



Department of
Education

Shaping the future

Lakelands 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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Lakelands Primary School opened in 2014 as an Independent Public School. Located approximately 5 kilometres from Mandurah and 66 kilometres south of Perth, the school is part of the South Metropolitan Education Region.

Currently, there are 624 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 963 (decile 7).

Lakelands Primary School is supported by a School Board, Parents and Citizens' Association (P&C) and several community partnerships that are valued highly by the school.

The first Public School Review of Lakelands Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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:

- Self-assessment is an ongoing, collaborative process involving all stakeholders within the school community. It plays a central role in the school's improvement journey by celebrating successes and identifying areas for growth.
- Staff meetings were used to review the ESAT submission, highlighting key initiatives within the school improvement journey and outlining the progress achieved since the last Public School Review process.
- School Board members, P&C representatives, and community members engaged enthusiastically in validation visit discussions. Their contributions demonstrated a strong sense of investment in the school's strategic direction.
- During the validation visit, school leaders, teachers, and allied professionals demonstrated deep understanding of the evidence submitted through the Electronic School Assessment Tool (ESAT), reflecting a transparent and consultative process of school self-assessment.
- The school's sustainable leadership model and collaborative practices ensured the quality of the self-assessment process and ESAT submission, despite a period of change.

The following recommendation is made:

- Consider the inclusion of notations to submitted evidence to establish clear and consistent links between evidence sources and analysis for each domain.

Relationships and partnerships

The school cultivates and sustains strong relationships with stakeholders, networks, and institutions across the broader community. These purposeful partnerships aim to foster professional collaboration, build staff capacity, and improve student outcomes.

Commendations

The review team validate the following:

- Strong collaborative professional networks play a vital role in enhancing staff capacity. As part of the Fogarty EDvance School Improvement Program, the school actively partners with peer schools to drive continuous improvement.
- The School Board fulfils its role through transparent collaboration with school leadership, providing oversight in governance and strategic planning. Meetings routinely feature student achievement data, enabling Board members to contribute to evidence-based decision making processes.
- Lakelands Primary School's P&C is a collaborative and effective organisation that fosters parent and community engagement. It leads successful fundraising efforts, hosts inclusive events, and maintains strong communication with school leadership to support key priorities.
- Coordinated by dedicated 'Lead Dads', the Lakelands Lads partnership, delivered through The Fathering Project, actively engages fathers and male role models in school life through events that strengthen family and community connections.
- The valued contributions of Aboriginal families and partnerships with significant local Binjareb people have deepened cultural awareness and inspired student-led initiatives, most notably the annual Reconciliation Walk.
- The school's partnership with Coastal Lakes College provides academic extension opportunities for selected Years 4 and 5 students through the Imagine, Inspire and Transition programs. Additionally, a comprehensive Year 6 transition program ensures students feel confident and well-prepared for secondary school.

Recommendation

The review team support the following:

- Maintain strong connections with Instructional Advisor schools and actively cultivate collaboration and relationships across cohorts within the Fogarty EDvance network.

Learning environment

The sustained implementation of the school's Values program fosters a purposeful learning environment, where students are supported to 'live the values' and connect them to behavioural expectations and learning dispositions.

Commendations

The review team validate the following:

- The strategic approach to building cultural connections with the local Bindjareb Noongar community has empowered staff to integrate Aboriginal perspectives into their teaching practices.
- The introduction of an attendance officer has strengthened the school's approach to student attendance by refining policies and procedures and implementing a robust system for tracking attendance data and monitoring family engagement.
- The Early Childhood Education environment supports students' physical, social, emotional, and cognitive development. Purposefully designed learning spaces promote a balanced approach, integrating explicit instruction with intentional play-based learning.
- Wellbeing is prioritised, supported by an embedded Values program, a dedicated Wellbeing Committee and a student wellbeing officer. The Resilience Project has been established in response to community feedback, promoting emotional literacy, gratitude, empathy, and mindfulness.

Recommendation

The review team support the following:

- Strategically develop the implementation of the Resilience Project, integrating the collection and analysis of data to measure its impact across the school, while strengthening staff capacity to deliver the program responsively.

Leadership

Instructional leadership is central to the success of school-wide practices and pedagogy. Through participation in the Fogarty EDvance School Improvement Program, the leadership team lead change effectively, foster role clarity, and share a commitment to continuous improvement.

Commendations

The review team validate the following:

- The Performance Placemat three-year strategic plan drives school improvement through 3 key focus areas: curriculum and teaching, staff capacity, and student engagement.
- The school's distributed leadership model actively supports senior, middle, and aspirational leaders through clearly defined roles and responsibilities that emphasise teaching and learning, mentorship, and portfolio leadership.
- Review meetings provide a structured forum for middle leaders to report progress, address challenges, and refine operational plans. They foster collaborative decision making and monitor progress toward the plan's defined targets to ensure alignment across all planning components.
- Instructional leadership drives change and promotes a culture of clarity and collaboration. Instructional coaching effectively supports pedagogical development through strategies such as modelling, peer observation, and impact cycles.
- Sustainable school improvement is facilitated through an effective change management model evidenced in the mathematics improvement initiative which integrates key elements, including instructional coaching, targeted staff development, assessment practices, and data analysis to drive improvement.

Recommendation

The review team support the following:

- Invest in the instructional leadership development of emerging middle leaders to ensure continuity of effective practice and support long-term succession planning.

Use of resources

Significant funding commitments for targeted and school-based programs are sustainably managed with fidelity and compliance to policy and process.

Commendations

The review team validate the following:

- The Principal and manager corporate services collaborate in a regular planning cycle to ensure budgeting aligns with the school's strategic direction. This process ensures compliance with the Funding Agreement for Schools and supports ongoing improvements in curriculum delivery, wellbeing programs, and school infrastructure.
- The Finance Committee, comprising representatives from across the school, meets regularly to ensure financial sustainability, accountability and that financial decisions are aligned with school priorities. Additionally, financial reporting is presented to the School Board contributing to transparency.
- Resource allocation is strategically planned to maximise student outcomes. Decisions are made collaboratively with the leadership team and prioritise high-need areas, including additional education assistants and targeted intervention programs that support both learning and wellbeing.

Recommendations

The review team support the following:

- Continue to explore staffing flexibilities within the preferred class structure to enable the possible expansion of targeted intervention programs.
- Consider re-establishing reserve accounts to support the sustained delivery of high quality teaching and learning programs.

Teaching quality
Focused on reducing teaching variability, the school invests in building teacher capacity through collaboratively developed pedagogical expectations, supported by targeted professional learning, instructional coaching, and evidence-based feedback processes.
Commendations
The review team validate the following: - Precisely aligned with the Quality Teaching Strategy, the Curriculum Handbook and Staff Charter articulate the school's shared, explicit and low variance instructional framework, outlining clear expectations for lesson design, engagement norms, and planning processes. - Instructional coaching incorporates modelling, observations, feedback and goal setting to support staff and ensure consistent pedagogical practices. Observation data is analysed to track progress toward school improvement plan goals, focusing on reducing variance in agreed instructional practice. - The school's targeted strategic professional learning aligns with system, school, and student priorities, focusing on reducing teaching variability. Guided by the Teaching for Impact framework, it supports professional dialogue and reflection to strengthen explicit teaching practices. - A comprehensive approach to collaborative curriculum planning is exemplified through the school's literacy enhancement strategy. Year-level teams develop knowledge units that activate students' background knowledge, enhance comprehension, support schema development, and promote effective skill application.
Recommendations
The review team support the following: - Facilitate collaborative processes that develop daily review practices and critical components of the gradual release model explicitly aligned with the implementation of the Maths Trek program. - Maintain a strong commitment to developing teaching competencies through rigorous induction processes that support new staff as they transition into the school.
Student achievement and progress
Reflecting its commitment to continuous improvement, the school has refined its performance targets to benchmarks based on state and national systemic data in response to consistent NAPLAN¹ results that have met or exceeded expectations relative to 'like schools'.
Commendations
The review team validate the following: - Year-level teams engage in disciplined dialogue processes, and staff participate in biannual cross-school moderation using School Curriculum and Standards Authority Judging Standards. These practices promote collaboration, shared understanding, and consistency in both student assessment and data analysis. - A range of targeted assessments, including Acadience Assessment, Heggerty Phonemic Awareness, and Letters and Sounds, drive a data-informed approach to literacy development. These tools inform instructional strategies, identify students requiring support or intervention, and inform decisions regarding expected progress. - Collaborative analysis of systemic data sets, such as the Kindergarten Assessment Tool and On-entry Assessment Program, guide instructional planning, inform early intervention programs, and support timely referrals to therapy services. - Using the Elastik platform, curriculum and year-level teams analyse NAPLAN and other assessment data sets to identify learning needs at the individual, class, and cohort levels. - Whole-school moderation of attitude, behaviour, and effort data has established shared expectations aligned with the school's behaviour management processes and Values program. This ensures consistent messaging throughout the Reporting to Parents process.
Recommendation
The review team support the following: Develop a data analysis schedule that aligns with the school-wide assessment calendar, facilitating the collaborative processes of curriculum and year-level teams.

Reviewers	
Craig Stanners Director, Public School Review	Catherine Stott Principal, Bertram 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 to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

Reference

- 1 National Assessment Program – Literacy and Numeracy