



Department of
Education

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Public education
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Lancelin Primary School

Public School Review

August 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Lancelin Primary School is located approximately 120 kilometres north of Perth in the North Metropolitan Education Region. The local community mainly services tourism, mining and agriculture industries.

Opening in 1960, the school has had several facilities upgraded and currently includes a purpose built library resource centre, music and art rooms and a covered assembly area that complement the original school buildings.

All classrooms have networked computers to allow technology to be integrated into classroom activities. The school has an established environmentally sustainable garden.

The school has an Index of Community Socio-Educational Advantage rating of 966 (decile 7) Lancelin Primary School currently enrolls 94 students from Kindergarten to Year 6.

The school is well supported by the School Council and the Parents and Citizens' Association.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The school's self-assessment was collaborative with staff in a variety of roles participating in the process.
- Judgements made were supported by a range of credible evidence indicating a reflective culture.
- A number of key staff contributed during the school-based validation phase.
- Discussions on the validation day with staff, students and members of the school community enhanced the claims and analysis included in the school submission.
- Planning intentions were elaborated on during the validation phase.
- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations understood.

The following recommendation is made:

- Continue to investigate ways the Electronic School Assessment Tool can be used to facilitate and refine the collection and analysis of data.

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Relationships and partnerships	
<p>There is a reciprocal responsibility between parents, staff and the community in collaborating to provide the best learning experience possible for the students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A welcoming warmth in the relationship between the school and its community, gives rise to an ethos of a 'family feeling' for parents and visitors. • The local community is highly supportive of the school, believing it has the programs and planning in place to develop children to become active, confident and capable students. • Staff have built effective relationships based on mutual respect and integrity. They work collaboratively with a willingness to share their knowledge, experience and skills. • Communication processes are well-established in the school and are inclusive of all stakeholders. • Relationships between staff and students are very positive with every effort made by staff to ensure students feel valued as members of the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the focus on creating open and transparent lines of communication, both within the school and between the local community and school.

Learning environment	
<p>The learning environment extends beyond the perimeter of the school. Partners located in the local community and beyond, add value to support programs. The school understands its obligations to create a learning environment inclusive of 21st century digital learning options.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school constantly works towards building positive relationships to support the improvement of outcomes for students. • The 'Good Standing' policy focus is on building sustainable positive behaviours. Parents recognise and accept the value of this policy due to its focus on student academic and social success. • The school is a positive, safe and caring place for students, with priority given to the development of the whole child. • A strategy to improve attendance includes rewards and a relentless narrative for parents about the importance of regular attendance. • The school setting offers the students many play options with classroom displays adding much to the vibrancy of the learning environment.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to progress using the <i>Aboriginal Cultural Standards Framework</i> to build an understanding of local Aboriginal culture, histories and language.

Leadership

The expectation that every child can succeed is at the core of the Principal's personal commitment and drive to empower staff to use their knowledge, skills and experience for the benefit of all students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Whole-school operational planning clearly outlines areas of focus and identifies strategies that are most likely to succeed. • Leadership roles distributed across the school mean staff wear multiple 'leadership hats'. This ensures staff are able to contribute to the development and implementation of a range of program initiatives. • Relational leadership is modelled by the Principal and in return, staff exhibit high levels of professional obligation and personal accountability. • Weekly meetings allow for discussions and debate regarding issues and challenges at both the strategic and operational level. • The mentor support offered by staff to new graduates is acknowledged and appreciated.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • The development of a manageable number of targets for the four focus areas will further support the strategic planning for the school.

Use of resources

Tracking of student enrolment numbers, monitoring cash flow and seeking new funding streams, are key components of the school's budget strategy. The belief that every child deserves to succeed drives the decisions behind resource allocation.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The management of school funds is purposeful, strategic and targeted. • The Principal, with the support of the Manager Corporate Services ensures that there is strong alignment between planning and budget allocations. • Student characteristic funding is used to implement appropriate teaching and learning adjustments for students at educational risk. • School Council members and staff are provided with clear links between anticipated revenue and allocation of funding throughout the year. • Each year the Monster Fete brings a welcome addition of funds to the school's cash flow position.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • The identified need for the Principal to further develop her understanding of financial processes was acknowledged. • Build staff knowledge of the complexity of workforce planning to ensure they understand and accept decisions that prioritise the needs of students. • Ensure the Finance Committee has the knowledge and information to meaningfully contribute to budget management discussions.

Teaching quality

Staff can be proud of the impact that they are having on every child; they always look for teachable moments both within and outside the classroom environment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has highly experienced teachers who take their responsibility for the children in their care seriously. • Staff have a unified approach to teaching and learning and have high levels of engagement and collegial discussion about what effective teaching 'looks like' and how they can maintain consistency of classroom practice. • The National Quality Standard review information provides clear evidence of what areas are being achieved and outlines areas for improvement. • The staff demonstrate high levels of professional accountability and personal responsibility towards collaboration and the sharing of ideas. • Teachers, in close partnership with education assistants, ensure students at educational risk receive appropriate and targeted support.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Further develop peer observation techniques so that staff are able to develop skills in giving feedback. • Further develop consistency and fidelity of teaching practice across the school, particularly in explicit instruction.

Student achievement and progress

The school's approach to consolidating its student assessment database is evolving through the identification of the need for longitudinal, individual and cohort tracking processes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Fine grained analysis identifies gaps in learning and is raising staff awareness of the need to adjust content selection and teaching tactics. • The schools has a balance between social, emotional and academic learning with links to projects such as the whole-school sustainability through science initiative. • Student achievement across all National Assessment Program –Literacy and Numeracy (NAPLAN) assessment areas is sound with impressive progress and achievement in Year 3 to Year 5 writing. • Informed target setting provides goals to guide both the English and mathematics strategic plans.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Strategic planning targets in relation to like schools and statewide data, will support the continued focus on high expectations. • Further explore the prospects of a three year-old program and links with playgroup to support school- home relationships with parents and families • Implement Brightpath to offer further opportunities for students to 'own' their learning and for staff to track improvement.

Reviewers

Rod Lowther
Director, Public School Review

Dianna Miller
Principal, Wandina Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools