



Department of
Education

Shaping the future

Lockridge 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 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, 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

Lockridge Primary School is located in the City of Swan approximately 14 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 879 (decile 10).

There are currently 239 students enrolled from Kindergarten to Year 6.

Lockridge Primary School is supported by a School Council and Parents and Citizens' Association (P&C).

The first Public School Review (PSR) of Lockridge Primary School was conducted in August 2019. This 2023 PSR 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:

- The school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard and provided a succinct narrative of school performance against each domain.
- In response to the recommendations of the previous review the school has developed and established robust self-assessment processes, inclusive of all staff and School Council members.
- Using the previous school review as a mandate for change, a strong engagement in ongoing reflection and review of school performance is contributing to a shared understanding of school progress and the identification of focus areas for improvement.
- Multiple sources of evidence and a 'frank and true account' of the school's performance were provided in the school's ESAT submission.
- A broad range of well-informed and enthusiastic staff, students, School Council members, P&C representatives, parents and community partners contributed to the discussions held with reviewers during the validation visit.

The following recommendations are made:

- Continue to review each of the ESAT domains, guided by the Standard and domain foci, as part of regular school review processes.
- In preparation for future ESAT submissions, include a final opportunity to refine and distil the school's evidence and analysis to minimise repetition.

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Relationships and partnerships

The school actively seeks to establish and maintain beneficial relationships and partnerships within, and beyond, the school gates. Authentic partnerships and relationships strategically and compassionately fostered, underpin the culture and very essence of Lockridge Primary school.

Commendations

The review team validate the following:

- Working alongside the community and being responsive to National School Opinion Survey (NSOS) responses, has led to high levels of community satisfaction with the school. The positive reputation of the school is evident, with parents, staff and students voicing their strong support, referring to it as 'the school of choice'.
- Professional relationships between staff are strengthened through interactions that are constructive and purposeful. Multi-layered structures foster a strong collaborative culture underpinned by the school's values.
- Engaged members of the School Council and P&C work collaboratively in their advocacy for the school and the community. The Council provides valued advice and oversight of governance, whilst the P&C coordinate events to raise funds and foster a sense of community and connection.
- Communication with parents and carers is regular, consistent and focused on student learning. Accessible and timely, information is audience specific and delivered to meet the needs of the diverse community.

Recommendation

The review team support the following:

- Progress plans to align the focus of the Aboriginal Cultural Standards Framework with future planning, including collaborating with families to help strengthen participation in the KindiLink program.

Learning environment

The school overtly advocates a family first approach firmly placing students, staff and community wellbeing to the forefront. An environment of high psychological safety for staff and students has created a space that belongs to the whole community.

Commendations

The review team validate the following:

- Well-coordinated and paced, Positive Behaviour Support is embedded across the school. A highly engaging Expectation Matrix, explicit teaching of the expectations and a shared language is key to its success. This has led to a significant improvement in positive student engagement and participation.
- Centralised processes, established by the deputy principal, provide guidance for staff in the identification and planning for students at educational risk. The student services coordinator, (SSC), provides valuable assistance in the development of Special Educational Need planning and advocacy for NDIS¹ funding. Allied professionals are deemed invaluable in supporting and implementing intervention programs.
- A personalised strategy to monitor, track and incentivise regular attendance, promotes student engagement and an understanding by students and families of the importance of regular attendance.
- Seeking feedback through the NSOS and actively engaging students through conversations and planning, student agency and voice has been prioritised. Explicit feedback from students on their learning needs and how they learn best provides insight for teachers to maximise learning for all students.
- The development and implementation of culturally responsive practices is focused and deliberate. The contribution of the Aboriginal and Islander education officer fosters connection with families and supports the school's commitment to promoting an inclusive learning environment that is welcoming to all.

Recommendation

The review team support the following:

- Continue with planned intentions to strengthen staff knowledge in catering for English as an Additional Language or Dialect (EAL/D) students through professional learning and implementation of the EAL/D Progress Maps.

Leadership

The Principal, together with the leadership team, have established a highly collaborative and democratic approach to leading school improvement. This is contributing to high levels of responsiveness and autonomy for staff in engaging with the future direction of the school.

Commendations

The review team validate the following:

- The Principal strategically used the 2019 school review recommendations as the drivers in guiding and informing the development of school improvement plans. The subsequent collaborative documents, 'Moving Forward' and 'Reaching Higher', provide a succinct road map for all staff and community on the direction of the school.
- A measured and well implemented change management process has resulted in high levels of buy-in from staff, School Council and community members, in the school achieving their vision of stronger, quality teaching and higher academic success for students.
- A distributed leadership model drives school improvement. Based on interest or expertise, a broad and diverse range of leadership opportunities exist. Targeted professional learning, together with guidance and coaching is building capacity and confidence of aspirant staff.
- The provision of coaching by leaders provides targeted support for staff in the implementation of the agreed whole-school programs. Classroom Walkthroughs, linked to explicit goals/sprints, learning intentions and success criteria, are building staff capacity in implementing the school's agreed pedagogy and whole-school programs.

Recommendation

The review team support the following:

- Continue to develop, expand and formalise the instructional leadership structure to further support staff in embedding, with fidelity, whole-school programs, with the central focus of consistent classroom practice.

Use of resources

Guided by the school's 'Moving Forward' and 'Reaching Higher' strategic plans, the Principal and manager corporate services (MCS) deliver open and transparent financial management and decision making processes.

Commendations

The review team validate the following:

- Student characteristics funding is carefully considered to meet the needs of students. Significant planning is applied to establishing a balanced, well-resourced class structure to cater for specific cohorts of students.
- The MCS provides extensive support and professional learning for staff in developing their financial literacy including clarity in the functions and roles of cost centre managers, the Finance Committee and purchasing and audit procedures.
- Astute use of targeted initiative funding provides many benefits for students and families. This includes resourcing essential staff such as additional FTE² for allied professionals, a chaplain, school psychologist and speech therapists.
- A strategic and deliberate approach to recruit, develop and retain staff with the skills, knowledge and mindset that best meets the needs of students, and context of the school, has been integral to the increase in student success and progressing the school improvement plan.
- Investment in school grounds improvement and beautification projects benefits the wellbeing of students and staff. This includes mural projects celebrating and recognising significant events and the provision of spaces to accommodate wellness programs.

Teaching quality

High levels of teacher efficacy are reflected through a shared commitment to accountability and responsibility for every child's success. This is supporting a collaborative and reflective teaching culture, establishing the prerequisite conditions to deliver impactful pedagogy that pave the path to academic success for students.

Commendations

The review team validate the following:

- The collaboratively developed document, 'Connected Practice Pedagogical Commitment' and the associated 'Playbook' has aligned direction and understanding of what teaching and learning looks like at Lockridge Primary School. Further, it has facilitated robust dialogue about teaching and learning, a shared language and increased consistency of practice across classrooms.
- A focus has been applied to strengthening teacher effectiveness. The introduction of teaching sprints and peer observation and feedback is providing valuable support for staff in implementing, with fidelity, the whole-school programs and instructional model.
- 'Classroom Walkthroughs' focus on collecting and providing data as feedback, promotes a self-reflective and targeted approach to developing teaching practice in a non-threatening, safe environment.
- Through the provision of targeted professional learning, clear assessment scheduling and data led discussions, teachers are building their capacity to design instructional programs and intervention plans that are informed by evidence.

Recommendation

The review team support the following:

- Continue to review and reflect on current practices in the early childhood phase (Kindergarten to Year 2) to build quality teaching practices that deliver a balanced curriculum, with strengthened explicit instruction pedagogies.

Student achievement and progress

The implementation of whole-school programs and greater consistency of instructional approach is providing traction in the improvement of student outcomes.

Commendations

The review team validate the following:

- The school is to be commended for recognising the need for and then taking a holistic approach to student academic progress and achievement. Recognising the need to ensure the prerequisites of emotional and social needs are addressed has led to significant improvements in student behaviour, participation and self-regulation.
- A focus on establishing a positive, cohesive staff, providing professional development on quality instruction, implementation of whole-school programs and pedagogy is laying the foundations, and showing the signs, for improved student academic progress and achievement.
- The collection and analysis of a range of data identifies students in middle and upper school requiring Tier 2 intervention. A targeted support program, delivered by highly qualified educators, is providing students support to develop literacy skills.
- Brightpath Writing and the opportunity to engage in disciplined dialogue processes is leading to teachers building greater confidence in making informed and accurate judgements on student achievement.

Recommendations

The review team support the following:

- Monitor closely the impact and consistency in the implementation of agreed whole-school programs, pedagogy, instructional model and interventions on academic outcomes for students.
- Investigate and monitor progress from On-entry to Year 3, to determine the effectiveness of programs and instructional approach in the Kindergarten to Year 2 phase of learning.
- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress and to measure the impact of teaching, at the individual teacher and phase team level, on student learning.

Reviewers


Maxine Augustson
Director, Public School Review

Julie Bolingbroke
Principal, Gwynne Park 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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Disability Insurance Scheme
- 2 Full-time Equivalent