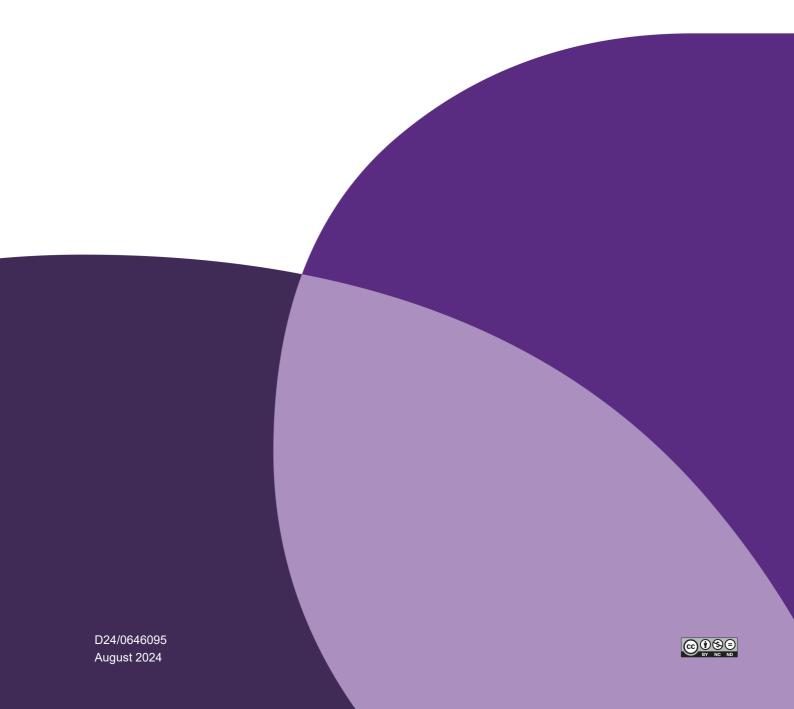
Mount Lawley Primary School

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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Opening in 1912, Mount Lawley Primary School is located approximately 4 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1135 (decile 1).

There are currently 515 students enrolled from Kindergarten to Year 6 and the school gained Independent Public School status in 2017.

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

The first Public School Review of Mount Lawley Primary School was conducted in Term 4, 2020. This 2024 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 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 reflected high levels of staff engagement and provided an open account of the school's operations and improvement agenda. Contextual information outlined a period of leadership change and a current focus on consultation, collaboration, and the development of a collective understanding of the school's future directions.

- The school utilised feedback from the previous review to inform strategic planning, with progress monitored through planning documentation. This was valued by the new Principal in providing clarity of the school's improvement journey.

- In preparation for the review, the Principal engaged staff in multilayered reflection on the school's performance against the Standard. Domain teams were formed to collate evidence and a shared template enabled staff to contribute to commentary on school performance.

- The school's collaborative approach to self-assessment has led to a strong shared understanding of the school's strengths and areas for development. This was reflected in planned actions aligned to the school's performance judgements and analysis of evidence.

- Leaders identified that the ESAT would be a valued tool to support continuous school self-assessment processes.

- During the validation discussion, a broad selection of staff and students, together with leaders, parents, Board members and P&C representatives provided authentic reflections and insights on school operations, evidence, and performance, adding value to the school's submission.

The following recommendations are made:

- Continue as planned to embed school self-assessment processes, including rigorous data analysis to identify improvement areas and inform school planning and decision making.

Relationships and partnerships

The school has established strong links with the community and a deep, shared sense of responsibility to meet the individual needs of students in collaboration with families. Staff engage in extensive collaboration underpinned by high levels of trust and mutual respect. A strong sense of moral purpose and focus on setting the conditions for students to thrive is a central school tenet.

Commendations

The review team validate the following:

- Parents appreciate the open and welcoming school environment and opportunities to volunteer and contribute to their child's education. Parent satisfaction feedback is welcomed and suggested improvements are acted upon.
- A highly skilled and committed Board is a strong advocate for the school. Members understand their governance role and engage in self-assessment of Board efficacy. The individual skill sets of members are valued and utilised to support aspects of school planning and decision making.
- The P&C is viewed as an integral part of the school community and contribute to strong community and school links. In addition to managing the uniform shop and canteen, the P&C oversee a calendar of events that generate funds for school projects, the purchase of resources and delivery of improvements.
- Students value the welcoming environment and the care and support from staff. They also appreciate the range of recess and lunch clubs including chess and Lego.

Recommendation

The review team support the following:

- Continue to explore and monitor the impact of communication strategies both within the school and the wider community and work with the School Board to review the school's communication policy.

Learning environment

A welcoming, safe, and inclusive learning environment is underpinned by a shared commitment to providing wraparound support for students and implementing strategies and processes to optimise student wellbeing and engagement.

Commendations

The review team validate the following:

- A committed student services team, comprising of a coordinator, school psychologist and chaplain, engage in case management and meet regularly to triage student needs, support planning, and monitor the progress of students at educational risk.
- To support positive student behaviour, the school has implemented the school-wide explicit teaching of behaviour expectations as well as Kelso's Choice to support conflict resolution. External partnerships with the Autism Association of Western Australia, SSEN: D[1] and SSEN: BE[2] support the delivery of Tier 2 and Tier 3 intervention and support.
- The implementation of Zones of Regulation and Habits of Mind are focused on supporting student wellbeing. Complementary to this, the school chaplain, trained in the URStrong program, provides support for students' social and emotional development.
- Aboriginal cultural responsiveness is prioritised through operational planning aligned to the ACSF[3]. This is focused on embedding Aboriginal history and culture across the curriculum, including excursions, and increasing visual representation within the physical environment.

Recommendations

The review team support the following:

- Continue to develop a contemporary, evidenced based and consistent, whole-school approach to support positive behaviour.
- Continue to lead the development of Aboriginal cultural responsiveness, guided by the ACSF to progress the embedding of Aboriginal cultures and histories across the curriculum.
- Provide professional learning and support for staff in using Reporting to Parents for Special Educational Need planning. Continue to build staff capacity to develop documented plans including goal setting and identification of strategies, and adjustments.

Leadership

The Principal's relational style and focus on consultation, collaboration and empowerment of staff through shared decision making has contributed to a smooth transition of school leadership and widespread engagement in continuing the school's ongoing improvement journey.

Commendations

The review team validate the following:

- In partnership with the School Board, students and families, staff have developed a clear vision for the school to support their work in setting the conditions for student success.

- Informed by the Teaching for Impact statement, the school has developed an instructional framework to guide consistent approaches to instruction, including the implementation of high impact teaching strategies.

- Investment in leadership development has been prioritised through professional learning and the provision of opportunities to lead. A clear distributed leadership structure includes collaborative year level teams, phase of learning teams and priority committees.

- The newly formed teacher leadership team, encompassing a group of passionate middle leaders, is poised to collaborate with the leadership team and staff to lead curriculum development and the implementation of evidence-based practice and programs.

Recommendations

The review team support the following:

- Progress plans to support the development of the teacher leadership team, including the use of data and evidence to inform decision making in relation to curriculum and evidence-based practice.

- Continue to develop instructional leadership to build consistent practices through the provision of professional learning, coaching support, and opportunities for staff to be observed and provided with feedback on practice.

- Use the analysis of student achievement data to support business plan reviews and inform target setting within strategic plans.

Use of resources

The school is well resourced and maintained. The collaborative relationship between the Principal and manager corporate services (MCS) informs the effective oversight of financial management practices and resource allocation aligned to student needs.

Commendations

The review team validate the following:

- The Finance Committee is inclusive of a broad range of staff and allied professionals. Meeting quarterly, they contribute to financial oversight through ongoing monitoring of expenditure and open and transparent processes and decision making.

- Cost centre managers use operational plans to guide the development of budget submissions clearly aligned to the school's strategic foci.

- ICT[4] is effectively managed through audits and monitoring by the MCS, digital technologies teacher and network integrator.

- The allocation of resources for students with additional needs, including support from education assistants, is determined in consultation with the school psychologist and student services coordinator.

- Workforce planning is considered and focused on building staff capability through professional learning support and the deployment of resources for collaborative duties other than teaching.

Recommendation

The review team support the following:

- Strengthen processes for sourcing Individual Disability Allocation funding. Ensure funding for students learning with EAL/D[5] is deployed to maximise educational outcomes.

Teaching quality

Highly committed and passionate staff understand the importance of evidence-based practice and consistent pedagogy in ensuring quality teaching for students. Underpinned by the belief that children are at the centre of all decisions, staff work collaboratively to understand students' needs and optimise their educational outcomes.

Commendations

The review team validate the following:

- Staff engage in scheduled collaborative meetings facilitating the sharing of practice and reflection on student achievement and progress to inform decision making.
- The school has implemented a whole-school mathematics program and staff appreciate the opportunity to carry out pre and post testing to track student progress.
- Within the early years a combination of play-based learning and explicit teaching has been adopted to optimise student learning. The National Quality Standards Framework is reviewed annually and there is a commitment to ongoing improvement planning.
- A clear intent to develop the capacity of staff to differentiate learning based on student need is evident in the implementation of Carol Ann Tomlinson's Model of Differentiation, supported through staff professional learning.
- Teaching staff communicate clearly about student progress with families. Reporting is communicated through both the Reporting to Parents and Connect platforms.

Recommendations

The review team support the following:

- Progress plans to further develop evidence-based whole-school literacy programs.
- Assess and investigate opportunities for targeted programs and literacy intervention based on data analysis and identified student needs across the school.
- With a view to further extending students' academic achievement, identify a whole-school approach to building the problem solving and critical thinking skills capacity of students and embed in daily learning.

Student achievement and progress

Processes have been established to collect a range of student achievement and progress data. There is understanding amongst staff of the value of evidence-based decision making at class and whole-school level.

Commendations

The review team validate the following:

- Year 3 and Year 5 NAPLAN[6] achievement in reading, spelling, writing and grammar and punctuation is similar to like schools in the 2024 data.
- To support students learning with EAL/D, staff use the EAL/D progress map to inform planning and track students' achievement in literacy.
- A range of student data is collected, including NAPLAN and ACER[7] Progressive Achievement Tests: mathematics, reading, and spelling. The Elastik platform has been introduced with a view to providing opportunities for staff to analyse data and identify areas of strength and potential growth to inform planning.
- Staff use the SCSA[8] Judging Standards and annotated student work samples to support their judgements of student achievement. Work samples are assessed using Brightpath rulers and Writemark.

Recommendations

The review team support the following:

- Continue to build the data literacy of staff through guided interaction with the school's data platform software and Student Achievement Information System dashboard.
- Use the analysis of a range of data, including the triangulation of data, to identify trends and track student progress. Pinpoint learning gaps, set improvement targets and implement strategies and interventions for improvement.
- Utilise student data in mathematics to determine program efficacy and inform classroom and whole-school planning.

Reviewers	
Kim McCollum **Director, Public School Review**	Travis Miller **Principal, Victoria Park 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.

Steven Watson
Deputy Director General, Schools

References

1   School of Special Education Needs: Disability
2   School of Special Educational Needs: Behaviour and Engagement
3   Aboriginal Cultural Standards Framework
4   Information and communications technology
5   English as an Additional Language or Dialect
6   National Assessment Program – Literacy and Numeracy
7   Australian Council for Educational Research
8   School Curriculum and Standards Authority