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# Lake Grace District High School

## Public School Review

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## 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

Lake Grace District High School is located approximately 322 kilometres from Perth in the Wheatbelt Education Region.

Established in 1962, Lake Grace District High School became an Independent Public School in 2010.

Currently there are 128 students enrolled from Kindergarten to Year 12. Students in Year 11 and Year 12 are able to complete their studies on-site through the School of Isolated and Distance Education.

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

Community support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Lake Grace District High School was conducted in Term 1, 2022. 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:

- Responsibility for the development of the Electronic School Assessment Tool (ESAT) self-assessment was shared between middle leaders and interested staff, with the Principal making contributions throughout the domains.
- The ESAT submission provided an overview of evidence for each domain.
- Members of both the School Board and P&C contributed to validation discussions demonstrating a clear understanding of school performance.
- Staff, students and school leadership provided open and honest insights throughout the validation visit, making valuable contributions toward the establishment of a comprehensive improvement agenda.

The following recommendations are made:

- To support the continuity of the school's improvement journey, reference the commendations and recommendations from the previous review report.
- Develop a coordinated approach to support all contributors to the ESAT submission to effectively understand and engage with each domain of the Standard, its foci and elaborations, and ensure coherent analysis and interpretation of evidence.
- Ensure that analysis is focused on evidence that can be validated against each domain of the Standard and avoid the inclusion of unevidenced opinion.
- Consider including notations in the ESAT submission to establish clear links between supporting documents and analysis for each domain.

## Relationships and partnerships

The school has established a sustainable network of community partnerships that enhance its connection with the broader Lake Grace community. Spanning local sporting organisations, artists, the Community Resource Centre and industry partners, these connections play a vital role in enriching student learning experiences.

### Commendations

The review team validate the following:

- The school uses a range of communication strategies to inform the school community about upcoming events and to provide structured opportunities for parents to engage with teaching staff.
- Teachers in shared year levels are allocated time for collaboration, which is further supported by meetings held outside the regular timetable. These sessions enable planning, discussion of professional practice, and the coordination of event-related responsibilities.
- A comprehensive Kindergarten induction, led by Early Years staff, fosters strong home-school connections. In Term 4, new students attend multiple transition visits, while staff and service providers meet with parents to share key information for the year ahead.
- The school has partnered with the Shire of Lake Grace's Community Development coordinator and local police to establish a Youth Advisory Council, strengthening community engagement.

### Recommendations

The review team support the following:

- Expand stakeholder feedback platforms and establish a clear, responsive process for addressing feedback.
- Conduct a School Board effectiveness survey and use the findings to redefine the roles and responsibilities of Board members, ensuring alignment with departmental training and governance expectations.
- Provide staff targeted professional learning focused on the dynamics of high-functioning collaborative teams, and develop school-wide norms that govern the function of teams and committees.
- Develop a whole-school strategy that aligns community partnerships with the evolving needs of secondary students and establish a methodology to measure the impact of these partnerships.

## Learning environment

Updated behaviour and attendance policies and procedures support staff to foster a safe and inclusive school environment. Extracurricular programs, such as Cadets, engage students and enhance their wellbeing by promoting a strong sense of connection.

### Commendations

The review team validate the following:

- The physical environment has been tailored to support learning by meeting students' developmental needs. This includes nature play areas in Early Childhood Education, loose-parts equipment that encourages creative play in the primary years and upgraded Design and Technology facilities for students in secondary year levels.
- The redeveloped Behaviour Management Policy has been introduced and is complemented by high levels of staff training in Classroom Management Skills, supporting teachers to positively engage students.
- Student leaders are elected representatives who advocate on behalf of their peers. They hold regular meetings with the deputy principal to discuss key issues and share student perspectives.
- The Students at Educational Risk (SAER) Team includes staff representatives from each key learning phase, with dedicated time allocated within the school timetable. This team supports the development of IEPs<sup>1</sup> through a structured five-week review cycle.

### Recommendations

The review team support the following:

- Use the opportunity provided by The Resilience Project to establish a connected, whole-school approach to wellbeing, and support a transition toward restorative practices to promote positive student behaviour.
- Utilise the ACSF<sup>2</sup> to assess the school's current level of cultural awareness, and incorporate participation in the CRSLP<sup>3</sup> to guide the development of a strategic plan for enhancing cultural responsiveness.
- Investigate, plan, and implement a MTSS<sup>4</sup> for academic intervention across all phases of learning.

## Leadership

School leaders encourage a shared vision grounded in the belief that all students can achieve and progress when supported by positive relationships, and a connected approach to teaching and learning.

### Commendations

The review team validate the following:

- The current Business Plan 2024-2026 was developed through a collaborative process focused on establishing a shared vision to guide the school's direction following periods of leadership transition.
- Teaching staff are encouraged to lead initiatives, projects, activities, and events that align with their personal interests and professional development goals. Senior teachers take on leadership roles in areas that reflect their expertise and are closely aligned with their teaching responsibilities.
- Curriculum Area Leadership Committees lead school-wide learning area development through targeted professional learning and collegiate support, fostering collaboration and curriculum planning.
- Staff take on leadership roles in student enrichment initiatives, such as the Follow the Dream program. These initiatives are funded through a combination of external grants and allocations from curriculum area budgets.

### Recommendations

The review team support the following:

- Develop a leadership strategy that includes a consistent method for identifying middle and aspirant leaders, and outlines support structures to build their leadership capacity.
- Redevelop the distributed leadership model that includes clear role and responsibility statements, and is aligned to strategic and operational planning.
- Develop a whole-school self-assessment methodology that outlines clear processes and timelines for data collection and discussion. Incorporate strategies to monitor progress toward Business Plan targets, ensuring ongoing reflection and accountability.
- Review the performance development process to ensure alignment with departmental expectations, providing staff with opportunities for reflection and a framework for professional growth.

## Use of resources

The school's financial planning and resource management practices are aligned with strategic and operational priorities. Systems are in place to support identified student learning needs and ensure effective asset maintenance and replacement.

### Commendations

The review team validate the following:

- The manager corporate services works in partnership with the Principal to ensure that financial management practices align with the requirements outlined in the Funding Agreement for Schools.
- The Finance Committee is representative of staff across the school. Meetings are held quarterly, with committee representation from both primary and secondary areas. This ensures that financial decision making considers the needs and priorities of all learning areas.
- Financial, physical and human resources have been strategically allocated to strengthen early years learning. These targeted investments are designed to enhance classroom environments and improve access to high quality teaching resources.
- The school has prioritised securing grants to supplement funding in order to maximise student learning opportunities and support wellbeing programs. This includes successful grant applications for initiatives such as Breakfast Club, Cadets, Follow the Dream, and the school's chaplaincy program.

### Recommendations

The review team support the following:

- Develop a comprehensive workforce plan that responds to key demographic shifts within the school, including secondary enrolment trends, and identifies strategic opportunities to address emerging needs.
- Review the effective allocation of student characteristics funding, with a particular focus on the provision and impact of allied professional staff.

### Teaching quality

Teaching staff take advantage of collaborative opportunities to plan for student learning within year level teams, and are committed to seeking opportunities for professional growth focused on developing instructional capacity.

### Commendations

The review team validate the following:

- Whole-school programs such as Talk for Writing are aligned with the Western Australian Curriculum. Staff contribute to and review operational plans via Collaborative Learning Committees.
- Early Childhood Education programs balance explicit teaching with intentional play, guided by national frameworks. Whole-school programs like Heggerty Phonemic Awareness and Talk for Writing support instruction, while play-based and collaborative learning are central to classroom practice.
- Professional learning is aligned with the school's curriculum programs, with staff actively sharing insights across the school. Recent whole-school initiatives, such as Sounds-Write and Bond Blocks, have had a positive impact on teaching and learning.
- To provide targeted support for identified students, IEP guides academic intervention, delivered by allied professionals.

### Recommendations

The review team support the following:

- Develop a school wide low-variance, high-impact pedagogical approach aligned with the Teaching for Impact framework, connecting expected instructional practice across all phases of learning.
- Support the consistent implementation of curriculum programs through peer observation, coaching opportunities, and leadership walk-throughs.
- Utilise allocated staff meeting time to establish structured, collaborative data analysis processes to identify student needs, and inform classroom planning and delivery, driving effective teaching practices across the school.
- Engage in regular coordinated moderation practices within year levels, across phases of learning, and through the network.

### Student achievement and progress

There is a commitment to building staff data literacy, establishing routine whole-school data collection practices, and promoting evidence-based decision making.

### Commendations

The review team validate the following:

- The school recently introduced the Elastik platform to support data analysis, enable more effective gap analysis of systemic data sets and measure the impact of curriculum programs implemented across the school.
- A range of systemic and school-based data sets, such as On-entry assessments, NAPLAN<sup>5</sup>, and PAT<sup>6</sup>, are available throughout the school to support data-informed decision making and instructional planning.
- In response to systemic data trends, the school has established a range of whole-school programs including Sounds-Write, Heggerty Phonemic Awareness and Bond Blocks.

### Recommendations

The review team support the following:

- Build a functional level of data literacy among staff, ensuring all have opportunities to effectively engage with both the Elastik and SAIS<sup>7</sup> platforms.
- Develop a whole-school assessment schedule, ensuring the routine collection of comprehensive student achievement and progress data, to inform collaborative planning across the school. Include expected timelines and clearly defined data analysis processes in the schedule.
- Re-examine the approach to grade allocation, ensuring consistent application of the School Curriculum and Standards Authority Judging Standards and moderation practices, supported by systemic data sets.
- Ensure consistent application of assessments to identify SAER and monitor their progress in targeted intervention programs.

Reviewers	
Craig Stanners <b>Director, Public School Review</b>	Sonia Hammond <b>Principal, Norseman District High 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.

The next review process focusing on the relationships and partnerships, leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2026. 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 these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson  
**Deputy Director General, Schools**

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### References

- 1 Individual Education Plans
- 2 Aboriginal Cultural Standards Framework
- 3 Culturally Responsive School Leadership Program
- 4 Multi-tiered system of support
- 5 National Assessment Program – Literacy and Numeracy
- 6 Progressive Achievement Tests
- 7 Student Achievement Information System