



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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Public education  
**A world of opportunities**

# Leeming Primary School

## Public School Review

May 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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

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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.



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For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

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Leeming Primary School opened in 1982 and is located approximately 18 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1093 (decile 2). It became an Independent Public School in 2017. Currently, there are 335 students enrolled from Kindergarten to Year 6.

Technology is a focus for the school and there are interactive whiteboards in all classrooms. Students have regular access to computers and iPads, starting in early childhood. Counterbalancing this is the school's focus on unstructured nature play, with students having access to a variety of play areas and equipment.

The School Board is involved in the governance of the school and has input into shaping and monitoring priorities and policy directions. The parent body is also represented through the dedicated Parents and Citizens' Association (P&C).

## School self-assessment validation

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The Principal submitted a school self-assessment outlining evidence and judgements of the school performance.

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

- A brief summary of each domain was provided in the Electronic School Assessment Tool (ESAT) submission.
- A wide selection of staff, parents and community members engaged enthusiastically in discussions during the validation visit, adding significant depth and value to the ESAT submission and providing insights into school operations.
- The school has established a culture of embedded reflective practice, enabling staff to clearly articulate the school context, priorities and improvement agenda.
- A highly consultative approach was employed by the Principal and leadership team to ensure all staff had input in the school's self-assessment process and had the opportunity to share their journey with the review team during the validation day.
- Staff viewed the Public School Review process as beneficial in identifying and confirming school strengths and celebrations, as well as highlighting areas for further development.

The following recommendations are made:

- Use the ESAT as a repository for ongoing school self-reflection against the Standard.
- Make use of the guidelines and reference information available in the ESAT to guide future submissions, ensuring domain overviews and supporting evidence are aligned, and the most pertinent information is provided.

## Public School Review

### Relationships and partnerships

An embedded collaborative culture has been established, underpinned by mutual respect, trust and open communication. This has contributed to unequivocal support and high levels of satisfaction by all.

#### Commendations

The review team validate the following:

- The Intercultural Committee's oversight of the Aboriginal Cultural Standards Framework in planning events and making vital connections with the community is building the school's cultural responsiveness and strengthening relationships with Aboriginal students and their families.
- A variety of communication platforms, such as: Connect; the school website; Seesaw<sup>1</sup>; and Facebook, has resulted in a personalised, accessible approach to the provision of regular and timely information.
- Partnerships with universities and network secondary schools are delivering mutually beneficial outcomes, with the contribution of pre-service teachers and workplace learning students highly valued.
- The School Board and P&C are active and enthusiastic in representing the community perspective, providing strong support in their advocacy and instigating numerous community events.
- Thoughtful planning in the timing of students' transition, prior to the new school year, has established positive early relationships with teachers and peers. This is greatly contributing to a settled start to the school year.

#### Recommendations

The review team support the following:

- Ensure ongoing review and monitoring of the school's cultural responsiveness aligned to the Aboriginal Cultural Standards Framework, to provide a focus for future planning.
- Continue to seek Board membership that is representative of the school's cultural community.

### Learning environment

The staff and community's sentiment, 'we are a country school in a city setting', epitomises the environment created at Leeming Primary School. The school has established a welcoming, culturally inclusive space that is truly reflective of the community's values.

#### Commendations

The review team validate the following:

- A rigorous focus on positive student behaviour is evident. PBS<sup>2</sup>, Friendly Schools Plus, embedded whole school expectations and scaffolded reward/incentives have led to a safe and calm learning environment.
- Students with special needs and imputed learning difficulties are well accommodated, with the school having a positive reputation for its inclusive practices. Critical to their success is the work of education assistants in the delivery of programs and monitoring and management of complex medical needs.
- The prioritisation of positive health and wellbeing for students and staff, has led to the implementation of mindfulness practices. Clear guidelines, professional learning and on-point messaging ensures practice is embedded across the school.
- The physical environment has been enhanced to create opportunities for students to learn through play and to support achievement of school priorities. This is evident in the thoughtfully constructed indoor and outdoor spaces, including nature play, loose parts play, mulch mountain and bushland cubbies.

#### Recommendation

The review team support the following:

- Continue to develop capacity of support staff to deliver intervention programs through professional development opportunities.

## Leadership

High levels of trust within a non-hierarchical structure define the leadership. The Principal's deliberate attention to creating the conditions for respectful leadership that is supportive of staff and community, has engendered whole-school commitment, accountability and ownership of the school's vision.

### Commendations

The review team validate the following:

- The Principal and leadership team took decisive action during COVID-19 disruptions, providing personalised support for families and professional learning for staff, which ensured minimal interruption to student learning.
- In response to the changing future needs of students, the school has instigated a Bring Your Own Device (BYOD) program. This has been strategically led through a carefully constructed change management process, encompassing collaboration, professional learning, support documents and the allocation of resources.
- Staff report high levels of satisfaction with the differentiated support for curriculum development, assessment and professional learning provided by the leadership team.
- The school has implemented a dispersed/distributed leadership model, with areas of responsibility clearly defined.
- In collaboration with the community, the school has developed an agreed mission statement that outlines their beliefs about teaching and learning and guides decision making.

### Recommendations

The review team support the following:

- Maintain the development of emerging and aspirant leaders, with a focus on succession planning.
- Review the mission statement and use it to progress a document articulating teaching and learning beliefs.

## Use of resources

The Principal and manager corporate services deliver oversight of the one-line budget and support leaders to ensure resources are used appropriately and drive the strategic direction of the school.

### Commendations

The review team validate the following:

- Technologies are prioritised through sound management of resources, implementation of the 1:1 BYOD program and leasing arrangements. The targeted leasing of technologies ensures access to current technology on a cyclical basis across the school.
- The School Board oversees operational budgets and is provided with a regular, extensive financial summary.
- Innovative, thorough planning has resulted in the school successfully implementing the science, technology, engineering and mathematics (STEM) initiative. Necessary resources, professional learning and recruitment have contributed to the success of the initiative.
- Funding for targeted initiatives is deployed and monitored to maximum effect, with the employment of the chaplain to support the health and wellbeing of students, staff and families.
- Astute management of the workforce to cater for a large number of students with imputed learning difficulties, ensures planning and resources are directed to students according to need.

### Recommendation

The review team support the following:

- Conduct a gap analysis of the current staffing structure to ensure future targets and objectives can be met.

## Teaching quality

High levels of teacher efficacy are reflected in a commitment to be accountable and responsible for every student achieving their potential. This has created a strong, collaborative and reflective teaching culture.

### Commendations

The review team validate the following:

- Assessment for Learning professional development is enhancing teachers' practice through the use of formative data and has contributed to a strong culture of collaboration.
- Peer observation structures, targeted to Assessment for Learning and iSTAR<sup>3</sup>, are providing valued feedback to staff on their teaching practice.
- Established committees for mathematics, English and cross-curriculum specialist areas, monitor the implementation of operational plans.
- Teachers are supported in differentiating the curriculum through access to School of Special Educational Needs: Disability specialists, targeted cross-setting arrangements, literacy intervention and the Leeming Extension and Challenge program.
- Initiatives such as iSTAR, We are learning to and What I'm looking for, are leading to an increased understanding by staff of the importance of an explicit, whole-school approach to teaching and learning.
- The school has a personalised approach to reporting. The open reporting night provides clarity and transparency of information to parents/carers on their child's achievement and progress.

### Recommendation

The review team support the following:

- Continue to review and monitor the impact of whole-school programs and staff capacity to implement them.

## Student achievement and progress

A range of systemic and school-based data is collected and analysed to track student achievement and progress. There is a genuine sense of collective responsibility by staff for the success of every child.

### Commendations

The review team validate the following:

- To mitigate the risk of a reliance on NAPLAN<sup>4</sup> data only, alternative data sources such as Online Assessment and Reporting System and Progressive Achievement Tests, are used to report to the School Board and measure business plan targets.
- On-entry Assessment Program data for students beginning Year 1 inform the school of students' progress and give direction and focus for future planning.
- Teachers are gaining a greater awareness of the use of evidence to accurately make judgements on student achievement. Opportunities to moderate practice and assessment arise from common assessment tasks, phase of learning teams and cross-school moderation with Leeming Cell schools.
- A holistic approach to student achievement ensures all students have the opportunity to shine, through a strong focus on critical thinking and creative learning.

### Recommendations

The review team support the following:

- Maintain and progress the use of Online Assessment and Reporting System and Progressive Achievement Test data to determine ways to value-add to student achievement and progress.
- Continue to maintain an ongoing focus on, and provide opportunities for, students requiring extension.

## Reviewers

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Maxine Augustson  
**Director, Public School Review**

Jeremy Hadlow  
**Principal, Spencer Park Primary School**  
**Peer Reviewer**

## Endorsement

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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 scheduled for Term 2, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Student driven digital portfolio 'app'
- 2 Positive Behaviour Support
- 3 Inform-Inspire, Show-Share, Try-Transfer, Apply-Action, Review-Revise
- 4 National Assessment Program – Literacy and Numeracy