



Department of
Education

Shaping the future

Lathlain 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

Context

Lathlain Primary School is located in the inner city suburb of Lathlain, approximately seven kilometres from the Perth central business district, in the South Metropolitan Education Region.

Established in 1956, Lathlain Primary School became an Independent Public School in 2020. Lathlain Primary School was named after Sir William Lathlain who was the City of Perth Mayor from 1918 to 1923, and later the Lord Mayor from 1930 to 1932.

Currently there are 584 students enrolled from Kindergarten to Year 6 with numbers steadily increasing over recent years. The school has an Index of Socio-Educational Advantage of 1073 (decile 2).

Community support for the school is strong and demonstrated through the work of the Parents and Citizens' Association (P&C) and the recently appointed School Board.

School self-assessment validation

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

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

- The school has established processes to engage in regular and collaborative self-assessment aligned to school planning.
- School leadership, staff and community members have been actively engaged in school improvement processes over a number of years.
- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context, student and school performance, and planning priorities.
- The Standard was used to guide self-assessment processes in preparation for the Public School Review. Alignment was apparent between the evidence provided and the Standard for each domain of the School Improvement and Accountability Framework.
- Transparent and collaborative processes underpinned the school self-assessment in preparation for the review.
- A shared culture of reflection and continuous improvement was evident in the ESAT submission and through the validation day discussions.

The following recommendations are made:

- Continue to review, articulate and embed the consistent practices that have been captured in the current improvement agenda.
- Review and consider the number of evidence sources submitted to avoid overlap and ensure a succinct representation of the school's current performance.

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Relationships and partnerships

The staff and school community are positive, highly engaged and committed to working in genuine partnership in support of the school's improvement journey. A focus on collective efficacy is underpinned by strategic leadership, collaboration and transparent structures and processes.

Commendations

The review team validate the following:

- Highly valued, internal and external communication structures exist. Staff use a digital platform to access and share professional information and data relating to relevant and key areas of focus.
- Engagement with external partners enhances the educational opportunities available to the students and fosters connections with the wider community.
- Strategies, including the implementation of norms, and collaborative and transparent decision making, reflect positive, professional and respectful relationships within the school.
- The School Board has successfully established its role in the governance of the school. It engages in supporting the school's strategic directions and understanding school and student performance.
- An open and transparent relationship exists between the school and P&C. This enables positive outcomes for the students and the school community.

Recommendations

The review team support the following:

- Ensure there is whole-school consistency in the application of Seesaw and communication from classrooms to families. Enhance expectations by focusing on the teaching and learning outcomes of students.
- Use the National School Opinion Survey to ascertain current levels of staff, student and community satisfaction.
- Enhance the Phase of Learning Team (POLT) structure through implementation of explicit structures, expectations and leadership.

Learning environment

The school is committed to the provision of an inclusive, supportive and engaging learning environment. This is actualised through consistency of processes, programs and pedagogy designed to ensure students' progress to achieve their social, emotional and academic best.

Commendations

The review team validate the following:

- Underpinned by strategic leadership and support, there is collective understanding of positive behaviour strategies, which are embedded across the school.
- Collaborative processes have enabled staff to have a shared knowledge and understanding through discussions, planning and teaching to address the desired outcomes of the Bounce, SEL¹ program.
- Highly valued and engaging, the CARE² program has been a significant driver in successfully embedding of the wider Positive Behaviour Support framework across the school.
- Processes and procedures for students at educational risk (SAER) are established and supported through the work of the leadership and student services team. Aligned to data collection, documented plans are developed, implemented and reviewed in line with the individual and diverse needs of the students.

Recommendations

The review team support the following:

- Continue to enhance SAER processes through the collection, review and monitoring of student profile data and support staff to increase their capacity to deliver and enhance learning opportunities.
- Explicitly implement approaches that cater for students requiring academic extension.

Leadership

Through strategic, supportive and transparent expectations, the Principal has created the conditions for respectful leadership. This has promoted trust, empowerment and ownership by staff to contribute to the school improvement agenda.

Commendations

The review team validate the following:

- Established school improvement committees strengthen both performance and operational practices across the school, allowing discussion and alignment of practice to the whole-school direction and goals.
- Leadership structures provide staff with the opportunity to take on leadership roles across the school. There are plans to address the ongoing identification, support and development of leadership talent.
- Inclusive change management processes are evident, underpinned by engagement and transparency. There is growing collective understanding of the role of evidence in driving improvement and change.
- Operational plans are developed across all learning areas with the intention to update these, as necessary, to align more closely to the new business plan. They outline clear strategies to be implemented as a part of the school's improvement agenda.
- Aligned to the new business plan, a self-assessment schedule guides and supports ongoing cycles of self-reflection.

Recommendations

The review team support the following:

- Continue to refine roles and embed the newly implemented POLT structure in order to support distributed leadership and professional collaboration between multiple year levels.
- With alignment to performance and development processes, embed accountability of expectations and support for teachers through the provision of formal and informal feedback.

Use of resources

There is strategic deployment of physical, human and financial resources. The Principal and manager corporate services understand the importance of working collaboratively to ensure decision making processes are transparent and evidence-based, with actions monitored effectively.

Commendations

The review team validate the following:

- The Finance Committee meet regularly and provide appropriate oversight to the school's effective financial management strategies and processes.
- Aligned to planning, purchasing and leasing arrangements are indicative of the priority placed on ICT³. Students have accessibility to current technologies across the school.
- The school records and monitors the use of student characteristics funding. Resources are prioritised to deliver intervention programs and provide key support roles for SAER.
- Through induction and recruitment processes, a focus on teaching quality has been a priority to ensure staff best suit the school context and understand school-wide processes and expectations.

Recommendations

The review team support the following:

- Continue to formalise the structures of the newly formed Resource Management Advisory Group to ensure an aligned focus on the allocation, management and review of all resources deployed across the school.
- Continue to ensure that financial decisions are evidence-based, aligned to school planning priorities and the needs of all students.
- Progress intentions to develop a new workforce plan, inclusive of leadership development and aligned to the business plan.

Teaching quality

Underpinned by a progressive, reflective and focused teaching culture, staff are engaged and committed to working in collaboration to consistently implement whole-school approaches and pedagogy.

Commendations

The review team validate the following:

- Considerable work has occurred in planning for differentiation across all year levels. Teacher confidence in identifying SAER and providing scaffolding, support and alternate tasks, is developing.
- There is a shared understanding of the need to embed evidence-based teaching practices and opportunities for reflective practice, aligned to business plan priorities.
- Through the documented Lathlain Way: Explicit Teaching model, there are shared beliefs and understandings of best practice across the school.
- A numeracy model has been established and shared. There are clear expectations regarding programs, greater coherence, consistency and continuity of teaching mathematics.
- Peer observations are valued and support reflection practices that drive collective efficacy. There is evidence of shared language and understandings of explicit teaching across the school.

Recommendations

The review team support the following:

- Develop and embed the Lathlain Way Literacy model, inclusive of current, whole-school programs and approaches.
- All staff to engage in regular analysis of systemic and school-based data sets to determine the impact of student achievement and to review and inform teaching plans and programs.
- Embed regular line manager and peer observations in order to provide informal and formal feedback aimed to build teaching capacity and enhance low variance pedagogy across the school.

Student achievement and progress

Systemic and school-based data are collected to support teaching cycles and inform whole-school teaching and learning programs. Aligned to targets, consistent analyses and processes to track student achievement and progress data across the years, is developing.

Commendations

The review team validate the following:

- A priority to build staff capacity in the analysis of school and system data, in order to drive classroom planning to positively impact student progress, has successfully developed disciplined dialogue.
- Staff are developing a collective understanding and recognition that evidence must drive classroom planning and school-wide decision making in order to impact on student achievement and progress data.
- Longitudinal PAT⁴ data is analysed at a whole-school level, showing evidence of student progress.
- Year 5 stable cohort data, NAPLAN⁵ 2017-2019, indicates high levels of progress in all assessed areas.
- 2019 NAPLAN results reveal that Year 3 and 5 achievement levels were generally consistent with like school achievement.

Recommendations

The review team support the following:

- Establish opportunities, professional learning and clear expectations to ensure all staff consistently implement, effectively analyse and utilise the data to inform decision making, planning and practice.
- Embed moderation practices and strengthen grade allocations. Rigorous, honest discussions and shared accountability about school and student performance will be critical to ensuring improvement and consistency in teacher judgements.

Reviewers

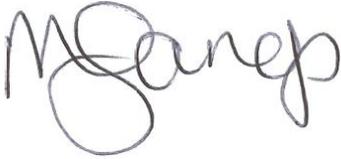
Rebecca Bope
Director, Public School Review

Daniel Bergin
Principal, Canning Vale 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 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Social and Emotional Learning
- 2 Community, Attitude, Respect, Excellence
- 3 Information and communications technology
- 4 Progressive Achievement Tests
- 5 National Assessment Program – Literacy and Numeracy