



Lake Monger Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Lake Monger Primary School is located in the suburb of Wembley, approximately 6 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.

Currently, there are 336 students enrolled from Kindergarten to Year 6, and the school has an Index of Community Socio-Educational Advantage of 1078 (decile 2).

The Parents and Citizens' Association (P&C) and School Board provide community support.

The first Public School Review of Lake Monger Primary School was conducted in Term 1, 2021. This 2026 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 succinct yet informative school self-assessment.

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

- A culture of reflection and continuous improvement, led by the executive team, was evident resulting in consideration of the impact of commitment to the areas for improvement from the previous review process on student achievement.
- School self-assessment processes conducted in preparation for the Public School Review reinforced that the school's greatest strength lies in its collaborative and reflective culture. The process was viewed as a valuable opportunity to examine whole-school practices and affirmed areas of strength, while also identifying areas of future focus.
- Structured domain overviews provided the review team with a narrative of the school's performance, including the school's 2026 priorities as a unifying thread throughout the self-assessment process, demonstrating links between the analysis of evidence and planned actions for improvement.
- The privileging of self-assessment to drive continuous improvement is embedded. The engagement of staff in cyclical and collaborative reflection has led to a strong sense of unity of purpose and subsequently collective responsibility for student success.
- During the validation visit a range of passionate, dedicated staff and proud and articulate students contributed to discussions held with the reviewers, providing authentic reflections in support of the school's operations and strong culture.
- Devoted and passionate School Board and P&C representatives avowed judgements about the effectiveness of the school's operations. They described their individual and collective dedication to the school and its community and conveyed their heartfelt admiration for its highly regarded leadership.

The following recommendation is made:

- Strengthen data collection measures to monitor and evaluate the impact of instructional practices and approaches on student achievement and progress to provide more rigorous evidencing of impact in future Electronic School Assessment Tool (ESAT) submissions.

Relationships and partnerships

A strong sense of community connection and positive school culture is underpinned by responsive leadership, welcoming staff and collaborative family partnerships, reinforcing collective responsibility for student success.

Commendations

The review team validate the following:

- A tangibly united and collaborative staff culture is providing the foundations for thriving professional relationships, optimising the conditions for school improvement and, in turn, student success.
- Phase of learning teams and professional learning communities are the foundation for intentional collaboration and are pivotal in creating and sustaining the highly responsive teaching culture that exists.
- Reliable communication tools and clear and purposeful practices, along with the use of feedback mechanisms, promote transparency and shared understandings, building connection and trust across the community.
- The School Board plays a vital role in school governance and supports the school's clear focus on continuous improvement. The Board's governance strengthens the school's strategic direction, reflects community perspectives and maintains community confidence.
- A highly active and visible P&C reflects the school's diverse community and contributes significantly to enhancing community connection and belonging, and the provision of targeted funding that directly supports student learning.

Recommendation

The review team support the following:

- In unison with the transition to Program Kaartdijin, document the intended staged rollout for the use of the Compass platform, supported by professional learning.

Learning environment

The values of the school are directly reflected in the actions of the school. Students are provided with a voice and agency to flourish both collectively and individually and supported through a high care culture.

Commendations

The review team validate the following:

- The school has cultivated a welcoming and inclusive environment that reflects and proudly celebrates the diverse cultures, languages and experiences of its students and staff. The school's commitment to its large LBOTE¹ population is compelling, with culturally responsive programs and practices embedded.
- The introduction of a whole-school Positive Behaviour Support approach, supported by a behaviour matrix centred upon the school's values, has been embraced by staff and students. Positive behaviour is promoted, rewarded and supported by clear expectations and shared strategies.
- Staff wellbeing is viewed as integral to a positive and productive learning environment. The establishment of the wellbeing workload advisory team, together with tailored whole-school professional learning focused on psychosocial wellbeing, and the health and wellbeing plan, strengthens a culture of care and connection.
- Targeted support mechanisms for students at educational risk are founded on a multi-tiered system of supports and actioned through a multi-disciplinary approach. The interconnectedness of whole-school strategies reflects a commitment to continuous improvement and successful outcomes for all students.
- Students exude pride in their school and appreciate the care and support provided by staff. Student leaders are highly invested in the school and see their role as contributing positively to their school and the experiences of the student population.
- The school's serene and engaging physical environment adds value to student learning experiences.

Recommendation

The review team support the following:

- Investigate and implement a whole-school approach to social and emotional learning.

Leadership

Responsive and consultative leadership is highly visible, promoting a culture of high expectations and care, where shared responsibility, aligned planning and staff leadership opportunities drive continuous improvement.

Commendations

The review team validate the following:

- High standards are the foundation of the Lake Monger Primary School culture. Expectations are modelled by the school's leadership and embedded into staff practice with professionalism and passion. Collective adherence to these standards and expectations drives team success.
- Leaders provide clarity about the purpose of all actions. This is complemented by support for implementation and accountability, largely but not exclusively, through tailored professional learning.
- Purposeful alignment between structures and processes fortifies planning and decision making. This is evident in the articulation of the school's focus on targeting continual and aspirational improvement.
- The development of leadership is focused. Initiatives that build leadership capacity, including the Churchlands Network Aspirant Leaders Program, are highly valued and viewed as critical for the implementation of identified priorities, and supported by a robust performance and development culture.
- Using a structured trial and review approach, the methodology of change processes is purposeful and known by all. Change is guided by data analysis, ensuring that implemented changes yield the desired improvements.

Recommendation

The review team support the following:

- Maintain a focus on intentionally building instructional leadership capacity across the school, including education assistants, to support succession planning.

Use of resources

A strong foundation of governance, disciplined forward planning, and evidence-based decision making underpins the school's approach to financial management, resource allocation and workforce planning.

Commendations

The review team validate the following:

- Established systems and processes ensure resources are allocated in a transparent and purposeful manner. Accountability is expected and evidenced by a disciplined approach to improvement, demonstrating the formulation of links between school priorities, planning and budgeting.
- Financial and workforce priorities are strategically and skilfully managed by the manager corporate services and Principal, ensuring school resourcing and facility management efficiently adapts and adjusts to dynamic enrolment fluctuations and additional student needs.
- Annual budgeting processes are evidence-based, consultative and allow staff the ability to apply for funding aligned with school priorities, approved by the Finance Committee and endorsed by the School Board.
- There are clear data-driven links between the provision of support in classrooms for students' individual educational needs, the distribution of targeted resources, and access to allied professional support.
- Targeted initiative and student characteristics funding is deployed strategically to facilitate the sustained delivery of academic enrichment opportunities and interventions, including speech pathology support.
- Reserve and replacement plans are intentionally structured to ensure long-term sustainability of school resources aligned to school priorities, particularly information and communications technology.

Recommendations

The review team support the following:

- Strengthen data collection measures to monitor and evaluate the efficacy and impact of resource allocation on student achievement and progress.
- To demonstrate a collaborative commitment and support a smooth transition to the introduction of a shared site arrangement with the Mount Hawthorn Education Support Centre initiate the development of a Memorandum of Understanding.

Teaching quality

A unified culture of collaboration, shared responsibility and continuous improvement underpins high quality teaching practice and student success, bringing the school motto, 'A View to Excellence', to life every day.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for connected practice to thrive.
- Underpinned by a culture of professional growth and driven by high expectations, the school's pedagogical platform is focused on the application of evidence-based instructional practices, with the gradual release model guiding lesson delivery. This optimises student success and provides the foundation for high-quality teaching to prosper.
- In the continual pursuit of improvement, the expectation of high-quality instruction is abetted by comprehensive support. This is underpinned by shared beliefs, common language and clear expectations about how staff collaborate to engage students and optimise academic, social and emotional growth and development.
- The focused analysis of school-based and systemic data has been instrumental in driving school-wide pedagogical decision making, evidenced by the introduction of programs such as Sound Waves and the appointment of a speech pathologist to develop greater responsiveness to student need in the early years.
- Education assistants are highly skilled and valued for their impact on student achievement, and the respect teachers have for them is palpable. Opportunities for professional learning and development to enhance their ability to lead the implementation of whole-school interventions is an intended priority.

Recommendations

The review team support the following:

- Determine a metric for measuring the impact of speech pathology intervention on student progress and achievement.

Student achievement and progress

Student performance, and by extension, school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning.

Commendations

The review team validate the following:

- A culture of continuous improvement is evident with learning area leaders leading collaborative conversations and rigorous data analysis with phase of learning teams. Staff recognise the need to share responsibility for comprehensive data tracking and analysis and use data as a vital tool for reflection and accountability.
- The school undertakes cyclical self-assessment, guided by the School Assessment Plan and Management Information System data sheet, driving the school improvement agenda and supporting longitudinal student and cohort data tracking.
- Prioritising collective teacher efficacy and sharing of practice is evident in the resulting impact on student outcomes seen in the NAPLAN² results, evidencing high progress and high achievement.
- A commitment to ensuring the reliability of teacher judgement exists and consistent judgements based on the Western Australian Curriculum and School Curriculum and Standards Authority Judging Standards is a priority.

Recommendation

The review team support the following:

- Continue to engage in network moderation to support a continued focus on consistent teacher judgements in assessing student achievement for all MESH³ learning areas.

Reviewers

Kate Wilson
Director, Public School Review

Anthony Chiappalone
Principal, North Morley 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 to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 Language Background other than English
- 2 National Assessment Program – Literacy and Numeracy
- 3 Mathematics, English, science, humanities and social sciences