



Department of
Education

Shaping the future

Yanchep Lagoon 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

Opening in 2018, Yanchep Lagoon Primary School is located approximately 54 kilometres north of Perth and is situated within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 982 (decile 6).

Currently there are 424 students enrolled from Kindergarten to Year 6. Independent Public School status was granted in 2024.

Yanchep Lagoon Primary School has the support of an active Parents and Citizens' Association (P&C), and a School Board.

The first Public School Review of Yanchep Lagoon Primary School was conducted in Term 4, 2020. This 2024 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 school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission was constructed with consideration given to its alignment with the Standard.
- In preparation for the review, the Principal provided opportunities to gather staff perspectives on evidence of the school's performance. The leadership team, and a Lighthouse Leadership Committee inclusive of the manager corporate services (MCS) and phase of learning team (POLT) leaders, oversaw the development and analysis of the evidence submitted.
- Described as having a unifying impact on the school, leaders and staff valued the review process as an opportunity to identify aspects of school performance to celebrate as well as areas for ongoing improvement.
- As part of ongoing self-assessment, the school engaged in reflection against the National School Improvement Tool.
- A selection of staff, students and parents, together with leaders, participated in conversations during the validation visit, offering their insights and perspectives on school operations and supporting evidence.

The following recommendations are made:

- Continue to engage staff in the rigorous and collaborative analysis of student outcomes data to inform school self-assessment and improvement planning.
- For future ESAT submissions, consider the readability of evidence submitted and the balance between screen shots and whole documents to create clarity of messaging.

Relationships and partnerships

The school recognises the importance of building strong community connections and positive staff, student, and family relationships as the foundation for student success. New staff feel welcomed into the school and students report that they appreciate the care and support that staff provide.

Commendations

The review team validate the following:

- The school has worked to establish clear internal communication processes and protocols across a range of platforms.
- Staff are highly motivated to engage in collaboration during both staff and POLT meetings, as well as school development days.
- The Aboriginal and Islander education officer (AIEO) works to develop connections and strengthen relationships and partnerships with Aboriginal students and families.
- School Board members demonstrate a sound understanding of their governance role and provide input into the review of school policies and business plan targets. Board members analysed the National School Opinion Survey and identified strengths and areas for development to inform planning.
- A committed and well supported P&C have a long history of extensive fundraising and support for the school. This includes Mother's and Father's Day stalls, raffles, faction carnival lunches, Colour Fun Run and a Mega Reward Day.

Recommendations

The review team support the following:

- Develop a communication plan to strengthen communication with families and explore opportunities to increase family and school engagement with a focus on student learning. Continue to seek school satisfaction feedback from the community and respond through planning.
- Progress plans to develop local community partnerships which add value to school and student outcomes.

Learning environment

Set within well-maintained and attractive school grounds, the school has established a safe, orderly, and welcoming learning environment for staff, students, and families.

Commendations

The review team validate the following:

- Student wellbeing is supported through engagement with the Berry Street Education Model, implementation of the Friendly Schools Plus program and Zones of Regulation. In addition, the Progressive Achievement Tests (PAT) Social and Emotional Wellbeing survey has identified students' needs and informed school decision making to support their social and emotional development.
- A commitment to implementing the Positive Behaviour Support framework is evident and is focused on defining, teaching, encouraging, and rewarding expected behaviour.
- The AIEO provides a support for class teachers to include Aboriginal perspectives in the curriculum. Additionally, an Aboriginal Cultural Standards Framework (ACSF) coordinator is working in collaboration with the AIEO to reflect on the ACSF and implement an operational plan to guide improvement.
- Meeting regularly, the student services team is strengthening processes to support students at educational risk (SAER) through a case management and referral process. A team approach is evident, inclusive of the AIEO, deputy principals, education assistants, school psychologist and chaplain, each playing a role in supporting SAER.

Recommendations

The review team support the following:

- Continue plans to progress Aboriginal cultural responsiveness through building partnerships with local Aboriginal community members and collaboratively developing an improvement plan, aligned to the ACSF.
- Progress plans to review the SAER policy, clarify the role of the student services team and outline the process for identifying, supporting and monitoring SAER using an MTSS¹ framework. Continue to strengthen planning and support for students with Special Educational Needs with support from SSSEN:D² where required.

Leadership

The school has established a clear and shared vision to drive quality teaching and sets the conditions for student success. Strong distributed leadership is evident and skilled teacher leaders are supporting the school's ongoing improvement journey.

Commendations

The review team validate the following:

- Through the Lighthouse Leadership Committee, teacher leaders engage in shared decision making and contribute to the progression of strategic and operational planning.
- Professional learning and support for teachers to develop their instructional skills is a strength and is evidenced through engagement with the Centre for Excellence in the Explicit Teaching of Literacy Internship. Additionally, curriculum leaders support staff to embed explicit direct instruction through coaching, professional development, and planning.
- Staff leadership opportunities have been provided through the Bush to Beach Network in the areas of mental health and special educational needs. Instructional leader roles, coordinator roles and POLT leader roles are other examples of leadership opportunities for staff.
- Revised performance management and development processes have been implemented in-line with Department templates and opportunities for staff to participate in classroom observations have been provided.

Recommendations

The review team support the following:

- Continue to identify and support aspirant leaders and continue with plans to develop the capacity of teacher leaders to support staff in their use of data to monitor student progress.
- Further embed the school's instructional model through professional learning, coaching and observations with a focus on consistency and fidelity. Monitor the impact on student achievement and progress.

Use of resources

Sound financial oversight is provided by the Principal and MCS. Collaboration with the Finance Committee focuses resource allocations on meeting the changing needs of students.

Commendations

The review team validate the following:

- The school has supplemented funding for the chaplaincy program to enable time for the chaplain to deliver wellbeing programs and student support.
- Workforce planning is considered, with attention paid to the monitoring of student enrolments and ensuring staff recruitment and capability building is aligned with the needs of the school and students.
- Reserve planning has been enhanced to support the sustainable management of school assets and infrastructure.
- Resourcing has been allocated for instructional leaders, the AIEO and ACSF coordinator roles as well as the provision of literacy support.
- The deployment of funding for education assistants is aligned to the individual needs of students.

Recommendations

The review team support the following:

- Continue to review the efficacy of whole-school programs and ensure resource allocation is evidence-based.
- Continue to ensure that resource allocation is aligned with strategic and operational plans and include predicted costings on planning.

Teaching quality

A team of skilled and committed staff are working to develop a shared understanding of quality teaching and to implement evidence-based, school-wide programs and approaches, including the establishment of common pedagogical beliefs and agreed practices.

Commendations

The review team validate the following:

- The school completed a National Quality Standard audit and is using this opportunity to focus ongoing improvement.
- Curriculum development is a key focus evidenced in the Kindergarten to 6 curriculum file that has been collaboratively developed by coaches as a support for teaching staff.
- The school has been implementing a range of whole-school programs to support literacy and numeracy and there is a strong desire to ensure that programs are implemented with fidelity across the school.
- In addition to school reports, staff share information about student work with families on Class Dojo.
- Staff have accessed a range of professional learning in-line with whole-school programs and agreed pedagogy such as daily reviews.

Recommendations

The review team support the following:

- Further develop understanding, practices, and processes for differentiation, including building staff capacity to extend students academically within daily learning.
- Informed by data, further develop structures for staff collaboration focused on consistent teaching practice and the implementation of strategies to maximise student achievement.

Student achievement and progress

Leaders demonstrate a clear commitment to developing a culture of evidence-based decision making. The school recognises the importance of collecting and using data to identify areas for growth and inform classroom and school planning. The school has identified this as a priority for ongoing development.

Commendations

The review team validate the following:

- The school has developed a Whole-School Assessment Schedule outlining expectations for assessment and data collection points.
- A range of data including On-entry Assessment Program, NAPLAN³ and PAT is available to staff via a central electronic data platform to support the identification of students' strengths and needs and inform classroom planning and decision making.
- A clear process for reviewing Brightpath writing data is evident including performance comparison and the tracking of student progress.
- The early childhood teachers use the Early Numeracy Screening Tool, mathematics moderation tasks, Heggerty Phonemic Awareness assessment and the Kindergarten Assessment Tool to identify learning needs for students.

Recommendations

The review team support the following:

- Progress plans to strengthen the whole-school approach to teaching mathematics and use fine grain assessment data to track students' progress and set targets for mathematics improvement.
- Informed by data analysis, review and strengthen the whole-school approach to teaching reading. Track student progress to inform the implementation of targeted intervention and support.
- Progress plans to build staff data literacy through professional learning, coaching support and opportunities to engage in disciplined dialogue.

Reviewers	
Kim McCollum Director, Public School Review	Jason Shapcott Principal, Yale 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.

The next review process focusing on the student achievement and progress domain only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Multi-tiered system of support
- 2 School of Special Educational Needs: Disability
- 3 National Assessment Program – Literacy and Numeracy