



West Leeming 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

West Leeming Primary School is located in the suburb of Leeming, approximately 13 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

Opened in 1986, West Leeming Primary School became an Independent Public School in 2020.

There is a current enrolment of 431 students from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1120 (decile 1).

The active Parents and Citizens' Association (P&C) and School Board provide support to the school.

The first Public School Review of West Leeming Primary School was conducted in Term 2, 2021. This 2025 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 was informed by the systematic collection and analysis of evidence gathered through the school's published self-assessment framework.
- The successful implementation of recommendations from the previous Public School Review reflects the school's strong capacity for self-reflection, rigorous performance monitoring, and a collaborative approach to leadership.
- A highly collaborative review process ensured that a broad range of staff, student and community voices were highlighted through the ESAT submission.
- School Board members, P&C representatives, and community members engaged enthusiastically in validation visit discussions. Their contributions demonstrated a strong sense of investment in the school's strategic direction.
- During the validation visit, school leaders, teachers, and allied professionals demonstrated deep understanding of the evidence submitted through the ESAT, reflecting a transparent and consultative process of school self-assessment.

The following recommendation is made:

- Strengthen the ESAT process by streamlining supporting documentation, ensuring greater clarity, consistency, and alignment across all domains.

Relationships and partnerships

The school is highly valued by parents, community partners, staff, and students. Constructive feedback from these groups actively shapes strategic direction, fosters high levels of engagement, and reinforces a culture built on trust and transparency.

Commendations

The review team validate the following:

- Scheduled year level professional learning community and committee structures provide teachers with dedicated time and a clear purpose to collaborate, enhancing instructional consistency, strengthening professional relationships, and building collective efficacy.
- School Board members engage in self-assessment and reflective practices to enhance their contributions to effective school governance. The Board operates professionally, is focused on school priorities, and is supported by robust operational frameworks that promote transparency and accountability.
- The school fosters strong, long-term partnerships with organisations to enhance student wellbeing and learning. Tailored parent workshops, classroom instruction, and celebrations of events like NAIDOC¹ Week, Harmony Day, and Chinese New Year provide valuable learning opportunities while promoting community engagement, diversity, and inclusion.
- The P&C actively supports the school through a broad range of targeted initiatives. Additional parent volunteers also make highly valued contributions to school events and plays a key role in delivering strategies such as the Reading Tutor Program, which continues to benefit from increasing volunteer involvement.

Recommendations

The review team support the following:

- Align the introduction of Kaartdijin with the streamlining of existing parent communication platforms.
- Engage with Elders within the local Aboriginal community to inform and enrich the continued development of the Reconciliation Action Plan.

Learning environment

A whole-school commitment to high expectations, student voice, and evidence-based practices creates a safe, inclusive, and supportive environment where all students can thrive.

Commendations

The review team validate the following:

- A consistent and proactive approach to student behaviour, engagement, and wellbeing is guided by the whole-school Care Strategy. Expected student behaviours are reinforced through restorative practices, Positive Behaviour Support, and whole-school incentive systems.
- A whole-school approach to identifying and supporting students at educational risk is being developed through a multi-tiered system of support. Differentiated teaching, targeted interventions, and a case management model are delivered with support from the student services team.
- The Neurodiversity Operational Plan, supported by targeted professional learning, demonstrates a whole-school commitment to inclusive practice. The Neurodiversity Sub-Committee strengthens this initiative by reviewing practices, refining referral pathways, and ensuring sustainable, measurable outcomes.
- Cultural responsiveness is being progressed through the work of the Cultural Responsiveness and Reconciliation Committee and the visible integration of Aboriginal perspectives throughout the school. Staff reflection against the Aboriginal Cultural Standards Framework informs planning and practice.
- Early years learning environments adhere to the National Quality Standard, supporting play-based, inquiry-driven learning experiences that promote curiosity and engagement.

Recommendation

The review team support the following:

- Strengthen early intervention by refining Tier 2 and Tier 3 support, ensuring targeted, data-informed strategies and programs are implemented with fidelity and regularly reviewed.

Leadership

At West Leeming Primary School, leadership is grounded in a shared commitment to empower and embrace a culture of opportunities for success.

Commendations

The review team validate the following:

- There is strong and structured alignment between the Business Plan 2023-2026, operational planning, and classroom practice, with strategic initiatives clearly linked to systemic priorities. The school's operations are underpinned by a robust self-assessment framework that drives its continuous improvement agenda.
- The recently established school improvement team supports the school's strategic direction and strengthens distributed leadership. It works in partnership with the executive leadership team, which maintains strategic oversight and ensures that initiatives are aligned with Departmental priorities.
- An effective distributed leadership model is well-established, recognising and valuing staff expertise. Middle leaders actively contribute to strategic direction and support the consistent implementation of agreed whole-school practices.
- Whole-school initiatives in reading, the EALD² program, and the Care Strategy demonstrate a structured, inclusive, and evidence-informed approach to implementing change, ensuring outcomes are both meaningful and sustainable.
- Professional review processes, inclusive of induction for new staff and the school's performance and development cycle, are aligned with systemic expectations and ensure staff receive clear, structured, and purposeful feedback that supports a growth mindset.

Recommendations

The review team support the following:

- Strengthen the instructional leadership approach, aligning it with the developing whole-school pedagogical framework while providing evidence-based, differentiated support for individual teachers.
- Broaden the role of the school improvement team in leading the school self-assessment process and supporting action planning cycles within collaborative teams.

Use of resources

A strategic, transparent, and evidence-based approach to financial and resource management effectively supports school planning, student learning, and a focus on continuous improvement.

Commendations

The review team validate the following:

- The manager corporate services works in close partnership with the Principal to ensure that financial management practices align with the requirements outlined in the Funding Agreement for Schools.
- Workforce planning is a strategic, cyclical process that drives school priorities through enrolment analysis, staff and School Board consultation, and resource review. The process supports leadership development and succession planning, with recruitment aligned to identified improvement goals and community needs.
- Targeted initiative and student characteristics funding is strategically allocated to build staff capacity to meet diverse learning needs, particularly for EALD students and those supported through disability resourcing. This investment fosters an inclusive, responsive, and supportive school environment.
- The Finance Committee and School Board conduct regular budget reviews to ensure financial decisions remain aligned with the Business Plan. Staff play an active role in managing cost centres and contributing to budget planning, supported by the Financial Handbook and regular updates on financial processes.
- Resource allocation is data-informed and strategically directed toward targeted programs and wellbeing initiatives. Investments in ICT³ infrastructure, furniture, and play-based learning for Early Years are guided by comprehensive reserve and replacement planning.

Recommendation

The review team support the following:

- Prioritise the exploration of flexible funding and resourcing to support and sustain specialised strategies, such as the EALD program and instructional leadership roles.

Teaching quality

The implementation of the Teaching for Impact Framework, supported by the Quality Teaching Strategy Partnership Initiative, is supporting the development of a shared understanding of effective pedagogy.

Commendations

The review team validate the following:

- Weekly collaborative duties other than teaching sessions provide staff with dedicated time to plan, assess, and refine teaching practices in alignment with curriculum and school priorities. Impact cycles support goal setting, strategy implementation, and reflection on student learning.
- Curriculum committees, such as those for English and mathematics, lead the development and ongoing refinement of whole-school scope and sequence documents. These ensure clear curriculum progression and consistent delivery across year levels.
- Structured academic extension forms a key component of the school's approach to differentiation and tiered support, ensuring high-achieving students are both challenged and engaged in programs that promote higher-order thinking, problem solving, and creativity across key learning areas.
- Staff engage in structured professional learning cycles that include coaching, peer observation, and data-informed reflection, developing staff capacity in high impact teaching strategies and greater instructional consistency.

Recommendations

The review team support the following:

- Finalise and publish the whole-school pedagogical playbook, outlining high-impact, consistent instructional practices tailored to the West Leeming Primary School context and aligned with the Teaching for Impact Framework.
- Develop a whole-school approach to differentiated support for EALD students within mainstream classrooms.

Student achievement and progress

Building on recommendations from the previous Public School Review, the school implemented structured moderation processes, enhanced staff data literacy, and promoted consistent use of assessment tools.

Commendations

The review team validate the following:

- A highly structured, whole-school assessment schedule ensures the efficient collection and analysis of school-based data and enables effective longitudinal tracking of student progress, cohort trends, and the identification of students who require intervention.
- Staff engage in structured analysis of systemic data sets, using disciplined dialogue protocols to explore student progress, identify trends, and inform responsive teaching, intervention and resource allocation.
- Year level teams meet regularly to collaboratively review common assessment tasks, apply School Curriculum and Standards Authority Judging Standards, and analyse data sets using the Student Achievement Information System dashboard. These processes support monitoring grade distribution trends and alignment with like schools.
- On-entry assessment data is used diagnostically to inform planning, develop individual education plans, and identify students requiring Tier 2 or Tier 3 support within the Early Childhood context.

Recommendation

The review team support the following:

- Investigate and implement enhanced tracking processes to streamline student progress and intervention data tracking.

Reviewers	
Craig Stanners Director, Public School Review	Linda Griffin Principal, Nedlands 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 English as an additional language or dialect
- 3 Information and communications technology