



Department of
Education

Shaping the future

Lake Gwelup 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

Context

Lake Gwelup Primary School is located approximately 15 kilometres north-west of the Perth central business district, within the North Metropolitan Education Region. The school is situated within spacious grounds, amongst a mix of new and established residences in the suburb of Gwelup.

Established in 1914, the school was rebuilt in 2010, with the original schoolhouse still standing at the front of the school. In 2015, Lake Gwelup Primary School gained Independent Public School status.

Currently, there are 538 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1119 (decile 1).

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

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context.
- The school leadership engaged in a process to identify relevant information and evidence aligned to the Standard within each domain of the School Improvement and Accountability Framework.
- Staff were exposed to the Standard and provided with the opportunity to discuss and reflect on the evidence selected for the ESAT submission.
- The school's self-assessment was enhanced by conversations with members of the school community, who contributed their reflections through active engagement during the validation visit.

The following recommendation is made:

- Continue to use the ESAT on an ongoing basis to record performance evidence as part of the continuing school self-assessment process.

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Relationships and partnerships

The leadership team is invested in maintaining a collegial culture founded on mutual respect, trust and support amongst staff, students and families. Relationships with the whole-school community are positive and productive and focused on the best interest of the students.

Commendations

The review team validate the following:

- Parents have a good understanding of school communication practices and report being well informed regarding school activities.
- School Board and P&C members are invested in the school. The Board supports the school's direction and provides sound governance.
- The P&C works in partnership with the school to provide multiple avenues for parent engagement through fundraising events and family activities.
- The school has well-established, positive and productive partnerships with the City of Stirling's Living Green program and the Department of Transport's Your Move initiative. These partnerships are having a positive impact on student and community behaviours and attitudes towards sustainability.
- The school has formed a committee to develop a Reconciliation Action Plan to provide an authentic voice for Aboriginal families in the implementation of the Aboriginal Cultural Standards Framework.

Recommendations

The review team support the following:

- Continue to foster a positive collegial culture through the explicit articulation of standards and expectations for all members of the school community.
- Continue to provide School Board training and the promotion of the Board in the school community.

Learning environment

The school prides itself on providing a safe, inclusive and supportive learning environment that is welcoming and responsive. There is a clear emphasis on building a sense of belonging and understanding of the responsibility students have in caring for each other and their environment.

Commendations

The review team validate the following:

- Student engagement in learning is supported through the provision of creative features and vibrant displays that offer a variety of play and learning opportunities in the school grounds. Flexible seating in the classroom accommodates the range of student learning styles.
- The school has well-established and clear processes for the identification and development of plans for students who require educational and/or social and emotional support.
- Student leadership is encouraged through the middle phase of schooling, with students in Years 5 and 6 aspiring to become BUZ¹ Rangers. BUZ Rangers are trained by the school chaplain to act as playground peer mediators to support students in resolving low-level friendship disputes.

Recommendations

The review team support the following:

- Continue to monitor the implementation and balance of play-based learning and explicit teaching in the early years.
- Review processes for monitoring the implementation of Individual Education Plans for students with special educational needs and communication practices for informing parents of their child's progress and achievements.
- Explore further opportunities for students to take part in school decision making processes.

Leadership

The recently appointed Principal is working with the leadership team, to build on the school's strengths through the consolidation of a distributed leadership structure that will lead and support the implementation of the school's improvement agenda.

Commendations

The review team validate the following:

- The 2021-2023 Business Plan was developed in consultation with staff and the School Board, and aligns with the Department of Education's Strategic Directions 'Building on Strength' and Focus documents.
- The strengthening of collaborative decision making and ongoing promotion of a distributed leadership model that encourages staff to seek leadership roles and lead areas within the school, has been appreciated and well accepted.
- Students take their leadership responsibilities seriously and have a strong sense of belonging and pride in their contributions.
- Careful consideration given to staff selection and induction processes is meeting the school's workforce requirements and building leadership capacity.
- Performance management and development processes are valued, with the adoption of the 'Braving' model leading to the development and articulation of agreed standards and expectations for all staff.

Recommendations

The review team support the following:

- Clearly articulate the connectivity between school priority areas and the improvement targets of business planning, operational plans and classroom practice.
- Establish procedures to further support the provision of critical feedback to teachers on their practice.
- Examine the Future Leaders Framework to consolidate the school's current leadership development model and identify and develop staff leadership capabilities.

Use of resources

Financial planning and prudent budget management are in place to ensure resource allocations relate specifically to the improvement of student outcomes.

Commendations

The review team validate the following:

- The manager corporate services provides monthly updates to cost centre managers to ensure that budgets are used effectively and to improve student outcomes.
- A workforce plan has been developed and is reviewed regularly to ensure it is responsive to school staffing requirements.
- The budget is developed in consultation with the Finance Committee following submissions from cost centre managers. The Finance Committee gives careful consideration to ensure allocations/priorities link with the school's operational plans.
- Targeted initiatives and student characteristics funding are directed to achieve the outcomes and meet the obligations of the Funding Agreement for Schools.
- The P&C works in partnership with the Principal to align plans with school needs, providing additional educational resources for students.

Recommendations

The review team support the following:

- Build on staff understanding of school financial management processes.
- Continue the development of the school sustainability plan to further improve whole-school practice.

Teaching quality

The school leadership and staff acknowledge the importance of the development of whole-school approaches to provide greater consistency and quality of teaching in all classrooms.

Commendations

The review team validate the following:

- To continue to improve student achievement and progress, staff are exploring and implementing whole-school approaches in literacy and numeracy, based on lesson design such as iSTAR² and the gradual release model.
- Staff are being supported in utilising different data sets to guide their teaching and the formation of differentiated learning group plans.
- The curriculum team has been expanded to ensure staff representation from Kindergarten to Year 6, with the intention of reviewing the impact of previous plans on student achievement data.
- The deputy principals participate in staff collaborative planning sessions. This provides a link between the leadership and classrooms, promoting consistency of teaching practice.

Recommendations

The review team support the following:

- Continue to develop and embed an agreed pedagogical framework and whole-school approaches considering the application across all curriculum areas.
- Develop assessment and data resources that provide timely information to inform day-to-day planning.
- Explore contemporary approaches to engage and extend highly capable students.

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

The review team validate the following:

- The school is establishing a comprehensive schedule for the collection and analysis of school-based and systemic student achievement data. Curriculum leaders are being supported to analyse data and provide feedback to staff.
- Progressive Achievement Tests in Reading and Mathematics were added to the school's assessment schedule in 2020. This enables tracking of student achievement and progress between the On-Entry Assessment Program in Pre-primary and NAPLAN³ in Year 3.
- Scope and sequence for Letters and Sounds is under review to provide greater fidelity and clarity for staff in the pace and expectation for the implementation of the program in the early years.
- Consistency in grade allocation and teacher judgement is being enhanced through the provision of opportunities for staff to engage in school moderation processes within the school and the school network.

Recommendations

The review team support the following:

- Work with staff to develop an agreed rubric to guide assessment and reporting to parents on student Attitude, Behaviour and Effort.
- Continue to build staff data literacy and establish processes to make data more readily accessible to staff.
- Plan professional learning and support for teachers and administrators in the areas of assessment, moderation and making judgments about student achievement.

Reviewers	
Lou Zeid Director, Public School Review	Marc Lockett Principal, Bateman 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 timeframe for the next review process focusing on the Leadership and Teaching Quality domains only, will be Term 3, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Build Up Zone
- 2 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 3 National Assessment Program – Literacy and Numeracy