



Department of
Education

Shaping the future

Leeming 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

Leeming Primary School 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 1107 (decile 1).

Opening in 1982, Leeming Primary School became an Independent Public School in 2017.

Currently, there are 362 students enrolled from Kindergarten to Year 6.

Leeming Primary School is supported by the School Board and dedicated Parents and Citizens' Association (P&C).

The first Public School Review of Leeming Primary School was conducted in Term 2, 2021. 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 school self-assessment.

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

- In preparation for the review, staff received information about the Standard and had opportunities for reflection at staff meetings and School Development Days.
- During the validation visit, leaders, staff, parents, community members and students contributed openly to discussion, elaborating on the evidence submitted and adding value to the school's Electronic School Assessment Tool submission.
- A tour of the school provided the review team with the opportunity to gain a further understanding of the school context and aspects of the school's physical learning environment.

The following recommendations are made:

- In preparation for future Public School Reviews, engage staff more deeply in collaborative reflection against the Standard and open discussion about the school's performance against the domain foci.
- Embed ongoing cycles of robust school self-assessment, informed by data-driven decision making, transparent processes and staff engagement in the collaborative analysis of data.

Relationships and partnerships

Staff and family partnerships are highly valued and recognised as a critical element in setting the conditions for student success. Carefully nurtured, they contribute to a strong sense of connection and belonging.

Commendations

The review team validate the following:

- External communication is facilitated through a range of platforms which seek to provide families access to clear school information.
- Positive partnerships have been fostered with local sporting groups, businesses and the local Roe Education Network.
- Steps have been taken to build staff voice in staff meetings through the initiation of clear agendas and a selection of consensus decision making strategies.
- The school chaplain role contributes to the development of positive relationships through the provision of support for students and families in line with their needs.
- The School Board have a clear understanding of their governance role and are invested in contributing to the school's strategic directions and to supporting a strong school improvement agenda.
- Actively engaged in building community and school connections, the P&C have initiated a broad range of fundraising initiatives including funding for a school playground and school resources.

Recommendations

The review team support the following:

- Further progress the positive steps to develop staff voice in meetings through open communication and the embedding of consensus decision making strategies.
- Progress plans to work with Aboriginal families and community members to develop the school's RAP¹.

Learning environment

The school has established a safe and orderly environment. Well cared for gardens, playgrounds and learning spaces create a welcoming and nurturing environment for students, staff and families.

Commendations

The review team validate the following:

- A well-resourced intervention hub has been established, and Acadience data is utilised to identify students requiring targeted intervention and support.
- The student services team work collaboratively with staff, parents, the school psychologist and key stakeholders to provide case management and oversight of students at educational risk.
- Steps to develop a physical environment that is responsive to students' learning and wellbeing needs is evident in the establishment of nature playgrounds and a purposefully designed 'Zen Zone' used to support students' sensory and self-regulation needs.
- The valued learning support coordinator (LSC) has established clear processes for identifying students' needs and supporting staff to develop individual education plans.
- Education assistants work collaboratively within clusters to support students and implement tailored programs in line with their identified needs.

Recommendations

The review team support the following:

- Progress plans to develop an intervention framework including targeted assessment and aligned interventions.
- Proceed with the intention to reinvigorate positive behaviour support leadership to drive a consistent whole-school approach to support positive student behaviour.
- Develop a whole-school approach to supporting students' health and wellbeing including exploration of an evidence-based program to support student's social and emotional development.
- Further develop Aboriginal cultural responsiveness guided by reflection against the ACSF².

Leadership

Following a period of leadership transition, there is recognition of the importance of unifying the leadership team and staff through the development of a shared vision, clear strategic directions and a rigorous improvement agenda that is owned by all. The critical importance of empowering staff through distributed leadership, consultation, collaboration and shared decision making structures across the school is understood.

Commendations

The review team validate the following:

- The school has established annual whole of staff agreements, focused on linking teachers' and school planning.
- A range of skilled teacher leaders, including cluster leaders, demonstrate a strong moral purpose with a keen desire to undertake leadership responsibilities and lead change initiatives focused on improving student outcomes.
- Staff expressed appreciation for the opportunity to participate in externally sourced professional development focused on building school culture. They valued the opportunity to have a voice and collaborate with colleagues across the school.
- Staff reported that the use of Progressive Achievement Tests assessment data to inform goal setting was an integral part of the school's performance management process.

Recommendations

The review team support the following:

- As a matter of priority, further progress actions to unify the executive leadership. Work collaboratively with staff to lead a unified school culture and use Organisational Health Index survey data to define actions for improvement and measure progress.
- Driven by high expectations, collaborate with staff, the School Board and community to develop the next school business plan. Align leaders and develop operational plans to drive strategic priorities.
- Establish a distributed leadership structure through clearly defined leadership roles and responsibilities, together with committees aligned to business plan priorities.
- Support shared decision making through clear communication structures to support reciprocal feedback between leaders and staff.

Use of resources

The Principal works collaboratively with the manager of corporate services and the Finance Committee to provide oversight of school financial management with a clear focus on improving student outcomes.

Commendations

The review team validate the following:

- Planning for the maintenance and replacement of ICT³ resources and infrastructure is evident, ensuring staff and students have access to digital technologies to maximise teaching and learning opportunities.
- Sound financial management practices and processes ensure that budgeting and resource allocation is in line with Departmental expectations. The Finance Committee meet once a term to monitor school expenditure and financial decision making. Regular financial reporting is provided to the School Board.
- Student characteristics and targeted initiative funding is allocated to maximise support for student learning and wellbeing through the provision of chaplaincy support, intervention programs and valued support from education assistants working within clusters.
- Workforce planning is evident in the monitoring of enrolments, and the development of the LSC and lead teacher for intervention roles, together with the provision of a range of staff professional learning.

Recommendations

The review team support the following:

- Ensure clear alignment between the business and operational plans and resource allocation through the inclusion of predicted costings on operational plans.
- Progress the intention to update the workforce plan to ensure future staffing is sustainable, and staff are capable to deliver quality teaching in line with students' needs and the school's strategic priorities.

Teaching quality

There is a clear commitment from staff to the implementation of evidence-based whole-school programs and the development of consistent practices. Working in clusters, staff collaborate effectively in teams with a clear focus on setting the conditions for student success.

Commendations

The review team validate the following:

- Staff provide information to parents on student achievement and progress through both formal and informal approaches. During Term 1, speed interviews have been established to communicate student progress and allow families to support their child to reach identified goals.
- Professional learning has been delivered to staff on the Science of Reading and Learning and access to Teach Well professional learning has been initiated for identified staff. Participation in Steplab training by 2 staff members has guided instructional coaching focused on enhancing teacher skills and confidence.
- Staff engagement with the Teaching for Impact statement has contributed to a shared understanding of what constitutes quality teaching at the school. The Teaching and Learning Guide is a further example of support for consistent practices provided by the school.
- Collaborative DOTT⁴ is utilised by staff to engage in curriculum planning, moderation and to reflect on student achievement and progress data to inform planning.
- Scope and sequence documents have been developed to guide staff in their coverage of the Western Australian Curriculum, reflective of whole-school planning.

Recommendations

The review team support the following:

- Progress plans to further embed coaching and observation aligned to agreed instructional practices.
- Proceed with the intent to further build staff expertise through access to Teach Well masterclasses.
- Implement a whole-school approach to develop students' critical thinking and problem solving embedded into daily learning.

Student achievement and progress

The school collects and uses a range of systemic and school-based performance data to determine student progress and achievement. Staff demonstrate an understanding of the importance of using data to determine the impact of their teaching and inform classroom planning and delivery.

Commendations

The review team validate the following:

- Student performance data from NAPLAN⁵ is analysed and triangulated with other assessment data and the information is used to gauge student progress, identify learning gaps and inform planning.
- Year 3, 2024 NAPLAN student performance was similar to like schools across all areas.
- On-entry assessment data is analysed and used to identify the performance of Pre-primary students to guide communication to parents on student progress as well as inform planning and delivery in the classroom.
- Working in clusters, staff engage in moderation to support consistent judgements in grade allocation guided by curriculum and Standards Authority Judging Standards.

Recommendations

The review team support the following:

- Progress plans to provide further opportunities for staff to engage in external moderation.
- Further develop staff data literacy through professional learning. Schedule opportunities to engage in collaborative data analysis to pinpoint learning gaps and inform classroom planning and delivery.
- Establish consistent language associated with mathematical concepts to support students from Kindergarten to Year 6 to accurately grasp concepts and build a strong understanding of mathematical principles.

Reviewers	
Kim McCollum Director, Public School Review	Anna Alford Principal, Sorrento 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 leadership domain only, is scheduled for Term 2, 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 this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson
Deputy Director General, Schools

References

1. Reconciliation Action Plan
2. Aboriginal Cultural Standards Framework
3. Information and communications technology
4. Duties other than teaching
5. National Assessment Program – Literacy and Numeracy