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Department of
Education

Shaping the future

Lesmurdie 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

Context

Lesmurdie Primary School is located approximately 25 kilometres south-east of the Perth central business district, in the South Metropolitan Education Region.

Established in 1920, the school became an Independent Public School in 2017.

The school has an Index of Community Socio-Educational Advantage of 1049 (decile 3). There are currently 292 students enrolled from Kindergarten to Year 6.

The school is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Lesmurdie Primary School was conducted in Term 3, 2022. 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 Electronic School Assessment Tool (ESAT) submission provided a transparent school self-assessment highlighting aspects of the school's current operations and some planning considerations for improvement.
- In preparing the school's self-assessment, the Principal and leadership team undertook a consultative approach to ensure staff had input into the process.
- School leadership reported that the review process was beneficial in galvanising staff and highlighting areas of the school's performance to be celebrated and areas for ongoing improvement.
- There is a strong commitment to establishing an agreed improvement agenda, most notably in relation to enhancing consistent approaches to teaching and learning.
- Several key staff and community representatives engaged actively during the validation phase and added value to the information submitted in the ESAT.
- During the validation visit, the broad narrative presented in the ESAT submission was further enhanced by a coherent articulation of the ongoing processes underpinning the identification of key strategic intentions supporting the school's improvement trajectory.

The following recommendations are made:

- In future ESAT submissions carefully consider the choice of evidence and analysis in each domain to ensure it is the most appropriate to demonstrate the extent to which the school has met the Standard and accurately describes the impact on student outcomes.
- Ensure actions identified through self-reflection are specific and provide clarity of direction to inform improvement planning.

Relationships and partnerships

The school maintains a strong reputation within the community, with its positive values and practices actively upheld by staff, students and families, all of whom share ownership and contribute to the school's supportive environment.

Commendations

The review team validate the following:

- Communication with the community is timely and effective, using a range of online platforms including Seesaw, Connect and a school webpage.
- A highly valued, proactive and committed P&C support the direction of the school by enhancing the school environment and significantly contributing to school-based initiatives such as the early childhood play space.
- Opportunities to cultivate relationships with the wider community, including, connections with the City of Kalamunda, a Cambodian sister school partnership, participation in Clean Up Australia Day and Busy Bees Playgroup, promote a strong sense of pride and belonging among staff and students.
- Within a culture of trust and respect staff demonstrate genuine interest, care and consideration for students, families and each other. Parents view staff as caring, supportive and approachable.
- Aligned to school priorities, formal and informal collaborative opportunities are facilitated through junior, senior and specialist collaborative teams, common duties other than teaching time, learning area meetings, staff development days and staff meetings.
- School Board advocates strongly for the school, demonstrates a clear understanding of its governance roles and responsibilities, remains well-informed and contributes to shaping school directions.
- Regional partnerships are actively promoted and appreciated through the Bibbulmun Network, fostering strong collaboration and mutual support.

Recommendation

The review team support the following:

- Leverage Compass to streamline communication modes and enhance clarity of messaging to families.

Learning environment

The school, guided by a cohesive leadership team, has cultivated a safe, orderly and supportive learning environment that is welcoming and inclusive for staff, students and community members alike.

Commendations

The review team validate the following:

- The school adopts a restorative approach to behaviour management which is reinforced by the positive behaviour policy, classroom behaviour matrix, the CHAT program and explicit teaching of the school values 'Be respectful, Be resilient, Be safe and Be your Best.'
- The social and emotional needs of students are being addressed through mindfulness programs, delivered by the highly valued school chaplain, such as Mindful Me, LEAD¹, and Flourish.
- Led by the learning support coordinator, the students at educational risk team tracks, monitors and provides comprehensive levels of support for those students requiring intervention. This includes case conferencing, targeted small group classes, the application of Mindful Mediation Australia strategies and the implementation of the School Drug Education and Road Aware program.
- In response to an increase in the number of students, trauma-informed practices are consistently implemented and reinforced through professional learning opportunities and targeted staff development.
- Student voice is valued, with students actively contributing to the running of popular school clubs including the Minecraft, Italiano and Wednesday library clubs.
- The physical environment, including the new school refurbishment is both inviting and engaging.
- The school applies a personalised approach to student attendance. Prioritising building relationships to understand each child's circumstances. Individualised planning is positively impacting attendance.

Recommendation

The review team support the following:

- Increase cultural responsiveness through embedding cultural perspectives throughout the learning areas.

Leadership

Underpinned by a collective desire to improve, leadership structures, reflective processes and professional learning are guiding staff to understand and participate in shaping the school's future direction.

Commendations

The review team validate the following:

- The leadership team has prioritised the ongoing implementation of established teaching and learning strategies to enhance student achievement and progress. A period of consolidation is now required to ensure these initiatives are embedded effectively and continue to drive sustained improvement.
- As a key driver for change and school improvement, the business plan has explicit links to system priorities and is closely aligned to learning area operational planning. Regular and targeted administration meetings ensure effective communication of in place accountability structures.
- Through the distribution of responsibilities, staff are provided with many opportunities to lead. The Principal, deputy principal and teacher leaders drive the school's instructional agenda through the work of the junior, senior and specialist collaborative groups and the learning area teams.
- Clearly defined leadership roles and expectations are in place with an external coach supporting middle leaders to enhance their capabilities and promote reflective practice.
- Staff engage in regular performance management and development processes aligned to school priorities and supported by targeted professional learning opportunities.

Recommendations

The review team support the following:

- Refine and embed planning processes that strengthen the connection between strategic and operational whole-school planning and classroom practice.
- Continue to align instructional leadership closely with the teaching and learning improvement agenda.

Use of resources

Principal and manager corporate services collaboration ensures decision making processes are transparent, evidence-based, and consistently monitored to ensure resource allocation is strategically managed and aligned to student needs.

Commendations

The review team validate the following:

- Sound processes and practices are established for managing physical and human resources. An effective Finance Committee assists with finance oversight, and the School Board is kept well informed of the school's budget.
- Student characteristics and targeted initiative funding is deployed with flexibility to cater for diverse student and school needs, including an additional learning support coordinator, chaplain time and small group intervention classes.
- Highly regarded education assistants are key contributors to improved student outcomes, delivering targeted support for early literacy interventions, such as MiniLit and MacqLit, as well as supporting individual students with special needs.
- The recent large-scale school refurbishment was effectively managed, causing minimal interruptions to school routines and student learning. Efforts are now focused on transforming the gardens and grounds into a shaded welcoming space for students.
- Workforce planning is purposeful and strategic, considering the school's context with targeted recruitment guided by the school's future direction and priorities.

Recommendations

The review team support the following:

- Continue to invest in targeted professional learning to strengthen consistency of practice across the school.
- Sustain the evaluation and rollout of a cohesive asset replacement plan, ensuring alignment with school priorities and focus areas, especially in digital technologies.

Teaching quality
The school acknowledges the importance of consistent whole-school approaches to progress student performance. Aligning practices as well as embedding an instructional framework are school priorities.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A whole-school focus plan guides staff in the delivery of agreed practices regarding planning expectations and lesson design supported through an instructional coaching model to drive the observation and feedback cycle ensuring every teacher receives high quality, actionable feedback. • Teachers are passionate about their craft, committed and professional in their approach with professional learning prioritised, developing staff capacity to confidently implement the whole-school strategic, academic, and health and wellbeing initiatives. • Both the whole-school teaching and learning reporting schedule and whole-school assessment schedule provides support for teachers in planning for teaching and learning. • Evidence-based programs support low variance teaching, including Heggerty Phonemic Awareness, Talk for Writing and Promoting Literacy Development with a focus in early childhood education on a combination of direct instruction and play-based learning. • The school has been intentional and proactive in gathering information from other schools to identify gaps and enhance existing strategies aimed at improving student achievement and progress.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Strengthen the fidelity of whole-school program implementation across all classrooms to ensure consistent, high-quality delivery of agreed instructional approaches. • Implement daily reviews consistently across classrooms, aligned to school-wide coaching and improvement processes, to strengthen retrieval practice, reinforce key learning, and increase instructional impact.
Student achievement and progress
Awareness of below expected NAPLAN ² performance in the past, the school is focused on, and committed to, arresting this trend to establish a new narrative about positive student achievement and progress.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have a clear commitment to data and evidence-driven decision making. The Principal and key teacher leaders have developed central processes for the collection of student achievement and progress data. • A whole-school analysis of data and formalised ongoing reflection of individual student performance in teams, has resulted in a renewed focus on reading in early childhood education and writing in middle and senior school. • Tracking of a range of system and school-based assessments including Brightpath, On-entry, Seven Steps to Writing Success, Progressive Achievement Tests, Talk for Writing tasks and Promoting Literacy Development are used to make judgements on student progress and will continue to inform the impact of teaching and learning. • Common assessment tasks and moderation activities across the local regional network validate assessment and reporting grading processes. • The school's approach to explicit teaching for the delivery of differentiated numeracy strategies has been effective in progressing student outcomes and will continue to be developed.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop a shared culture of responsibility where staff collectively analyse, own, and act upon student achievement data and their influence on learning outcomes. • Broaden the strategic impact of the literacy and numeracy teams to enhance target setting, analysis and tracking of student data, assisting teachers in setting clear achievement goals.

Reviewers	
Joanne Harris Director, Public School Review	Hayden O'Mara Principal, Manning 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 2029 You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 Lead, Engage, Aspire, Develop
- 2 National Assessment Program – Literacy and Numeracy