



Department of
Education

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Lakeland Senior High School

Public School Review

September 2020



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 executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in 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.

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

Established in 1990, Lakeland Senior High School is located in South Lakes, near the Cockburn Central train and bus station, approximately 20 kilometres from the Perth central business district. It is part of the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 951 (decile 8). Currently, 607 students are enrolled from Year 7 to Year 12. The population is culturally diverse, with 14 per cent Aboriginal students and a significant proportion of students from New Zealand and the Philippines.

Many students live outside the Lakeland Senior High School boundary as they have been selected into the school's approved specialist programs in Touch Football and/or Music Technology.

Lakeland Senior High School offers facilities to cater for a broad range of subject areas, including a new music room and science laboratory, and a refurbished library.

The recently established Lakeland Engagement Team (LET) provides a strategic structure for the targeted support of students.

In 2013, the school became an Independent Public School. Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association.

The Public School Review for Lakeland Senior High School was originally scheduled for Term 1, 2020. Due to the impact of COVID-19, the review was postponed.

The principal and staff are acknowledged for their professionalism in being willing to be at the forefront of the recommencement of the Public School Review process.

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 commended:

- Members of the leadership team led staff in an ongoing focus on self-assessment and review to prepare the Electronic School Assessment Tool (ESAT) submission for Public School Review.
- Opportunities for staff contribution were provided to identify areas of celebration, opportunity and evidence to support each domain of the School Improvement and Accountability Framework (SIAF) and student achievement and progress.
- Interrogation of staff feedback was conducted to determine evidence sets and contributed to the observations, analyses and impact statements.
- The principal, in partnership with key senior leaders, reviewed all entries and this analysis informed the concluding judgement for each entry.
- The validation visit provided an opportunity to distil from the broad narrative provided in the ESAT, the key strategic planned intentions to support the school's continuous improvement journey.
- The school reported that the process of self-assessment proved affirming and the validation visit provided an opportunity to confirm direction.

The following recommendations is made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, to use performance evidence to inform planned intentions.

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Relationships and partnerships	
Leaders are aware of the important role the wider community can play in providing opportunities to improve educational outcomes for students. They actively seek and foster partnerships that serve, support and strengthen school programs.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Parent and community engagement is valued highly by staff. There is an ongoing commitment to providing support for community-based activities that further enhance the school's reputation.• School Board representatives are well informed and advocate strongly for the school's direction.• The engagement and empowerment of school staff in decision making is valued by staff as a feature of current school operations.• Professionally supportive staff relationships are focused on improving student engagement and achievement.• A broad range of activities are undertaken annually to facilitate a smooth transition for primary school students and enhance the reputation of the school.
Recommendations	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Continue to promote the school positively through curriculum engagement with primary schools. Seek further opportunities to enhance parent and community engagement.

Learning environment	
Leaders and staff are committed to the wellbeing of every student. They have enacted organisational structures that promote a positive learning environment to encourage and support students to take responsibility for their own learning and behaviour.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A caring and inclusive learning environment supports student wellbeing. This is enhanced by the alignment of Education Assistants to learning areas.• Establishment of the LET has enabled a focus on support rather than service. Students and staff are supported strategically to enhance engagement in the academic and behavioural contexts.• SAER¹, in terms of attendance, behaviour and engagement are supported through targeted adjustments.• Behaviour management processes focus on student responsibility and restorative practice, aligned to community service.
Recommendations	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Consolidate the LET model for student support, including the provision of case management for SAER.• Continue to embed common language and understandings of expectation around student behaviour and responsibility.

Leadership

Leaders have created and are embedding an organisational and governance structure aligned to the school's mission. It provides a supportive work and learning environment in which staff have clarity of purpose and engage actively in decision making processes.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A broad-based leadership structure has been developed that promotes professional discourse aligned to collaborative action. • Decisions for prioritising school direction are based on student data with change implemented and managed strategically. • Expectations of staff and students are articulated clearly to align to the collaboratively developed mission statement. • Staff conveyed their appreciation of the culture of reflection being developed, leading to their valued contribution to, and ownership of, school direction. • The strategic alignment of the school's evidence-based planning, action and analysis of impact, has enhanced school operations.
Recommendations	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to enhance leadership capacity in the distributed leadership model through professional learning aligned to the Western Australian Future Leaders Framework.

Use of resources

Resources are managed strategically through formalised procedures for the principal, manager corporate services and Finance Committee. These processes optimise the oversight of resource allocation.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Decisions are made with the needs of students as the driving force. • Leaders have ensured that staff have an understanding of school resourcing and evidence-based decision making processes for expenditure. • Resource management is efficient and effective with the allocation and distribution of resources meeting organisational and operational needs. • Financial, physical and human resource deployment ensures appropriate consideration of current students and future directions. • Resourcing is linked to priorities within the school business plan. It is committed to the ongoing improvement in the quality of educational programs and support for students.
Recommendations	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure information and communications technology planning and expenditure support the provision of quality teaching and learning. • Continue to embed processes for asset management and replacement.

Teaching quality

The school improvement agenda under the current leadership is committed to the school being a place of learning. All members of the school community aspire to excel in a culture that nurtures and promotes engagement for future success.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Leadership roles have been realigned to ensure an increased emphasis on instructional support for teaching and learning. Together with five academic coordinators, a deputy principal oversees the Teaching and Learning Hub. • Aligned to the school business plan, learning area plans are documented using consistent language to enhance the preconditions for student success. • Staff articulated a sense of inclusion and empowerment as a result of collaboration in the school curriculum improvement process. Staff new to teaching appreciate the targeted support from leaders. • The explicit and whole-school commitment to intervention in writing has had a profoundly positive impact on student performance. • The whole-school teaching and learning plan has ensured the core business of teaching and learning remains at the forefront of practice.
Recommendations	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Formalise opportunities to enhance student voice in providing feedback to staff on the teaching and learning environment. • Continue to engage with the <i>Aboriginal Cultural Standards Framework</i> to develop cultural responsiveness.

Student achievement and progress

Long-term National Assessment Program – Literacy and Numeracy (NAPLAN) student performance data have demonstrated significant progress. The impact of writing intervention is particularly evident.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Positive trend lines are evident in Year 9 NAPLAN assessments, 2014-2019. • NAPLAN, Online Literacy and Numeracy Assessment and senior school data reflect improvements in most areas over time. The school uses these data to identify areas for growth. • A focus on the student attainment rate has resulted in levels equal to or exceeding that of like schools and public schools since 2017. • Formalised case management practices have led to improved levels of Western Australian Certificate of Education achievement. • A high proportion of Australian Tertiary Admission Rank students in 2019 received university offers – 95 per cent.
Recommendations	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop a plan for numeracy to guide consistent whole-school practice.

Reviewers

Brett Hunt
Director, Public School Review

Lou Zeid
Director, Public School Review
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, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Students at educational risk