



Department of  
Education

**Shaping the future**

# South Lake 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

South Lake Primary School is located approximately 15 kilometres south of the Perth central business district. Surrounded by the Beelihar Wetlands, the school is part of the South Metropolitan Education Region.

Opening in 1986, the school became an Independent Public School in 2015. South Lake Primary School has an Index of Community Socio-Educational Advantage of 943 (decile 8).

Currently, there are 257 students enrolled from Kindergarten to Year 6. Students come from culturally diverse backgrounds and approximately one third of students have a language background other than English. Recent building programs have enhanced the school's technology infrastructure.

Support from the community is demonstrated through the hard 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 school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with The Standard.
- In preparation for the Public School Review, the leadership team led a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school improvement agenda.
- Validation visit meetings strengthened the review team's understanding of the evidence in the school's ESAT submission. Participants delivered strong and consistent messages that built on claims in all domains throughout meetings.

The following recommendations are made:

- Consider including more detailed annotations on evidence provided to better support judgments made against each domain and foci.
- Use the Standard across each of the domains to monitor the school's ongoing school performance.

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### Relationships and partnerships

Inclusive, respectful and collaborative practices underpin a welcoming school culture. Positive and respectful relationships exist across the school which are actively nurtured through fostering trust and a collective commitment to working in collaboration for the best interests of students.

### Commendations

The review team validate the following:

- A staff culture with high levels of relational trust, cohesion and connected efficacy promotes resilience and a strong team orientation mindset. Authentic collaboration across the school is focused on the improvement needs of staff and students.
- Communication is multimodal, flexible and caters to the diverse needs of the community.
- Trusted, proactive, accessible and responsive leadership support the needs of parents and students.
- Strong school governance by an established School Board supports and actively advocates for the school and staff.
- Established partnerships with government agencies and organisations from the wider community contribute to the school's effectiveness and add value to teaching and learning programs at the school.

### Recommendations

The review team support the following:

- Explore ways to engage more parents to complete surveys in order to gather a broader representation of their opinions about school performance.
- Revisit the School Board Terms of Reference to review membership tenure.

### Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to engage and thrive in a caring, inclusive, culturally responsive learning environment.

### Commendations

The review team validate the following:

- The South Lake Primary School Aboriginal Cultural Standards Plan 2021, provides strategies to drive Aboriginal cultural perspectives across the school.
- A Positive Behaviour Support (PBS) framework underpins a whole-school approach to behaviour management. All staff are trained and upskilled regularly, with strong leadership supporting staff to deliver strategies using a common language and explicit teaching of behaviour expectations.
- Attendance, health and wellbeing is resourced and supported by the well-defined and understood improvement targets within the comprehensive Health and Wellbeing Plan.
- Whole-school processes for students at educational risk (SAER) are embedded to ensure all students are identified and monitored for improvement. The SAER Committee meets regularly with the leadership team to triage support for staff, parents and students.
- Nature based equipment and community gardens support a physical environment that is organised and purposeful, with a strong student and community identity that reflects a focus on engagement.

### Recommendation

The review team support the following:

- Continue the establishment of a Cultural Inclusivity Committee to develop a plan to acknowledge and connect with all of the diverse cultures represented at the school.

## Leadership

A clear strategic direction for the school has empowered staff and the building of a culture of trust, respect and collaboration. Leadership has united the school community through a targeted plan for sustained improvement.

### Commendations

The review team validate the following:

- The business plan, informed by staff and School Board members, delivers a strong strategic direction.
- School improvement, accountability and planning is collaborative, data driven and focused on the embedding of whole-school approaches and differentiation to support all students.
- Distributed leadership collectively encourages opportunities for all staff to lead and build their capacity. A range of curriculum areas and programs including literacy, numeracy, science, Humanities and Social Sciences, PBS and the Reconciliation Action Plan and Sustainability are led by staff.
- Instructional leadership across the school supports the whole-school priority of explicit instruction.
- Performance management and development aligns the professional learning needs of staff and the school. Conference Accredited Training (CAT) supports PBS through lesson observations and conferencing to improve the use of Classroom Management Strategies and instructional effectiveness.
- School leadership is trusted, respected and unites the school community through authentic collaboration and targeted plans for sustained improvement.

### Recommendation

The review team support the following:

- Consider formally identifying leaders through engagement with the Western Australian Future Leaders Framework as a tool to support their work as instructional leaders and to build their leadership attributes and skills.

## Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success. Strong relationships between the leadership team and committees ensure financial processes are in place and upheld.

### Commendations

The review team validate the following:

- Alignment of school resources to the business plan and operational plans supports improved academic and social outcomes for students.
- School resourcing information is transparently shared with School Board and Finance Committee members.
- A comprehensive Financial Management Handbook for staff supports them to monitor expenses and maintain controls.
- Future expenditure is planned through a coordinated and strategic approach to build reserve accounts.
- Curriculum leaders and committees inform all budget allocations and allow staff to make decisions on the most effective use of funds to enhance curriculum delivery aligned to student need.
- Student characteristic and targeted initiatives funding supports literacy, speech therapy provision and extra funding for chaplaincy.

### Recommendations

The review team support the following:

- Explore the resourcing of an Aboriginal and Islander education officer to sustain engagement and connectedness with Aboriginal students and their families.
- Develop a detailed workforce plan and gap analysis to identify areas of risk and succession planning priorities.

## Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of whole school pedagogical practices. Staff demonstrate a commitment to the strategic plan and continually strive to improve their teaching practice.

### Commendations

The review team validate the following:

- Staff use a whole-school explicit teaching model of instruction based on gradual release.
- Operational plans provide direction and clarity for teachers of the expected whole-school teaching and assessment programs to be implemented.
- Professional learning on: Zones of Regulation; Talk for Reading; Talk for Writing; Explicit Instruction; Vocabulary-Fremantle Language Development Centre; and Brightpath supports whole-school implementation.
- Teachers are supported with time for collaborative planning, moderation, reflection, analysis of data and the review of learning programs and case management plans.
- Student assessment data collected at a systemic, school, classroom and individual student level informs student achievement and progress, teacher efficacy and school improvement.
- GradeXpert, a student information system, enables consistent recording and access to data to support teacher judgements.

### Recommendations

The review team support the following:

- Consider a NQS<sup>1</sup> verification audit as a moderation tool to validate judgements against each quality area.
- Strengthen explicit teaching consistency through professional learning and coaching delivered by teacher leaders.

## Student achievement and progress

Whole-school approaches to curriculum delivery and teaching instruction, in every classroom, are working and are supported by the focused collection and use of data to inform student performance and progress.

### Commendations

The review team validate the following:

- NAPLAN<sup>2</sup> progress of stable cohort between Year 3 and Year 5 is at or above like schools in all areas.
- High student achievement and progress in 2019-2021 NAPLAN for Year 3–5 in Numeracy, Writing, Spelling and Punctuation and Grammar, is evident.
- Achievement of business plan targets to improve the percentage of Year 3 and Year 5 students in NAPLAN Proficiency Bands 4 to 10 and 5 to 10 respectively for Numeracy and Writing.
- 2020 On-entry Assessment comparative data shows improvement in Reading and Numeracy and is being driven through the implementation of speech therapy programs, Cracking the Code, MiniLit, additional education assistant support, and explicit teaching.
- Moderation in writing, using Brightpath, is impacting the quality and consistency of teacher judgements across all year levels.
- A whole-school approach for mathematics supports grade consistency within year levels and moderation to inform areas for planning focus.

### Recommendations

The review team support the following:

- Identify inconsistencies to 'tighten up' alignment of teacher grade allocations with NAPLAN results.
- Continue to implement PAT Reading to support reading judgments and the effectiveness of reading instruction across the school.
- Conduct an assessment audit to ensure all data collected is balanced, sustainable and targeted.

## Reviewers

Steven Dickson  
**Director, Public School Review**

Jayne Murray  
**Principal, Bramfield 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.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Quality Standard
- 2 National Assessment Program – Literacy and Numeracy