



Department of
Education

Shaping the future

Lancelin Primary School

Public School Review

D23/1240364
June 2023



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 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1960, Lancelin Primary School is located approximately 120 kilometres north of Perth in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 931 (decile 8) and currently enrolls 92 students from Kindergarten to Year 6.

The school is well supported by the School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Lancelin Primary School was conducted in Term 3, 2019. This 2023 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 comprehensive school self-assessment.

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

- Staff were engaged in self-assessment practices aligned to established whole-school processes.
- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context, student and school performance and planning priorities.
- A range of staff, student and parent representatives engaged enthusiastically during the validation visit, contributing authentic and positive reflections in support of the school.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Continue to build a collective understanding of school performance and the evidence used to align judgements against the Standard.

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Relationships and partnerships
Founded on high levels of care, trust and respect, the school culture is positive with an unwavering focus on the best interests of students. There is a strong commitment to working in partnership with the local community.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none">• Professional, respectful and cohesive, staff appreciate the support provided and opportunities to work in collaboration.• Engagement in the Bush to Beach Network is valued, with the school dedicated to progressing shared priorities and building genuine connections that improve outcomes for students.• The Kindergarten readiness program enables a smooth transition to formal schooling and builds a positive foundation for parent and school relations.• Effective, transparent and open communications between the school and community are in place. The school is responsive to approaches that increase engagement.• School Council members advocate positively for the school in progressing their intentions to apply for Independent Public School status. Members understand their governance roles and support the direction of the school.• The school seeks and responds to community satisfaction data. They are actively exploring opportunities to further engage community members to provide feedback.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none">• Capitalise on the links established and continue to build collaboration between the local network of schools to support data analysis and moderation practices.
Learning environment
The school strives to provide an engaging, respectful and inclusive learning environment that caters for and supports all students. A comprehensive wellbeing approach reflects the school's focus on developing the whole child.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none">• Support from the highly respected and regarded school psychologist and chaplain is valued, enabling the provision of effective supports for individuals and groups of students.• Mental health and wellbeing approaches are a feature of the school. A focus on the needs of students, drives the implementation of program and supports.• In response to data, a targeted approach to provide early literacy intervention has been implemented.• Successful implementation and ongoing review of the Positive Behaviour Support approach demonstrates a shared language, explicit teaching and acknowledgement of expected behaviours across the school.• A focus on student wellbeing and self-management has been addressed through the implementation of the Zones of Regulation program and Classroom Management Strategies (CMS).
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none">• Finalise the development of the school's students at educational risk policy, with a focus on documenting processes and structures that support meeting the academic and engagement needs of all students.

Leadership

The Principal has created the conditions for respectful leadership, promoting trust, empowerment and ownership by staff to contribute to the school improvement agenda.

Commendations

The review team validate the following:

- Collective and distributed leadership is embedded. Staff work in collaboration to drive the implementation of curriculum and improvement plans.
- Mentoring supports a strong focus on CMS instructional strategies and the implementation of agreed whole-school programs.
- Performance management and development processes are in place to build capacity of teachers through self-reflective activities, goal setting and feedback.
- Supportive leadership has fostered a safe, trusting culture where teaching staff can seek guidance and advice openly.
- Student leadership is valued and defined with opportunities to have an active voice in decision making.

Recommendations

The review team support the following:

- Use the Aboriginal Cultural Standards Framework as a documented planning guide, ensuring that ongoing progress is made in the provision of culturally responsive practices.
- Ensure all whole-school policies, processes and expectations are clearly documented and shared with staff.

Use of resources

With an unwavering attention on the needs of students, the manager corporate services (MCS) and Principal work closely to ensure prudent financial planning and budget management processes are in place.

Commendations

The review team validate the following:

- Responsive and focused on the school's priorities, the MCS has strengthened the financial processes and procedures to ensure that the management of all resources is effective and sound.
- The Finance Committee meet regularly and provides appropriate oversight to the school's financial management strategies and processes.
- The provision of and access to technologies for students has increased through careful budget management.
- Grants sought through local businesses are highly valued and support the school to provide a range of learning experiences and resources for students.
- Targeted initiatives and student characteristic funding have been deployed to maintain strategies for supporting the needs of students.

Recommendations

The review team support the following:

- Continue to build a collective school understanding and application of the need to align resourcing to school priorities. Make this overt by documenting clear links in operational and curriculum plans.
- Develop a workforce plan, with documented resourcing priorities. Consider and address expected workforce gaps through planned strategies.

Teaching quality

Teaching staff are motivated, invested and passionate about improving student academic, social and emotional development. Shared beliefs translate to a commitment to consistency, collaboration and professional growth.

Commendations

The review team validate the following:

- Aligned to agreed literacy and numeracy programs, there are lesson structures in place that support consistency in the delivery of the curriculum.
- A focus on embedding consistent practices and learning experiences across the school is evident through the implementation of programs, including Promoting Literacy Development (PLD) and Talk for Writing.
- Professional learning needs of staff are considered in line with school areas of focus and performance development goals.
- To support the delivery of curriculum content across split level classes, teachers capitalise on the team teaching approaches.
- The use of the PLD screening tool has enabled the planning for and delivery of differentiated teaching groups, supporting the targeted teaching of synthetic phonics, reading and writing.

Recommendations

The review team support the following:

- Inclusive of established lesson design, define and document an agreed whole-school pedagogical framework.
- Through embedding and prioritising disciplined dialogue approaches to data analysis, build the data literacy of all staff.

Student achievement and progress

The school is committed to improving outcomes for all students and has identified the need to prioritise the analysis of data to inform planning approaches.

Commendations

The review team validate the following:

- Teachers drive individualised and classroom focused approaches to the use of student assessment data. There is collective understanding and agreement of the need to broaden the scope and use of assessments to inform whole-school priorities and teaching and learning adjustments.
- A range of student assessment data is collected and collated, aligned with targeted intervention approaches.
- Staff value opportunities to review data collaboratively and time is prioritised for this to occur. There is a commitment to documenting and monitoring student data within individualised student assessment files.
- In response to longitudinal NAPLAN¹ data, the implementation of PLD, evidence-based interventions and consistent writing programs has been a priority.

Recommendations

The review team support the following:

- Define and document a whole-school assessment schedule outlining systemic, standardised and classroom assessments to be undertaken across year levels and curriculum areas.
- Aligned to assessments, determine and document whole-school improvement targets to provide a measure of school performance informed by student progress and levels of academic achievement.
- Ensure there is direct alignment between strategic and operational plans that describe the planned intentions for student success and data analysis processes.

Reviewers	
Rebecca Bope Director, Public School Review	Kevin Hogg Principal, Mundaring 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 Student achievement and progress domain only, will be Term 2, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy

