



Department of
Education

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Lake Monger Primary School

Public School Review

March 2021



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 Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Lake Monger Primary School is situated near Lake Monger in the suburb of Wembley, approximately six kilometres north-west of the Perth central business district, within the North Metropolitan Education Region.

Much of the land is still regarded as a site of significance by Aboriginal people. Opened in 1954 as Wandarra (meeting place) Primary School, the school was renamed Lake Monger Primary School in 1988 and gained Independent Public School status in 2011.

Eighty percent of students come from multicultural backgrounds, resulting in a school community of considerable cultural diversity. Currently, there are 286 students enrolled from Kindergarten to Year 6 and the school has an Index of Community Socio-Educational Advantage of 1073 (decile 2).

The Parents and Citizens' Association raises funds to contribute to school resources and facilities. The School Board undertakes its governance role, contributing to discussion, review and action of a range of school priorities.

School self-assessment validation

The Principal submitted a sound school self-assessment.

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

- The current business plan focus areas and school planning frameworks demonstrate strong alignment to the Department's strategic directions.
- The Standard and Electronic School Assessment Tool (ESAT) reference materials were used to guide self-assessment processes in preparation for the Public School Review.
- Within each domain of the school's ESAT submission, a summary document outlined the observations, analysis and planned improvements, with alignment to attached evidence sources.

The following recommendations are made:

- Embed the use of the ESAT as part of the school's ongoing self-assessment processes.
- Consider the evidence and combination of indicators that need to be evidenced and submitted in the ESAT. Ensure these support judgements against the Standard in each domain.

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Relationships and partnerships

Positive relationships are underpinned by effective communication, respect and a collective responsibility for the education of all students. The school motto, 'A View to Excellence', drives a high performance-high care culture.

Commendations

The review team validate the following:

- Professional relationships between all staff are enabled through collaboration, with a focus on communication and sharing of pedagogy.
- Staff-student relationships are respectful and provide a foundation for addressing students' needs and celebrating successes.
- Student, parent and staff feedback is sought and acted upon to continue to build a positive school climate.
- Respectful relationships exist between staff and members of the School Board facilitating effective governance.

Recommendations

The review team support the following:

- Continue to expand the use of Connect School Space for parent communication and to maintain teacher-parent relationships.
- Continue to build understanding and engagement of culturally responsive practices with all students, their families and communities.

Learning environment

Staff recognise the importance of providing a culturally responsive and inclusive learning environment where students feel welcome, safe and valued.

Commendations

The review team validate the following:

- Classroom Management Strategies (CMS) are implemented across the school to ensure a focus on safe, responsive and accountable classrooms.
- There are high behaviour expectations. A behaviour management policy aligns with the six school values; Respect, Responsibility, Honesty, Creativity, Perseverance and Caring.
- Clear processes and supports are provided for teachers and EAL/D¹ students to meet individual needs. The use of Progress Maps guides planning.
- Consistent and shared processes to identify, address and monitor the improvement of students at educational risk are in place. These support teachers to implement practices to meet the needs of all students.
- The external environment is valued within the teaching programs. Students are encouraged to participate in sustainable activities in the garden and surrounding environment.

Recommendation

The review team support the following:

- Investigate the application of Leading Learning 4 All website.

Leadership

Distributed leadership practice and constructs are informed by an unwavering focus on driving the school improvement agenda. Transparent, dynamic and visible, school leaders ensure strategic plans, priorities and shared beliefs translate into actions.

Commendations

The review team validate the following:

- The Department's strategic directions documents guide school planning, with clear alignment and links in the 2021-2024 Business Plan and 2021 School Plan.
- Opportunities for leadership are provided, with a focus on staff working effectively together to provide quality teaching and learning opportunities for all students.
- Improvement and accountability for student performance is led through cyclic self-assessment of the business plan, school plan and Management Information System (MIS) data.
- Staff value the performance management process, which fosters self-reflection and accountability of their performance aligned to student performance data.

Recommendation

The review team support the following:

- Ensure new staff have the opportunity to develop skills and training in whole-school programs.

Use of resources

Strategic deployment of physical, human and financial resources is evident. The leadership team, inclusive of the manager corporate services, works collaboratively to ensure decision making processes are transparent, evidence-based and monitored effectively.

Commendations

The review team validate the following:

- Evidence-based decision making underpins high quality resource management. Clear links exist between school budgeting and business plan targets.
- Reserve accounts align to plans and schedules for improvement. The provision and accessibility of current technologies across the school is a priority.
- Workforce planning is sound and reviewed with the School Board. Student enrolments are carefully analysed to ensure recruitment processes reflect sustainability and efficacy of programs and practice.
- Supported by documented procedures and training, staff undertaking leadership roles are informed and upskilled with reference to the management of resources.

Teaching quality

There are shared beliefs about quality teaching. High standards and expectations underpin the implementation of whole-school programs, data collection cycles, effective lesson delivery and support for staff.

Commendations

The review team validate the following:

- Aligned to school priorities, professional learning is provided to staff to build capacity and ensure consistency of practice.
- Moderation processes are supported by the implementation of Brightpath.
- The School Curriculum and Standards Authority - Judging Standards are used in conjunction with teacher moderation during comparability meetings to ensure consistency in judgements.
- Curriculum delivery is sustained across the phases of learning through whole-school programs including Primary Connections, iMaths and Sound Waves.
- Staff are reflective and value the opportunity to engage in peer observation processes.

Recommendations

The review team support the following:

- Increase opportunities for moderation across the network.
- Document the agreed whole-school pedagogical framework.

Student achievement and progress

Analysis of system and school-based data informs pedagogy, planning and curriculum development. Staff are committed to the review of data at individual, Phase of Learning and whole-school levels.

Commendations

The review team validate the following:

- Year 5 stable cohort data, NAPLAN¹ (2017-2019), indicate high progress and high achievement in Writing, Numeracy, Spelling and Grammar and Punctuation. High achievement is noted in reading.
- 2019 NAPLAN results against like schools revealed that Lake Monger Primary School was above the all Australian mean in nine out of ten areas.
- Assessed against the EAL/D Progress Map, individuals and small groups of students are supported by a dedicated EAL/D teacher, based on their learning needs.
- Analysis of the Screen of Communication Skills (SOCS) assessment in Kindergarten is used to identify students requiring referral to early intervention services, such as speech therapy or the Language Development Centre, and highlight students requiring further support in Pre-primary.
- Data is used to monitor student progress and evaluate teaching effectiveness. Teachers reflect on ways to improve through analysis of data as outlined in the school MIS document, with a focus on Australian Council for Educational Research, NAPLAN, SOCS (Kindergarten) and On-entry Assessment Program (Pre-primary) data.

Reviewers

Rebecca Bope
Director, Public School Review

Craig Mainard
Principal, Walliston 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 1, 2026.



Melesha Sands
A/Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy