



Department of
Education

Learning changes lives

Mount Lawley Senior High 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

Mount Lawley Senior High School is located 3 kilometres from the Perth central business district in the North Metropolitan Education Region.

Established in 1955, the school gained Independent Public School status in 2012.

Student numbers have been increasing steadily in recent years and there are currently 2117 students enrolled from Year 7 to Year 12. The school's Index of Community Socio-Educational Advantage is 1103 (decile 2).

Mount Lawley Senior High School has support from the School Board and Parents and Citizen's Association (P&C).

The first Public School Review of Mount Lawley Senior High School was conducted in Term 4, 2020. 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 school incorporates a cyclical self-assessment process embedded in its work that involves regular engagement with data to evaluate performance relative to established measures and standards.
- The efficient leadership of the Principal, associate principals and manager corporate services was further supported by the appointment of an executive officer to undertake the preparation for the Public School Review, ensuring consistency was maintained throughout the Electronic School Assessment Tool (ESAT) submission.
- The ESAT submission, along with validation discussions, demonstrated a clear alignment between performance, evidence, planned actions and showcased the school's significant achievements and unwavering commitment to excellence over the past 5 years.
- A broad and dedicated group of staff, parents and community members actively engaged in insightful discussions, offering authentic reflections that underscore the school's accomplishments and identify areas for continued growth.
- Student leaders participated in meetings as part of the validation schedule. Their insights were valued by the review team and further enabled authenticity of the school's self-evaluation.

The following recommendation is made:

- Consider further discernment in the selection of evidence and associated narratives for domains to reduce repetitiveness and associated workload.

Relationships and partnerships

The school is highly valued within the local community, emphasising the cultivation of meaningful, robust and positive relationships among staff, students, families and the broader community which has resulted in a profound sense of belonging and connection to the school for all.

Commendations

The review team validate the following:

- The School Board plays an active role in all aspects of the school's governance and setting of directions, it has a pivotal role in the creation of the newly ratified 2026-2030 Business Plan which builds on the continuation of the journey from 'Good to Great'.
- Parents are highly engaged partners and through school committees and volunteer programs their dedicated participation is evident. The P&C is a highly active association with various sub-committees to enhance and support various school programs.
- The school fosters professional collegiality, collaboration on joint professional learning days, discussions on current issues and sharing educational policies with partner primary schools in the Mount Lawley Network supporting positive student transition.
- Strong connections with TAFE¹, universities, private Registered Training Organisations and industry partners underpin the breadth and quality of opportunities available to students.
- The Lawley Legends program has continued to honour outstanding alumni and the Lawley Alumni Portal has been established to strengthen connections between former students, staff and the school.

Recommendation

The review team support the following:

- Utilise established networks to canvas suitable candidates to replace key members as part of the succession planning for both community and parent representation on the P&C, the various sub-committees and the School Board.

Learning environment

With intention, the school has created an environment in which students can thrive, fostering a high degree of efficacy in addressing the comprehensive academic, emotional and social requirements of students, both on an individual and collective basis. It empowers students by providing them with a platform to express themselves and take an active role in their learning journey.

Commendations

The review team validate the following:

- The learning environment is safe, inclusive, student-centred and culturally responsive with targeted supports.
- Student voice and agency is valued, promoted and provided which actively shapes the school climate through structured leadership networks, a student Wellbeing Committee and a long standing interact club.
- A multi-disciplinary student services team delivers personalised, timely interventions and wellbeing programs to maintain optimal learning conditions for all students.
- Systems are in place to identify students at educational risk, with strategies, processes and programs employed to support students in meeting their individual needs.

Recommendations

The review team support the following:

- Establish a dedicated working group to ensure the core principles and essential features of the middle school model are preserved in the roll out of a new timetabling structure.
- Continue to lobby, with the assistance of the School Board and P&C, to seek funding sources for additional facilities needed to meet increased enrolment pressure.

Leadership
The school has established a comprehensive leadership structure to accommodate the demands of a large school and is underpinned by a distributed leadership model supported with growth and development strategies and opportunities.
Commendations
The review team validate the following: • A shared vision for the school and taking it on a journey from 'Good to Great' is augmented by the intricate alignment of the strategic and operational planning within the school. • A culture of shared and devolved leadership is evident with intentional focus on the provision of opportunity creation, growth, development and capacity building. • Staff members collaborate within teams, each led by program coordinators, to conduct academic reviews that are systematically organised around the 4 key stages of reflection, planning, reviewing and assessing, ensuring that all teachers have a sense of ownership and responsibility in the process. • The executive team focuses on talent identification, mentoring and succession planning. The school builds staff capacity by providing opportunities for staff to lead projects and initiatives and develop roles at the learning area level.
Recommendations
The review team support the following: • Retain the position of executive officer as a coordinator for ongoing Public School Review processes. • Support staff experiencing challenges with the Compass platform by providing tailored professional learning.
Use of resources
The deployment of resources and workforce management processes are aligned to strategic and operational planning to optimise student achievement.
Commendations
The review team validate the following: • The school has initiated a major change to the timetable arrangements for 2027 through a collaborative structured process resulting in a single timetable unlocking restricted teacher placement across all year levels. • Financial management of the school is a strength with funding targeting school priorities aligned to the strategic plan and constant oversight by a competent manager corporate services. • Resource allocation is driven by cohort and achievement data with the Finance Committee scrutinising expenditure to approve resources based on verified educational needs. Resources are directly tied to pedagogy and engagement for targeted classroom support. • Strategic human resource management, supported by a well-documented workforce plan maximises the efficient use of this integral resource to deliver an array of courses and support programs to meet variable student needs. • The purpose-built middle school learning environment plays an important role in supporting student learning, wellbeing and belonging. The buildings are designed to form distinct communities, providing every student with a familiar space in which they are known, connected and supported.
Recommendations
The review team support the following: • Explore strategies to reduce the demand on finite resources from increased numbers of unfunded neurodiverse students. • To ensure whole-school attendance at assemblies, continue to negotiate for the installation of retractable seating in the gymnasium.

Teaching quality

A sustained focus on the quality of teaching has ensured a contemporary approach with evidence-based whole-school approaches being implemented, with continued support, growth and development strategies for staff to be the best they can be.

Commendations

The review team validate the following:

- Teachers across all learning areas implement research-based high impact teaching strategies, ensuring explicit teaching, multiple exposures, metacognition and feedback cycles are embedded uniformly.
- The teaching and learning committee is driving a culture of excellence and innovation. The Learning Lens initiative equips teachers with powerful classroom strategies, while structured observation opportunities foster continuous growth and consistent approaches across classrooms.
- The school's ASPIRE² Pedagogical Framework directly shapes teaching quality through evidence-based reviews, performance management, grading and management consistency and collaborative planning.
- An inclusive education approach is coordinated through case management of students receiving Individual Disability Allocation funding, students with imputed needs and development and review of individual support plans.
- The school provides an extensive range of highly regarded and effective specialist programs which deliver opportunities and support to meet a diverse range of student needs and interests.

Recommendation

The review team support the following:

- Utilise the newly adopted timetable structure in 2027 and beyond to further enhance opportunities for staff to engage in classroom observation and collaboration.

Student achievement and progress

The school is rightly proud of the sustained high level of student achievement and progress garnered by a relentless focus on rigorous data analysis to inform classroom practice. A culture of high aspirations and expectations is manifested through the constant dialogue amongst staff, students and their families.

Commendations

The review team validate the following:

- Aboriginal students are achieving a 100% WACE³ attainment rate and sustained academic measures above like schools. This sustained progress against equity goals culminated in winning the Western Australian Premier's Excellence in Aboriginal Education Award.
- The school consistently achieve NAPLAN⁴ results above state and national averages, reflecting the impact of quality teaching, high-level instruction and targeted intervention.
- The WACE achievement data continues to exceed like schools. Individualised tracking of student achievement within senior school and curated pathways ensures maximum WACE attainment opportunities for students to lead to more postschool outcomes and possibilities.
- Median ATAR⁵ scores maintain an average of over 80 over the past 5 years and continue to trend upwards.
- The school's VET⁶ courses are designed and delivered to ensure alignment with industry standards, vocational pathways and university offerings.

Recommendation

The review team support the following:

- Oversee the school's focus on ensuring processes are further refined to ensure every student is placed in the best possible programs and pathways to achieve their potential.

Reviewers	
Keith Svendsen Director, Public School Review	James Kent Principal, Churchlands Senior High School Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2031.



Steve Watson
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 Assess, Self Reflection, Plan, Implement, Review and Embed
- 3 Western Australian Certificate of Education
- 4 National Assessment Program – Literacy and Numeracy
- 5 Australian Tertiary Admission Rank
- 6 Vocational Education and Training