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# South Lake 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](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

South Lake Primary School is located approximately 15 kilometres south of the Perth central business district and is part of the South Metropolitan Education Region.

Opening in 1986, the school became an Independent Public School in 2015.

South Lake Primary School has an Index of Community Socio-Educational Advantage of 979 (decile 6) and currently there are 308 students enrolled from Kindergarten to Year 6.

Students come from culturally diverse backgrounds and approximately 28% of students have a language background other than English. Recent building programs have enhanced the school's technology infrastructure.

Support from the community is demonstrated through the hard work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of South Lake Primary School was conducted in Term 4, 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 comprehensive and rigorous school self-assessment.

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

- The Public School Review formed one component of the school's embedded and robust self-assessment processes, including ongoing data monitoring, collaborative analysis of evidence and annual self-reflection against the School Improvement and Accountability Framework. This is then shared with the Board and wider school community through regular updates and the Annual Report.
- A collaborative approach underpinned the development of the Electronic School Assessment Tool (ESAT) submission, with school leaders guiding committees and teams to curate and align evidence demonstrating the school's performance across each domain.
- Overview statements for each domain clearly contextualised the selected evidence, articulating the school's current performance, the evidence-base underpinning these judgements, and the targeted next steps to further improve student outcomes.
- A tour of the school highlighted the intentional, welcoming learning environment and positive school culture, while providing the review team with insight into the diverse nature of the school community.
- Enthusiastic parents, Board members and community representatives strongly endorsed the work of the school during validation day discussions, with confident student leaders providing additional insight and affirmation.

The following recommendation is made:

- In future ESAT submissions, consider uploading key documents in full to provide comprehensive insight into referenced documentation and procedures.

## Relationships and partnerships

Strong, well-established and mutually beneficial partnerships enhance and extend service delivery for students and families. A deeply embedded commitment to working in partnership with caregivers fosters strong engagement and connection with the school community.

### Commendations

The review team validate the following:

- Systematic opportunities for authentic staff collaboration, including common duties other than teaching, professional learning teams, phase and staff meetings, foster strong collegial trust, enabling the sharing of expertise, and supporting collective ownership of student outcomes.
- Intentional partnerships with government and not-for-profit organisations, including the City of Cockburn, universities, YouthCARE, Foodbank Western Australia and Fremantle Speech Pathology Services, provide targeted support to students and families. A comprehensive, multi-faceted transition strategy with Lakeland Senior High School effectively supports students' transition to secondary schooling.
- A highly committed School Board and P&C work in partnership with staff to strengthen school operations. The Board contributes a community perspective to strategic decision making and engages in cyclical school performance reviews, while the P&C supports the school through fundraising, events and key services, including the uniform shop and an inclusive canteen.
- Multiple communication channels, including print and digital newsletters, the Audiri app, school website, Compass, phone calls, emails and face-to-face meetings, ensure information is accessible, clear and timely, supporting parent engagement in their child's schooling.

### Recommendation

The review team support the following:

- Leverage and align existing partnerships with the South Lake Ottey Family and Neighbourhood Centre, South Lake Child Health Centre and other agencies to operationalise a coordinated community services hub, improving access to integrated and responsive support for students and families.

## Learning environment

Underpinned by a shared belief in equity, school decision making prioritises student wellbeing and success, with flexible and innovative approaches supporting an inclusive learning environment.

### Commendations

The review team validate the following:

- An embedded and sustained Positive Behaviour Support (PBS) approach ensures consistent expectations, language and recognition systems, establishing a calm and orderly learning environment across the school. The PBS team regularly reviews behaviour data to inform responsive practice and continuous improvement.
- Robust, whole-school attendance strategies promote regular attendance through individualised support for families. Ongoing monitoring, timely follow-up, home visits by the deputy principal and Aboriginal and Islander education officer, and liaison with the South Metropolitan Education Regional Office and external agencies have contributed to improved attendance outcomes, with continued focus on strengthening this priority.
- Multi-tiered systems of support, underpinned by data analysis and ongoing monitoring, enable targeted, timely intervention at students' point of need, strengthening foundational skills, enhancing curriculum engagement and informing referral pathways to additional services as required.
- Cultural responsiveness is prioritised across classroom and whole-school practice, informed by the Reconciliation Action Plan, ensuring Aboriginal culture is recognised, celebrated and embedded within learning.

### Recommendation

The review team support the following:

- Develop and implement a comprehensive staff health and wellbeing plan, informed by a psychosocial safety audit, to strengthen staff wellbeing, engagement and workforce sustainability.

## Leadership

The Principal has established a shared vision for the school, uniting staff and empowering leaders within a trusting, cohesive and high-performing culture, while establishing the required conditions for sustained improvement and success.

### Commendations

The review team validate the following:

- The business plan, underpinned by staff ownership and a collective voice, effectively drives school improvement through aligned operational plans and coherent classroom practice.
- Aspiring staff are provided with diverse and authentic opportunities to lead within a distributed leadership structure, with differing levels of delegation and responsibility. Coaching, professional learning and leadership meetings provide structured support for both emerging and established leaders.
- A considered and strategic approach to change management is evident, supported by data-informed decision making and a commitment to refining evidence-based practices through ongoing implementation and professional learning, rather than frequent shifts in approach.
- Highly effective instructional support is embedded through clear processes and expectations outlined in the Teaching and Learning Handbook, complemented by dedicated time for collaboration, coaching and performance development, ensuring consistency of practice across the school.

### Recommendation

The review team support the following:

- Further strengthen distributed leadership capacity through targeted leadership professional learning to develop a shared language and consistent approaches to change management and staff development.

## Use of resources

A clear and defensible alignment between student needs and financial decision making ensures resources are strategically directed to priority areas, maximising impact on student outcomes.

### Commendations

The review team validate the following:

- The clarity of school strategic planning and the effective alignment of strategic and operational plans provide a clear blueprint for resource allocation. Student characteristics and targeted initiative funding are deployed to address the intended focus areas.
- Effective governance structures, including the Finance Committee, curriculum committees and School Board, monitor resource allocation and usage, using data to evaluate impact and inform future decision making.
- Grant applications, donations and shared-use agreements supplement the school's student-centred funding.
- Human resources are prioritised through the appointment of a speech pathologist and additional allied professionals, supporting students with identified learning and behavioural needs and delivering targeted intervention programs.
- Comprehensive reserves planning supports the delivery of long-term infrastructure maintenance and upgrades in technology and furniture, sustaining a high-quality and engaging learning environment.

### Recommendation

The review team support the following:

- Sustain Aboriginal and Islander education officer staffing levels to strengthen community partnerships and culturally responsive support for Aboriginal students, enhancing engagement, attendance and achievement.

<b>Teaching quality</b>
Founded on the belief that effective teaching unlocks the learning potential of every student; staff deliver cohesive, evidence-informed approaches across the curriculum.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Professional learning teams and phase meetings provide protected time for staff collaboration, supporting co-planning, moderation of student achievement, analysis of data and the refinement of teaching practice to improve student outcomes.</li> <li>Consistent implementation of the school's Explicit Teaching Model reduces cognitive load for students, supporting learning through modelling, demonstration and sequential explanation of concepts.</li> <li>A clear and well-understood intervention model, informed by assessment data and supported by agreed approaches to differentiation and extension, enables teachers to effectively cater for diverse student learning needs.</li> <li>The use of GradeXpert provides an accessible and intuitive platform for data collection and analysis, enabling teachers to triangulate multiple sources of achievement and progress data to inform teaching. The generation of reports, graphs and tables supports communication with parents and strengthens shared responsibility for student success.</li> <li>Targeted professional learning and networking, aligned to student needs, whole-school approaches and strategic priorities, builds staff capacity and fosters the sharing of expertise across the school community.</li> </ul>
<b>Recommendation</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>Further embed the Explicit Instruction model in English and mathematics through ongoing professional learning, coaching, reflection and refinement of the Teaching and Learning Handbook.</li> </ul>
<b>Student achievement and progress</b>
Deeply committed to improving the progress and achievement of every student, staff value the use of data as a key indicator of teaching effectiveness.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>The whole-school assessment schedule ensures fair and reliable assessment data is systematically collected, analysed and monitored through scheduled phase meetings to inform teaching practice.</li> <li>Annual system-level data analysis informs teacher and whole-school judgements and planning. Embedded and consistent instructional practices are reflected in positive longitudinal NAPLAN<sup>1</sup> trends, with the school consistently meeting or exceeding like-school performance.</li> <li>A detailed investigation of the underlying causes of the Year 3 cohort's 2025 NAPLAN reading and spelling results prompted the students at educational risk team to refine and strengthen targeted intervention and support for identified students.</li> <li>A comprehensive case-management approach, supported using Abilities Based Learning and Education Support, informs personalised learning goals and enables the tracking of progress and achievement for students with Special Educational Needs plans.</li> <li>Moderation processes support teachers to make professional judgements about student learning against the English achievement standards, building collective capacity and ensuring accurate reporting.</li> </ul>
<b>Recommendation</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>Interrogate and annotate the mathematics Judging Standards to strengthen shared understanding of year-level expectations across all staff.</li> </ul>

Reviewers	
Melanie Langley <b>Director, Public School Review</b>	Jessica Veness <b>Principal, East Butler Primary School</b> <b>Peer Reviewer</b>

## 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 2031. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy