

2025 Annual Report



**WEST LEEMING
PRIMARY SCHOOL**

Empowering a culture of opportunities for success

Welcome to West Leeming Primary School

Kaya - Hello and welcome

West Leeming Primary School acknowledges the Whadjuk Noongar people as the Traditional Custodians of the land on which we learn and grow. We pay our respects to Elders past and present and recognise their continuing connection to land, culture and community.

At West Leeming Primary School, we are proud to foster a culture of care, high expectations and opportunity for every student. Our school is a place where students are known, supported and challenged to achieve their personal best.

This Annual Report provides a snapshot of our achievements, progress and ongoing journey of improvement throughout 2025. It reflects our commitment to high-quality teaching, strong relationships and a learning environment where every student can thrive.



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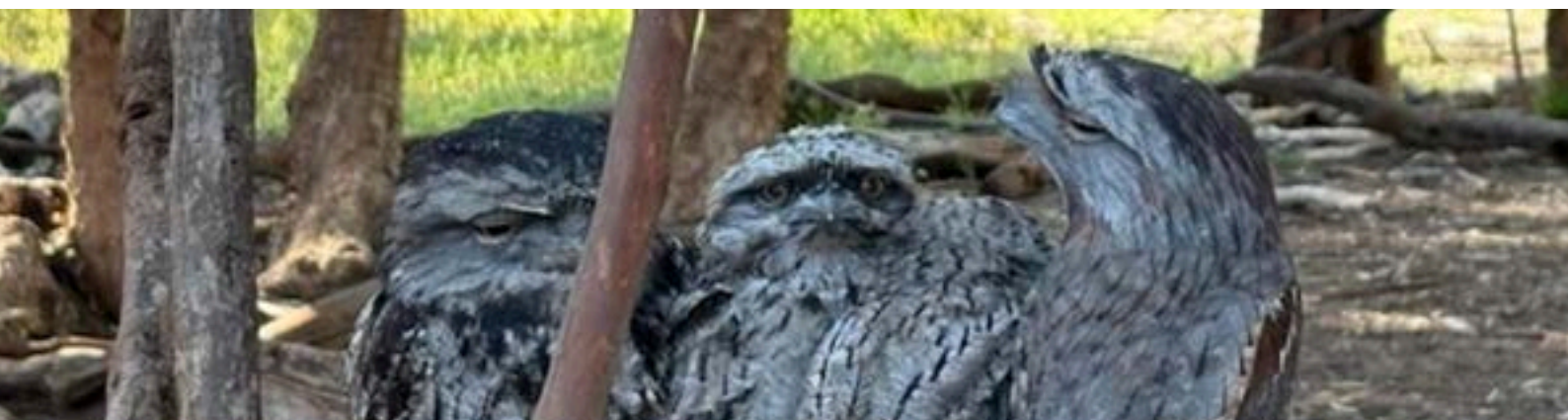
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Principal Report



Care, connection and high-quality learning are at the heart of all we do.

I am pleased to present the West Leeming Primary School Annual Report for 2025. This report reflects a year of purposeful improvement, strong collaboration and sustained progress across our school community. It outlines our achievements, priorities and the collective efforts of our staff, students and community.

The 2025 school year marked a period of leadership transition at West Leeming Primary School. Following Lisa Tucker's appointment to a collegiate principal role at the end of Term 1, I commenced as Principal from Term 2, continuing the school's improvement journey and maintaining momentum in key priorities. This transition was supported through strong governance, collaborative practice and a shared commitment to the school's improvement priorities.

Across the year, our work was guided by the Business Plan, with a clear focus on high-quality teaching, student wellbeing and meaningful partnerships. Staff worked collaboratively to strengthen instructional consistency, refine teaching practice and use assessment information with greater precision to inform planning, intervention and extension. This collective approach strengthened clarity for students, consistency across classrooms and high expectations for every learner.

Teaching and Learning

A key focus in 2025 was strengthening consistent, high-quality teaching practice through West Leeming Primary School's work in the Quality Teaching Strategy and Teaching for Impact. Staff engaged in professional learning, collaborative planning and reflective practice to build a shared understanding of effective teaching and support the implementation of agreed whole-school approaches. This work strengthened instructional consistency across classrooms and provided greater clarity for students about what they were learning and how they were progressing.

Student Support and Wellbeing

Students accessed a broad range of learning opportunities that supported both extension and targeted intervention. Rich curricular and co-curricular experiences across the arts, sciences, languages and sport were complemented by strong participation in academic and problem-solving competitions, including Tournament of Minds and Numero. Whole-school screening processes enabled the early identification of student needs and informed targeted reading support through programs such as the Reading Tutor Program and MacqLit. Student wellbeing was further strengthened through a coordinated Student Services approach, including targeted support from the School Chaplain and other specialist services. Together, these approaches contributed to improved student engagement and wellbeing, supporting students to achieve success.

Leadership and Improvement

Leadership and governance remained key strengths throughout the year. Distributed leadership structures, professional collaboration and targeted professional learning supported staff capacity and consistency of practice. The School Board played an important role in providing strategic oversight and ensuring alignment between improvement priorities and operational planning. A significant milestone in 2025 was the school's participation in a Public School Review conducted by the Department of Education. The process affirmed strong alignment between the school's strategic planning, leadership, teaching practice, wellbeing systems and community partnerships, and provided a clear foundation for sustained improvement.

The achievements of 2025 reflect the professionalism and dedication of our staff, alongside the ongoing support and engagement of our families. I extend my sincere thanks to the School Board and P&C for their continued support. West Leeming Primary School is characterised by high expectations, strong relationships and a shared commitment to continuous improvement. I am proud of what we have achieved together in 2025 and look forward to continuing this work, with a strong focus on sustaining high-quality teaching, strengthening student outcomes and building a culture of continuous improvement across the school.

Jennie Dawson
Principal

2025 at a Glance

A snapshot of key achievements and progress across the school

- Leadership transition successfully managed, ensuring continuity in the school's improvement journey and sustained momentum in key priorities.
- Strong focus on high-quality teaching, with increased consistency of practice across classrooms through Teaching for Impact and the Quality Teaching Strategy.
- Whole-school approach to data-informed planning strengthened, supporting targeted intervention and extension.
- Expanded student support through evidence-based programs, including the Reading Tutor Program and MacqLit.
- Broad range of curricular and co-curricular opportunities
- Student wellbeing strengthened through a coordinated Student Services approach, including targeted pastoral care and specialist supports.
- Distributed leadership structures strengthened, building staff capacity and collaborative practice.
- Public School Review affirmed strong alignment across strategic planning, teaching, wellbeing systems and community partnerships.
- Ongoing support and engagement from families, the School Board and P&C contributing to school success..



School Board Report



The West Leeming Primary School Board plays an important role in the governance of the school by supporting strategic direction, endorsing key documents and representing the voice of the school community. Throughout 2025, the Board worked closely with the Principal and school leadership team to support improvement priorities aligned to the West Leeming Primary School Business Plan 2023–2026, with a strong focus on teaching quality, student wellbeing and sustainable school operations.

Governance and Strategic Direction

The Board met 8 times during the year, including the Annual Public Meeting held at the end of 2025. These meetings enabled regular governance oversight, transparent decision making and opportunities for community accountability. Ongoing meetings between the Board Chair and Principal supported effective planning and continuity of governance across the year. Following a change in school leadership at the end of Term 1, the Board supported leadership continuity and stability during the appointment of the new Principal in Term 2. The Board continued to work collaboratively with school leadership to ensure momentum was maintained across strategic priorities and day-to-day operations, while also strengthening communication and engagement with the school community.

Public School Review

A significant focus for the Board in 2025 was the school's participation in a Public School Review. Board representatives contributed to the validation visit, providing a community and governance perspective and supporting the school to demonstrate strong self-assessment, effective leadership and alignment between planning, practice and outcomes. The Board welcomed the review recommendations, which affirmed the school's positive culture, strong leadership, consistency of teaching practice and clear strategic direction for ongoing improvement.

Board Responsibilities and Oversight

Throughout the year, the Board fulfilled its legislative responsibilities by endorsing policies and key documents, providing strategic advice and monitoring school performance information. This included oversight of progress against the School Business Plan, consideration of student achievement and wellbeing data, review of NAPLAN and On-entry information, and analysis of School Culture Survey feedback from students, staff and families to inform continuous improvement and future planning.

The Board also undertook review and endorsement of school policies, charges and contributions, and planning related to staffing, class structures and professional learning. A continued focus on stewardship of resources supported responsible financial and operational decision making, ensuring that staffing, facilities and funding decisions were aligned with student need, equity and long-term sustainability.

Monitoring and School Improvement

In addition, the Board maintained oversight of key areas of strategic development, including initiatives supporting inclusion and neurodiversity, ongoing facilities planning and enhancement, and the continued implementation of priorities within the 2023–2026 Business Plan. Progress against improvement targets was monitored throughout the year, with completed actions noted and remaining priorities identified for continued focus. The Board also engaged in review of student achievement data across curriculum areas and considered how assessment information informs whole-school planning and targeted intervention.

Acknowledgement of Board Members

The School Board acknowledges the commitment and contribution of all Board members throughout 2025. Through respectful dialogue, informed decision making and strong collaboration, the Board continued to support the school's vision to empower and embrace a culture of opportunities for success and to act in the best interests of all students.

The Board also acknowledges the leadership and contribution of Mark Molloy, who concluded his tenure as Board Chair at the end of Term 3, 2025. His commitment to governance, collaboration and the West Leeming Primary School community is sincerely appreciated.

This report is presented on behalf of the West Leeming Primary School Board as a summary of its governance, oversight and contribution during 2025.

School Board Report

Key Highlights

- Active governance supporting school improvement priorities
- Strong involvement in Public School Review validation
- Ongoing monitoring of Business Plan progress and performance data
- Endorsement of key policies, financial planning and strategic initiatives
- Continued focus on community voice and engagement

School Board Membership

The composition of the School Board evolved throughout 2025, reflecting transitions in leadership and representation as members completed their tenure. The Board acknowledges the contribution of all members and values the continuity and strength of governance maintained across the year.

Board Chair	Rachael Pui (Term 4) Mark Molloy (Terms 1-3)
Principal	Jennie Dawson (Terms 2-4), Lisa Tucker (Term 1)
Parent representatives	Mandy Goh, Kate Reid, Natalie Williams, Rachael Pui, Mark Molloy
Staff Representatives	Josh Butler, Natalie Smallman, Chrissy Marcelli, Kim Saw (Terms 1-3), Michelle Howell (Term 4)
Community Representative	Jan Miles
Executive Officer	Angie Brierley



P&C Report

The West Leeming Primary School Parents and Citizens' Association (P&C) plays a vital role in supporting the school community through strong partnerships, service provision and fundraising. In 2025, the P&C worked closely with the Principal and staff to support initiatives that enhanced student wellbeing, strengthened community connection and contributed to a positive and inclusive school environment.

Supporting Families and School Operations

A key focus of the P&C is the provision of services that directly support families. Throughout the year, the P&C continued to operate the school uniform shop on site, ensuring convenient access for families and supporting the transition to the new school logo through the collection, reuse and recycling of uniforms. The P&C also coordinated the school canteen, managing lunch orders and volunteers and overseeing food services through a partnership with Leeming Senior High School. Operating twice per week, this service continued to be highly valued by families and contributed positively to students' school experience.

Fundraising and Community Engagement

Fundraising activities remained an important part of the P&C's work in 2025, supporting both school priorities and community engagement. A range of events were held across the year, providing opportunities for families and the wider community to connect while raising funds to support the school. Funds raised were directed towards initiatives that made a tangible difference for students and staff, including improvements to school facilities, support for student leadership and enrichment opportunities, and resources that enhance student participation and recognition.

The P&C also supported parent learning and engagement through funding information sessions that provided families with practical strategies to support their children at school and at home. In addition, P&C representatives contributed a parent and community perspective during the school's Public School Review, supporting the school in demonstrating strong partnership, self-assessment and alignment between planning, practice and outcomes.

Partnership and Contribution

The P&C met regularly throughout the year to plan activities, manage operations and maintain open communication with the school community. The association sincerely thanks all parents, carers and community members who volunteered their time and energy in 2025. We acknowledge the dedication of the P&C Executive and thank the Principal, School Board and staff for their ongoing collaboration and partnership. Together, we look forward to continuing to support positive outcomes for students and strengthening our school community.

2025 P&C Executive and Convenors

- President: Grainne Smith
- Vice President: Tracey Sweetman
- Treasurer: Kirsteen Ross
- Secretary: Douglass Pott
- Uniform Shop Convenor: Shannon Rees
- Fundraising Convenor: Karis Tsapazi

P&C funding supported:

- Fans (undercover area)
- Parent Workshops
 - ADHD with Me
 - Cyber Safety
- Library air-conditioning
- Grip Leadership - Year 6
- End of year awards
- Year 6 Graduation

P&C fundraising & events:

- Student Disco
- Quiz Night
- Easter Raffle
- Movie Fundraiser
- Election Day BBQ & cake stall
- Mothers & Father's Day Stalls

P&C services

- Onsite services supporting families:
- School Uniform Shop
- Canteen lunch service



Our School Community

West Leeming Primary School is a vibrant and inclusive learning community committed to providing high-quality teaching and learning that supports every student to achieve success. Teaching and learning decisions are guided by a strong focus on evidence-informed practice, clarity of instruction and high expectations for all learners. Students are supported to become confident, capable and engaged learners within safe, supportive and engaging learning environments that promote positive relationships, a strong sense of belonging and student engagement.

Our school values strong partnerships with parents, carers and the wider community. Families are actively engaged in their child's learning journey, and open communication and collaboration are central to supporting positive outcomes for students. These partnerships strengthen our school community and contribute to a rich educational experience that is academically, socially and emotionally rewarding.

Our Vision

Empower and embrace a culture of opportunities for success

At West Leeming Primary School, this vision reflects our commitment to creating a learning environment where every student is known, supported and challenged to achieve their best.

It recognises the importance of high-quality teaching, student voice and inclusive practices, ensuring all students are supported through consistent teaching and meaningful learning experiences.

Our Values

At West Leeming Primary School, the Care values underpin our school culture and guide expectations for behaviour, learning and relationships.

These values support a consistent and positive approach to student behaviour, promoting personal responsibility, respect for others and care for our shared environment.

Through clear expectations and a whole-school approach, our Care values support a safe, inclusive and supportive learning environment where students are encouraged to make positive choices and contribute to the wellbeing of the school community.

At West Leeming, we care



Our Students

433

fulltime students
Semester 2

19

classes (K-6)

1120

ICSEA
Decile 1

39%

of students with a
language background
other than English

4.6%

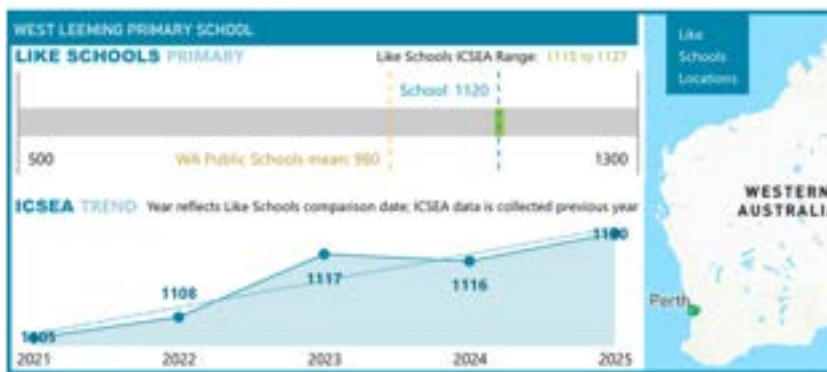
of students with a
diagnosed
disability

0.5%

Aboriginal students

Student Profile

West Leeming Primary School is a local intake independent public primary school providing education for students from Kindergarten to Year 6. In Semester 2, 2025, the school had an enrolment of 433 full-time students, reflecting typical cohort movement and demographic patterns within the local community. The school operated 16 Pre-primary to Year 6 classrooms and 3 Kindergarten groups. Structures were designed to support consistent teaching practices, targeted intervention and extension, and strong pastoral care across all year levels.



School Context

West Leeming Primary School has an Index of Community Socio-Educational Advantage (ICSEA) value of 1120, placing the school in Decile 1. ICSEA is a nationally consistent measure that groups schools with similar socio-educational contexts based on parental education and occupation. This provides important context for understanding student achievement and progress and supports meaningful comparison with like schools.

Student Diversity and Inclusion

The student population reflected a culturally and linguistically diverse community. In 2025, 39% of students were identified as having a language background other than English. The school implemented targeted support for students with English as an Additional Language or Dialect (EALD), alongside inclusive classroom practices, to ensure students could access the curriculum and demonstrate their learning. Students with disability comprised 4.6% of the student population and were supported through differentiated classroom practice, targeted intervention and, where required, additional resourcing and external support. Aboriginal students comprised 0.5% of the student population.

Supporting Student Success

West Leeming Primary School worked in close partnership with families to support continuity of learning, student engagement and wellbeing. A clear understanding of the student context informed planning, resource allocation and targeted support strategies, ensuring teaching and learning programs were responsive to the needs of all students.



Year 6 Leadership, Transition and Milestones

Student Leadership

The Year 6 cohort at West Leeming Primary School was provided with a range of leadership, transition and celebratory experiences in 2025 that supported their development as senior students and prepared them for secondary schooling.

Formal leadership opportunities were underpinned by a clear and transparent selection process, including speeches, interviews and peer input. This approach ensured fairness and enabled students to take on roles aligned with the school's values.

In 2025, additional structures were introduced to strengthen student voice and participation. Two Science Captain positions were established in Semester 2, providing further opportunities for students to contribute to whole-school initiatives. Formal roles included Student Councillors, Faction Captains, Visual Arts Captains and Science Captains.

Leadership development was further strengthened through a focus on inclusive practices, recognising that leadership extends beyond formal roles. All Year 6 students were encouraged to demonstrate leadership through their behaviour, participation and contribution to school life, with opportunities to build confidence, resilience and responsibility.

Year 6 Experiences

The Year 6 program provided a range of shared experiences that marked significant milestones in students' primary school journey. These opportunities supported student engagement, strengthened connections and fostered a strong sense of achievement and belonging as students prepared for transition to secondary school.

Students participated in the GRIP Leadership Conference, school camp, graduation assembly, river cruise and luncheon, a 'Big Day Out' at Perth Aqua Park, the traditional ringing of the bell ceremony on the final day of school and formal recognition at the Presentation Evening.

Transition to Secondary School

Supporting a smooth transition to secondary school remained a key focus throughout 2025. Year 6 teachers completed detailed transition handover summaries to support continuity of learning and wellbeing.

Students participated in orientation days at their future high schools, with transition further supported through wellbeing sessions delivered by the West Leeming Primary School Chaplain. The Leeming Senior High School Chaplain also worked with students to discuss transition, respond to questions and support students to feel prepared and confident for the next stage of their education.

At the conclusion of the school year, 45 Year 6 students transitioned to a range of secondary schools, including local public schools, specialist programs and independent schools. These pathways reflected individual student interests, strengths and aspirations.

Destination Schools – Year 6 Students

Destination School	Number	Destination School	Number
Leeming Senior Highschool	26	Christian Brothers College	1
Kennedy Baptist College	5	Fremantle Christian College	1
Corpus Christi College	3	Perth Waldorf School	1
John Curtin College of the Arts	2	Rossmoyne Senior High School	1
Applecross Senior High School	1	Southern River College	1
Atwell College	1	Wesley College	1
Australian Christian College	1	Willetton Senior College	1
Total Students			45



Our Staff

Total Staff
36.5 FTE

Leadership
3 FTE

Teaching Staff
23.9 FTE

Allied Professionals
9.6 FTE

FTE = Full time equivalent

West Leeming Primary School is supported by a committed, diverse and highly capable workforce, including school leadership, teaching staff, administrative staff and allied professionals who work collaboratively to support high-quality teaching, student wellbeing and school operations. The staffing profile reflects the range of roles required to deliver effective classroom practice, strong student support and efficient school organisation.

Teaching and Learning

The school benefited from specialist teaching roles in French, science, physical education, visual art and music, alongside an Impact Coach and EALD Coordinator. These roles strengthened teaching practice, supported targeted intervention and extension, and contributed to consistent, evidence-informed approaches across the school.

The staff profile also included a number of Level 3 Classroom Teachers and Senior Teachers who provided instructional leadership, mentoring and support for colleagues. Level 3 Classroom Teachers are recognised by the Department of Education as highly accomplished teachers who demonstrate exemplary classroom practice and contribute to whole-school improvement through leadership of teaching and learning.

Together, this depth of expertise supported ongoing professional growth, collaboration and the consistent implementation of high-impact teaching strategies across the school.

Staffing Overview

Staff numbers and full-time equivalent (FTE) allocations are outlined in the table, reflecting a balanced staffing structure that supports teaching, learning and student wellbeing.

Staff Category	No.	FTE
Administration Staff		
Principal	1	1
Deputy Principals	2	2
Total Administration Staff	3	3
Teaching Staff		
Level 3 Teachers	5	4.8
Other Teaching Staff	27	19.1
Total Teaching Staff	32	23.9
Allied Professionals		
Clerical / Administrative	3	2.6
Gardening / Maintenance	1	0.6
Other Allied Professionals	8	6.4
Total Allied Professionals	12	9.6



Attendance

93.5%

Overall attendance rate

Above

WA Public Schools

82%

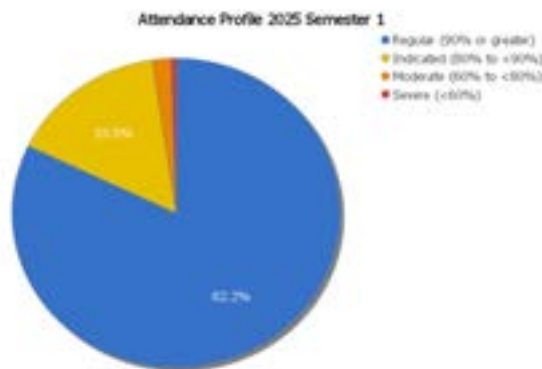
of students attended at or above 90%

Strong

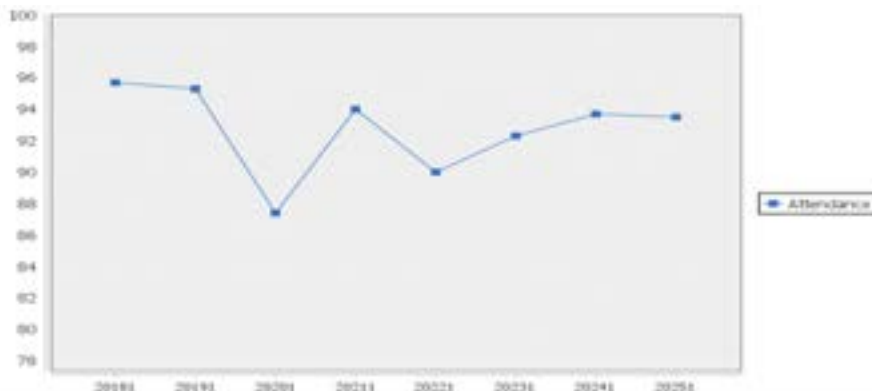
post-COVID recovery over time

Student attendance at West Leeming Primary School remained strong in 2025. In Semester 1, the overall attendance rate was 93.5%, continuing a trend above WA public schools and comparable to, or above, like schools.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.3%	92%	90.3%	96.3%	84.4%	74.3%	92.3%	91.9%	88.9%
2024	93.7%	92.8%	91%	97%	83.1%	74.3%	93.7%	92.6%	89.4%
2025	93.5%	92.9%	90.7%	95.3%	76.3%	73.2%	93.5%	92.6%	89.1%



The attendance profile shows that the majority of students attend school regularly, with 82% of students attending at or above 90%. This reflects high levels of engagement across the school community.



Longitudinal attendance data demonstrates that, following the COVID period, attendance at West Leeming Primary School has recovered and been sustained at high levels over time. This consistency reflects strong whole-school practices, a positive school culture and effective partnerships with families.

In 2025, the school transitioned to Compass for attendance monitoring in line with Department of Education system updates. Attendance continues to be monitored regularly through consistent whole-school processes, supporting early identification of patterns and timely follow up where required.

While overall attendance remains a strength, the school's ongoing focus is to increase the proportion of students attending more than 90% of the time, recognising the strong link between regular attendance, student engagement and learning success.

Progress and Impact: Business Plan 2023–2026

Business Plan 2023–2026

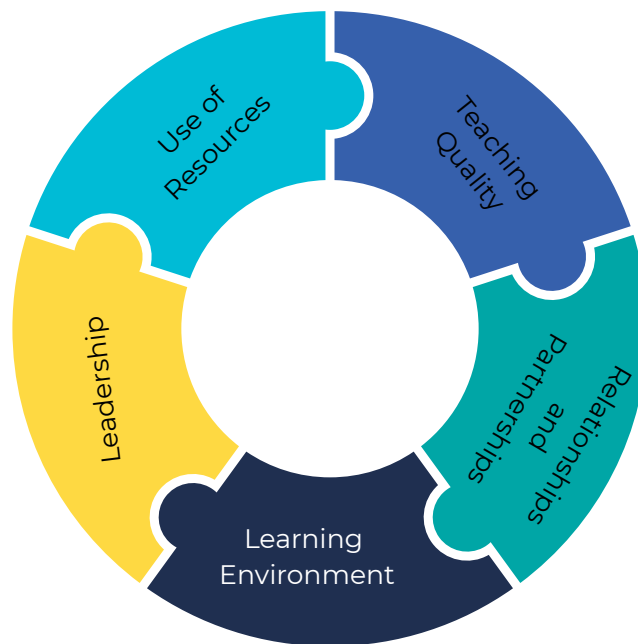
The 2025 Annual Report outlines progress against West Leeming Primary School's Business Plan 2023–2026 and reflects the third year of implementation of the school's strategic directions, improvement targets and key priorities.

Our Strategic Focus

The Business Plan identifies 5 key domains that drive school improvement:

- Relationships and Partnerships – collaborative, purposeful and connected to our school community
- Learning Environment – safe, supportive and engaging for all students
- Teaching Quality – evidence-based, differentiated and aligned to the West Leeming Way
- Leadership – authentic, knowledgeable and focused on school priorities
- Use of Resources – targeted, equitable and aligned to identified priorities

The following sections outline progress made in 2025 across each improvement area. For each domain, key initiatives, actions and evidence of impact are highlighted, demonstrating the school's continued focus on improving student achievement and progress through high-quality teaching and a positive learning environment.



1. Student Achievement and Progress

Key highlights

- Numeracy achievement above like schools, with strong outcomes in both Year 3 and Year 5
- Strong early years achievement, with Year 3 performance above like schools across literacy and numeracy
- Numeracy progress targets achieved, with high and very high progress from Pre-primary to Year 3 exceeding like schools
- Literacy intervention strengthened, including the introduction of DIBELS to support early identification and targeted reading support
- Academic extension programs further refined and strengthened

Overview

In 2025, West Leeming Primary School demonstrated strong and stable student achievement and progress. Year 3 NAPLAN achievement was above like schools across all assessed domains, while Year 5 achievement was more variable, with numeracy above like schools and reading comparable to like schools. Analysis of school-based and systemic data also identified particular strengths in early years achievement, alongside specific literacy domains in the middle and upper primary years as priorities for continued improvement.

Improving student achievement and progress is a core focus of the West Leeming Primary School Business Plan 2023–2026. Throughout 2025, the school continued to prioritise high-quality literacy and numeracy teaching, with a strong emphasis on student growth over time, consistency of teacher judgement and performance relative to like schools. This work was supported by a robust and well-established assessment schedule, including PAT assessments and Brightpath, providing reliable data across year levels.

During 2025, the school used this assessment framework to monitor student achievement and progress and to identify students requiring additional support. A key development in 2025 was the introduction of DIBELS to strengthen early identification of students requiring intervention in reading, supporting more timely and targeted responses. Moderation processes within cohort teams continued to support consistency of teacher judgement.

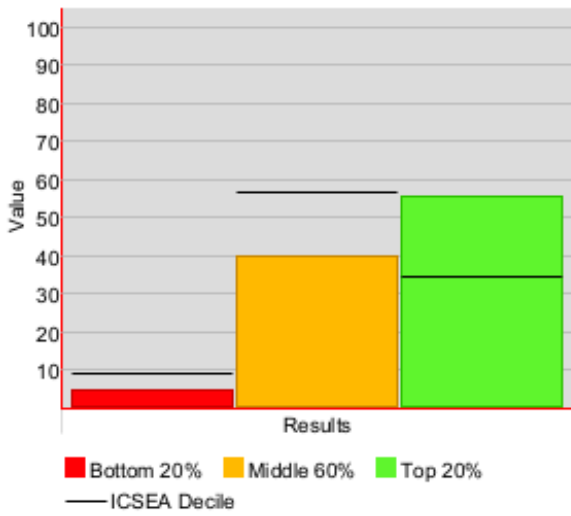
The following section reports against the Student Achievement and Progress improvement strategies and targets for 2025. It outlines the evidence considered, the professional judgements made and the progress achieved, providing a clear account of impact and effectiveness.



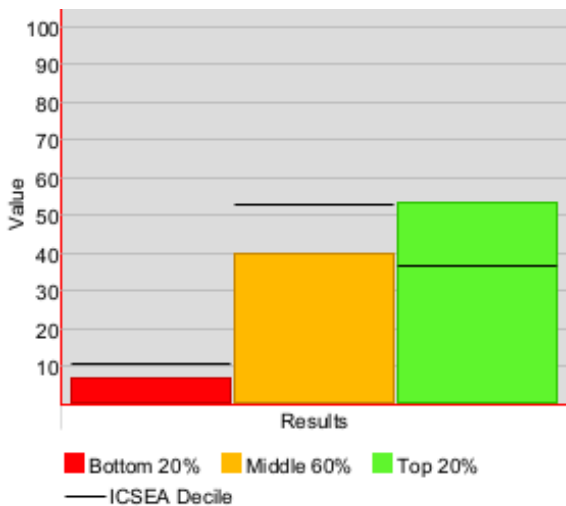
On-entry Assessment: Pre-primary 2025

Strong
early years
foundations

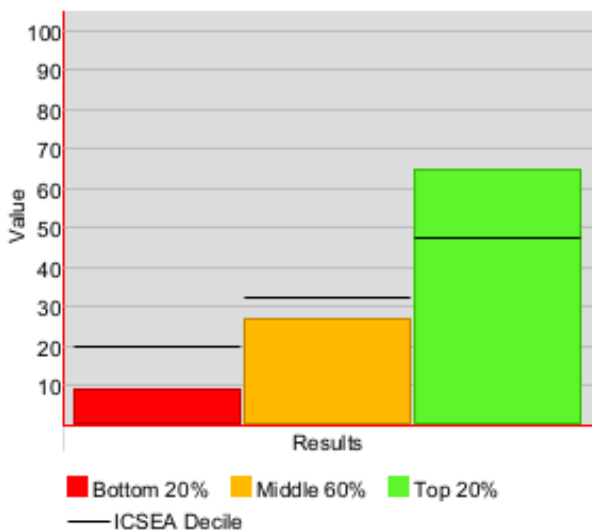
Numeracy



Reading



Writing



On-entry Assessment is a Department of Education assessment conducted in Pre-primary and Year 1 to measure early achievement in literacy and numeracy. It provides information about students' skills in number, reading and writing, supporting teachers to plan, monitor progress and provide targeted support.

Results are compared with schools of similar ICSEA (Index of Community Socio-Educational Advantage). ICSEA groups schools with similar socio-educational backgrounds, allowing for fair and meaningful comparison of student achievement.

2025 Results

In 2025, West Leeming Primary School achieved strong results in the On-entry Assessment across numeracy, reading and writing when compared with schools of similar ICSEA. Results in all three areas were within the top 20% band, indicating strong early years achievement and well-developed foundational skills in literacy and numeracy. Writing was a particular strength, with the highest result across the three assessed areas.

Impact

These results reflect the school's continued focus on high-quality teaching and the development of strong foundational skills in the early years. They demonstrate that students are well supported to build early literacy and numeracy capabilities, underpinning ongoing achievement and progress across the school.

Student Progress: Pre-primary to Year 3

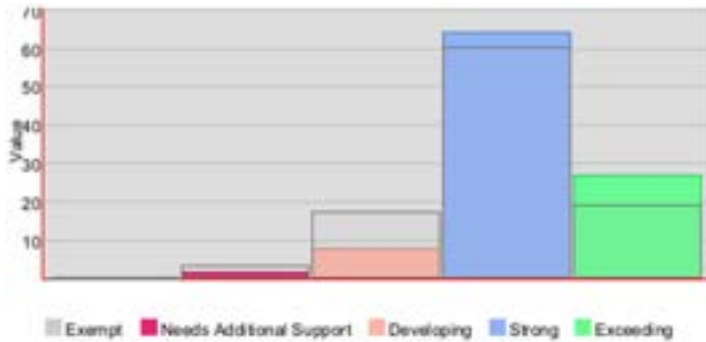
Progress in the early years provides a strong foundation for future learning and remains a key focus at West Leeming Primary School.

Numeracy
Achievement and progress exceed like schools

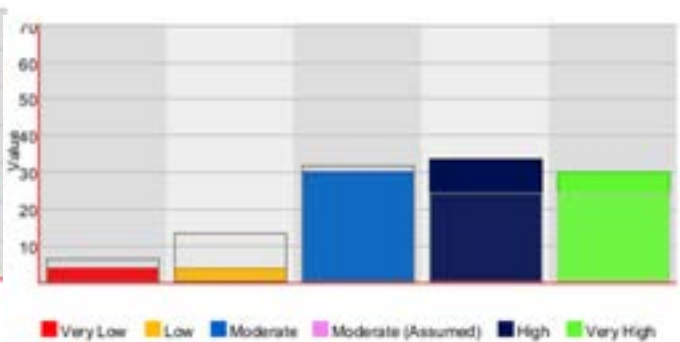
Reading
High achievement sustained from a strong starting point

Overall
Consistent progress demonstrated from On-entry to Year 3

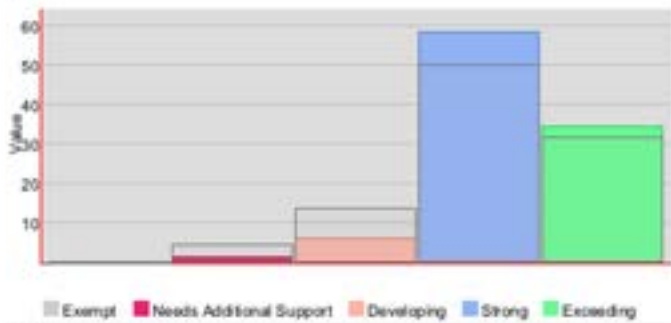
Numeracy Proficiency - Year 3 NAPLAN



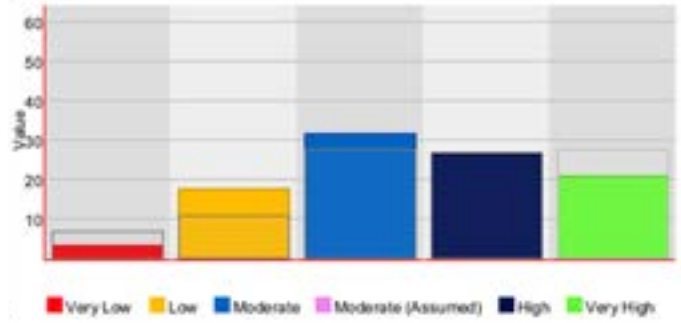
Numeracy Progress: On-entry to Year 3 NAPLAN



Reading Proficiency - Year 3 NAPLAN



Reading Progress: On-entry to Year 3 NAPLAN



Like schools – Grey line

Achievement and Progress

Student progress from Pre-primary to Year 3 was closely monitored in 2025 using systemic On-entry and NAPLAN data, alongside school-based assessment information to support a comprehensive understanding of student growth. In 2025, Year 3 NAPLAN achievement in both reading and numeracy was above like schools, indicating strong overall performance. Numeracy progress was a particular strength, with high and very high progress from Pre-primary to Year 3 exceeding like schools. Reading progress remained strong overall. Longitudinal data demonstrates that student progress from Pre-primary to Year 3 has been sustained over time, reflecting consistent teaching practices and a strong foundation in early years learning.

Supporting Student Progress

Throughout 2025, the school continued to prioritise high-quality literacy and numeracy teaching, with a strong emphasis on explicit instruction, structured lesson design and the consistent use of evidence-based practices aligned to the West Leeming Way. Assessment processes were used to monitor student achievement and progress, enabling early identification of students requiring additional support. Targeted support and differentiated classroom practices supported students to make progress and achieve success. Collaborative planning, data analysis and moderation processes supported consistency of teacher judgement and informed responsive teaching practices across year levels.

Impact

These results reflect the school's ongoing focus on high-quality teaching, early identification of student need and targeted support to improve student learning outcomes.

Numeracy Progress: Year 3 to Year 5

Progress in the middle years reflects students' continued growth and development as they build on early years learning.

Strong
overall progress
from Year 3 to 5

Strong proportion
of students
achieved
Very High
growth

Positive Growth
Trends

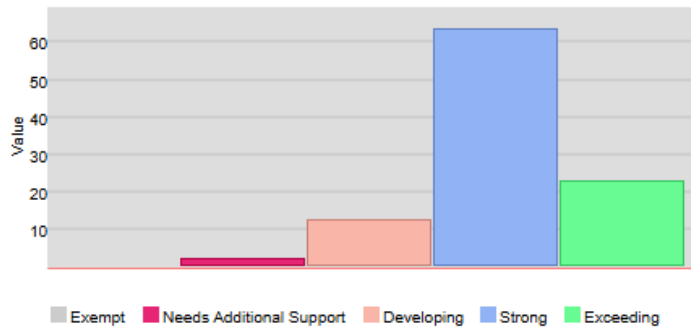
Ongoing
improvement
in numeracy
outcomes

Numeracy Progress Data

2023 Y03

Numeracy - Past Proficiency

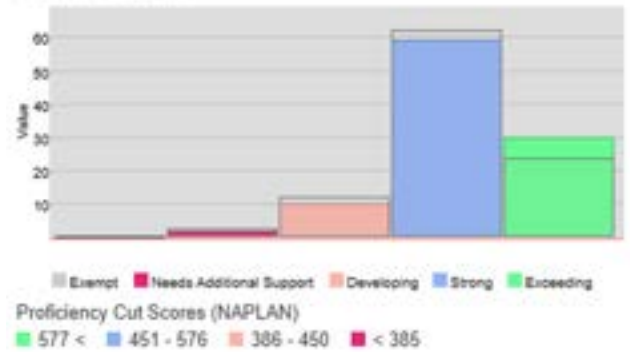
Filters : All Students



Reporting Period: 2025 Y05

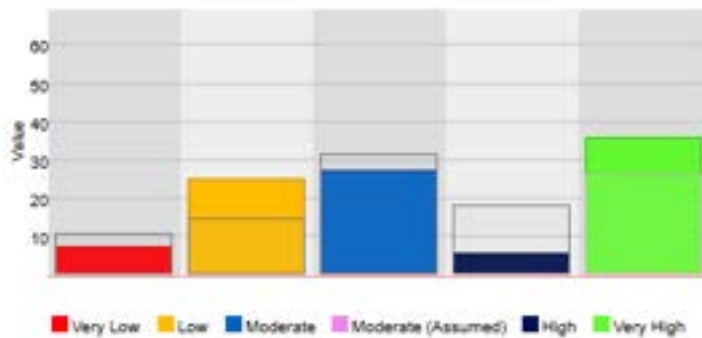
Numeracy - Proficiency

Filters : All Students



Numeracy - Progress

Filters : All Students



Grey line = like schools

Numeracy Achievement

In 2025, NAPLAN data indicated strong student achievement in numeracy at West Leeming Primary School. A higher proportion of students achieved in the Exceeding band compared with like schools, with fewer students in the Developing band. This reflects strong overall performance and well-developed numeracy skills across the cohort.

Numeracy Proficiency

Changes to NAPLAN reporting, including the introduction of proficiency bands, have influenced how progress is measured across years. 2025 represents the first year where direct comparisons could be made using aligned Year 3 and Year 5 data. NAPLAN progress data for this cohort was analysed alongside like schools to understand patterns of student growth and inform ongoing teaching and learning priorities.

In 2025, NAPLAN progress data indicated a strong proportion of students achieving Very High growth in numeracy from Year 3 to Year 5. Overall, students demonstrated positive progress from their Year 3 starting points.

These results reflect the school's continued focus on high-quality teaching and consistent instructional practices to support student growth in numeracy.

Reading Progress: Year 3 to Year 5

Strong
reading
achievement
sustained

**High and
Very High**
progress above
like schools

Most students
achieving at
**strong or
exceeding**

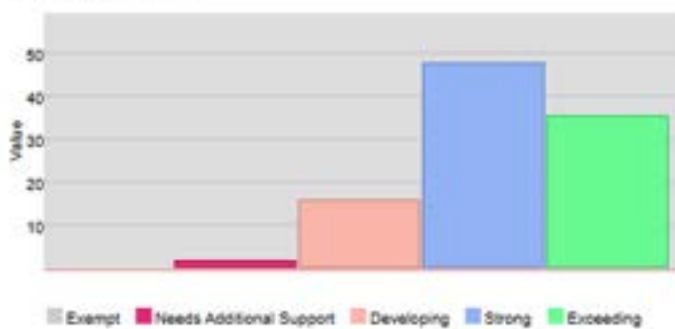
**Consistent
growth**
across cohorts

Reading Progress Data

Reporting Period: 2023 Y03

Reading - Past Proficiency

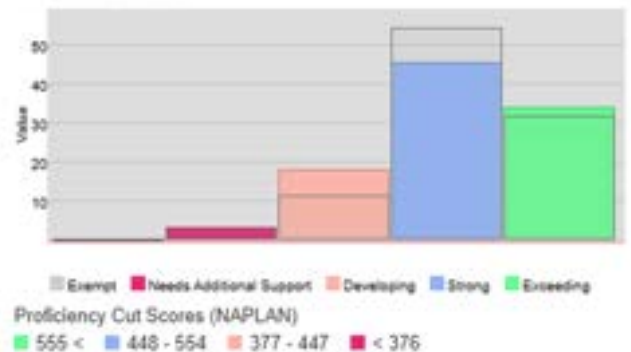
Filters : All Students



Reporting Period: 2025 Y05

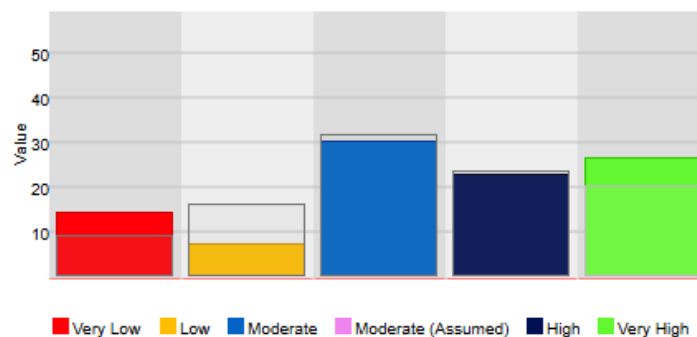
Reading - Proficiency

Filters : All Students



Reading - Progress

Filters : All Students



Grey line = like schools

Reading Achievement (Proficiency)

In 2025, reading achievement remained strong at West Leeming Primary School, with a high proportion of Year 5 students achieving in the Strong and Exceeding proficiency bands in NAPLAN. Compared to this cohort's performance in Year 3, achievement levels have been maintained over time, with Strong remaining the dominant band. The distribution across proficiency bands remained stable, with Needs Additional Support representing a small proportion of students.

Reading Progress

In 2025, NAPLAN progress data indicated a strong proportion of students achieving High and Very High growth in reading from Year 3 to Year 5, performing above like schools. Overall, students demonstrated positive progress from their Year 3 starting points.

These results reflect the school's continued focus on high-quality teaching and consistent instructional practices to support student growth in reading.

Writing Progress: Year 3 to Year 5

Strong
remains
dominant band

**Moderate to
high**
growth evident

Most students
achieving at the
**Strong
level**

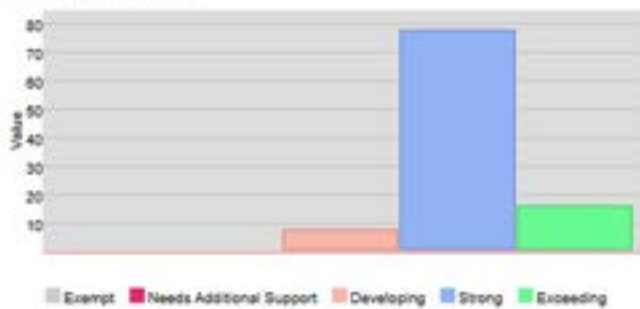
**Steady
progress**
for many students

Writing Progress Data

Reporting Period: 2023 Y03

Writing - Past Proficiency

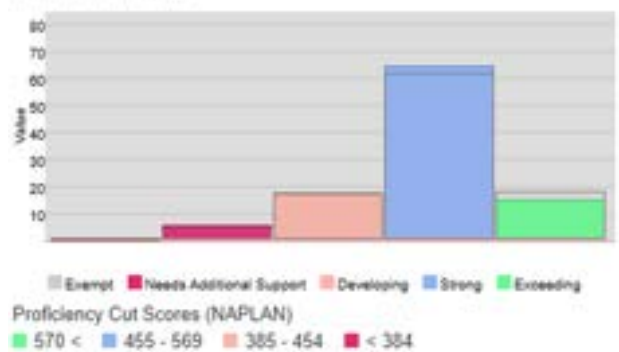
Filters : All Students



Reporting Period: 2025 Y05

Writing - Proficiency

Filters : All Students

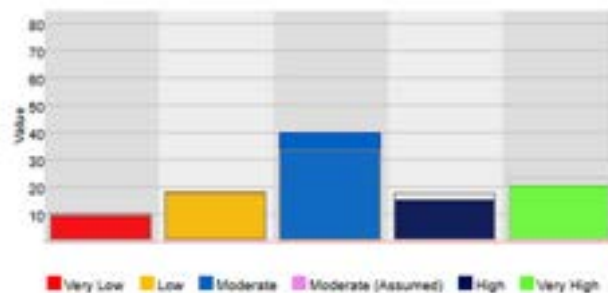


Year 5 WEST LEEMING PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Progress

Filters : All Students



Writing Achievement (Proficiency)

In 2025, writing achievement remained solid, with a high proportion of Year 5 students achieving in the Strong proficiency band in NAPLAN. Compared to this cohort's performance in Year 3, Strong remained the dominant band, reflecting stable achievement over time. There was also an increase in the proportion of students in the Developing band, indicating some variability in achievement across the cohort.

Writing Progress

In 2025, NAPLAN progress data indicated that many students demonstrated Moderate growth in writing from Year 3 to Year 5, with a proportion of students achieving High and Very High growth. Overall, this reflects positive progress, with some variability across the cohort.

Writing has been identified as an area for continued focus, particularly in strengthening growth at the higher end and supporting students to move from Developing to Strong and Exceeding. This work is supported through a continued focus on high-quality teaching and consistent instructional practices to improve writing outcomes.

Numeracy Achievement - NAPLAN

**Achievement
above
like schools**

**Strong
performance in
Year 3 and 5**

Majority of students
achieving at
**Strong or
Exceeding
levels**

Strong
early years
foundations
supporting sustained
achievement

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	23%	33%	27%	21%	18%	19%	10%	8%	8%
Strong	378 - 492	62%	59%	64%	62%	62%	60%	50%	50%	50%
Developing	311 - 377	13%	9%	7%	13%	17%	17%	25%	27%	27%
NAS	310 and below	2%	0%	1%	3%	3%	3%	14%	13%	13%

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	17%	26%	30%	23%	27%	24%	10%	11%	11%
Strong	451 - 576	66%	57%	59%	63%	59%	62%	53%	53%	54%
Developing	386 - 450	15%	17%	10%	10%	12%	12%	23%	23%	23%
NAS	385 and below	2%	0%	2%	3%	2%	3%	12%	12%	11%

Summary

- Year 3 and Year 5 numeracy achievement was above like schools
- Performance remained strong and above Western Australian public school averages
- Strong early years numeracy outcomes supported sustained achievement over time

Cohort outcomes

- Year 3: Strong cohort achievement, with a high proportion of students achieving at Strong and Exceeding levels, reflecting effective early numeracy instruction
- Year 5: Sustained achievement above like schools, with a strong proportion of students performing at higher proficiency levels as mathematical demands increased

Teaching and support

- Consistent implementation of evidence-based numeracy practices
- Structured teaching of number, problem-solving and mathematical reasoning across all year levels
- Use of the Concrete–Representational–Abstract (CRA) approach to support conceptual understanding
- Application of Polya’s problem-solving strategies to develop students’ reasoning and problem-solving skills
- Ongoing use of assessment and data analysis to monitor student achievement and inform planning
- Differentiated teaching to support students requiring additional support and extend those achieving at higher levels

Overall, numeracy achievement in 2025 remained strong and above like schools, supported by consistent teaching practices, data-informed planning and targeted intervention and extension.

Reading Achievement - NAPLAN

Strong
reading
achievement
sustained from
Year 3 to 5

Year 3
achievement
above
like schools

Majority of students
achieving at
**Strong or
Exceeding
levels**

Achievement in
Year 5 broadly
comparable
to like schools

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	31%	35%	34%	30%	33%	31%	15%	16%	14%
Strong	368 - 480	51%	59%	58%	53%	49%	50%	46%	44%	44%
Developing	282 - 367	15%	4%	6%	14%	12%	14%	25%	22%	24%
NAS	281 and below	3%	2%	1%	3%	6%	5%	13%	16%	16%

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	28%	29%	34%	34%	36%	32%	16%	17%	16%
Strong	448 - 554	66%	52%	45%	55%	51%	54%	52%	48%	51%
Developing	377 - 447	6%	17%	18%	8%	10%	11%	20%	21%	21%
NAS	376 and below	0%	2%	3%	2%	2%	3%	10%	13%	11%

Summary

- Year 3 reading achievement was above like schools, while Year 5 achievement was broadly comparable to like schools
- Performance remained above Western Australian public school averages
- Strong early reading outcomes supported sustained achievement over time

Cohort outcomes

- Year 3: Strong cohort achievement, reflecting effective early reading instruction and a small proportion of students performing below expected levels
- Year 5: Achievement remained broadly aligned with like schools, with a distribution across proficiency levels as reading demands increased in the upper primary years

Teaching and support

- Structured synthetic phonics and phonological awareness programs in Kindergarten to Year 2
- Consistent comprehension instruction from Kindergarten to Year 6 through Reading Comprehension: The West Leeming Way
- DIBELS screening from Pre-primary to Year 6 to monitor foundational reading skills
- Targeted intervention through the Reading Tutor Program (Years 2–3) and MacqLit (Years 3–6)

Overall, reading achievement in 2025 remained strong, with above-like school performance in Year 3 and broadly comparable outcomes in Year 5, supported by consistent teaching practices, early identification and targeted intervention.

Writing Achievement - NAPLAN

Strong
writing
achievement
sustained across
school

Year 3
achievement
above
like schools

Majority of students
achieving at
**Strong or
Exceeding
levels**

Achievement in
Year 5
comparable
to like schools

Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	16%	33%	12%	18%	18%	11%	7%	7%	4%
Strong	370 - 502	75%	61%	83%	75%	74%	79%	65%	66%	68%
Developing	296 - 369	8%	7%	5%	5%	7%	8%	17%	17%	18%
NAS	295 and below	0%	0%	0%	2%	2%	2%	9%	9%	8%

Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	18%	16%	15%	18%	20%	18%	9%	9%	7%
Strong	455 - 569	65%	56%	64%	65%	64%	62%	53%	53%	53%
Developing	385 - 454	14%	21%	16%	13%	12%	17%	25%	25%	26%
NAS	384 and below	3%	7%	5%	4%	4%	3%	12%	11%	12%

Summary:

- Year 3 writing achievement was above like schools, with strong performance across the cohort
- Year 5 achievement was broadly comparable to like schools, with most students achieving within the Strong and Exceeding proficiency bands
- Consistent performance across cohorts reflects embedded whole-school writing practices

Cohort outcomes:

- Year 3: A high proportion of students achieved at or above the Strong standard, reflecting effective early writing instruction and a strong foundation in writing
- Year 5: Writing achievement remained comparable to like schools, with most students achieving within the Strong proficiency band as writing demands increased in the upper primary years

Teaching and support:

- A whole-school Writing Genre Scope and Sequence supports consistent progression of text types from Kindergarten to Year 6
- Explicit teaching of genre structures, language features and writing conventions across year levels
- Writing progress monitored through NAPLAN and Brightpath Writing Assessment
- Assessment evidence used to inform planning, moderation, differentiation and targeted support

Overall, writing achievement in 2025 remained aligned with like schools, supported by consistent instructional approaches, explicit teaching and ongoing use of assessment to inform improvement.

Spelling Achievement - NAPLAN

Strong
achievement in
early years

Year 3
achievement
above
like schools

Spelling identified as
a **priority** for
improvement in
middle and upper
years

Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	15%	17%	34%	26%	24%	22%	14%	14%	14%
Strong	380 - 488	59%	61%	46%	51%	53%	53%	42%	44%	42%
Developing	294 - 379	21%	22%	18%	21%	19%	23%	28%	27%	28%
NAS	293 and below	5%	0%	1%	2%	3%	2%	14%	14%	14%

Proficiency Level	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	553 and above	29%	26%	20%	32%	37%	32%	19%	19%	19%
Strong	451 - 552	51%	60%	56%	52%	46%	51%	47%	46%	48%
Developing	378 - 450	17%	10%	21%	13%	13%	13%	22%	21%	21%
NAS	377 and below	3%	5%	3%	3%	4%	3%	11%	11%	11%

Summary:

- Year 3 spelling achievement was above like schools, reflecting strong early years instruction
- Year 5 spelling achievement was below like schools, with fewer students achieving at the Exceeding level
- Spelling has been identified as a priority area for improvement across the school

Cohort outcomes:

- Year 3: Strong cohort achievement, with a high proportion of students achieving at Strong and Exceeding levels. These results reflect effective phonics and spelling instruction in the early years
- Year 5: Achievement was below like schools, with most students achieving within the Strong proficiency band and fewer students reaching the Exceeding level. This indicates the need to strengthen spelling outcomes as students progress through the upper primary year

Teaching and support:

- Whole-school Phonics and Spelling Scope and Sequence supports consistency from Kindergarten to Year 6
- Student progress monitored through Letters and Sounds tracking (Kindergarten to Year 2) and PAT Spelling assessments (Years 3–6), alongside classroom-based assessment evidence
- In response to longitudinal data trends, Word Origins will be introduced in Years 3–6 from 2026 to strengthen morphological knowledge, vocabulary development and spelling accuracy

Overall, spelling data in 2025 identified strengths in the early years and a specific improvement priority in the middle and upper primary years, which is informing targeted whole-school action.

Grammar and Punctuation Achievement - NAPLAN

Strong
foundations in
early years

Year 3
achievement
above
like schools

Continued focus on
strengthening
outcomes in upper
primary

Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	523 and above	16%	33%	25%	16%	22%	20%	7%	9%	9%
Strong	404 - 522	57%	46%	63%	57%	49%	52%	42%	40%	38%
Developing	312 - 403	21%	20%	10%	21%	21%	21%	32%	28%	28%
NAS	311 and below	5%	2%	1%	6%	7%	7%	18%	21%	23%

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	17%	17%	26%	25%	30%	29%	12%	12%	14%
Strong	470 - 581	57%	64%	52%	56%	52%	53%	48%	48%	45%
Developing	397 - 469	23%	17%	15%	16%	15%	14%	26%	24%	24%
NAS	396 and below	3%	2%	7%	3%	3%	4%	13%	14%	16%

Summary:

- Year 3 grammar and punctuation achievement was above like schools, reflecting strong early writing instruction
- Year 5 achievement was broadly below like schools, with some variation in performance compared with similar schools
- Grammar and punctuation has been identified as an area for continued focus in the upper primary years

Cohort outcomes:

- Year 3: Strong cohort achievement, with a high proportion of students achieving at Strong and Exceeding levels and fewer students in the Developing band compared with like schools. These results reflect effective early instruction and a strong foundation in grammar and punctuation
- Year 5: Achievement was below like schools, with fewer students achieving at the higher proficiency levels. This highlights the need to strengthen grammar and punctuation outcomes as students' progress through the upper primary years

Teaching and support:

- A whole-school Grammar and Punctuation Scope and Sequence implemented to ensure consistent progression from Kindergarten to Year 6
- Explicit teaching of sentence structure, grammar and punctuation across all year levels
- Targeted instruction through Reading Comprehension: The West Leeming Way, supporting students to apply grammar and punctuation within meaningful reading and writing contexts
- Integration of grammar and punctuation within literature-based units, strengthening application and understanding

Overall, writing achievement in 2025 remained aligned with like schools, supported by consistent instructional approaches, explicit teaching and ongoing use of assessment to inform improvement.

Comparative Performance- NAPLAN

Comparative performance values are benchmarked against ICSEA and, where available, prior cohort performance, indicating achievement relative to expected levels.

Year 3	Performance		
	2023	2024	2025
Numeracy	0.4	2.0	1.3
Reading	0.2	1.4	1.0
Writing	0.0	0.9	0.6
Spelling	-0.3	0.4	0.7
Grammar & Punctuation	0.2	1.5	1.0

Year 5	Performance		
	2023	2024	2025
Numeracy	0.0	-0.2	0.5
Reading	0.1	-0.3	-0.2
Writing	0.0	-0.9	-0.4
Spelling	-0.2	-0.4	-1.1
Grammar & Punctuation	-0.3	-0.6	-1.1

Comparative NAPLAN performance data for Years 3 and 5 indicates that West Leeming Primary School continues to achieve outcomes that are generally aligned with, and in some areas above, expectations when benchmarked against schools with a similar ICSEA profile and prior cohort performance.

In Year 3, comparative performance in 2025 was above expected levels across reading, numeracy, spelling, and grammar and punctuation, with writing close to expected levels. These results reflect strong achievement for students at this stage of schooling relative to like schools.

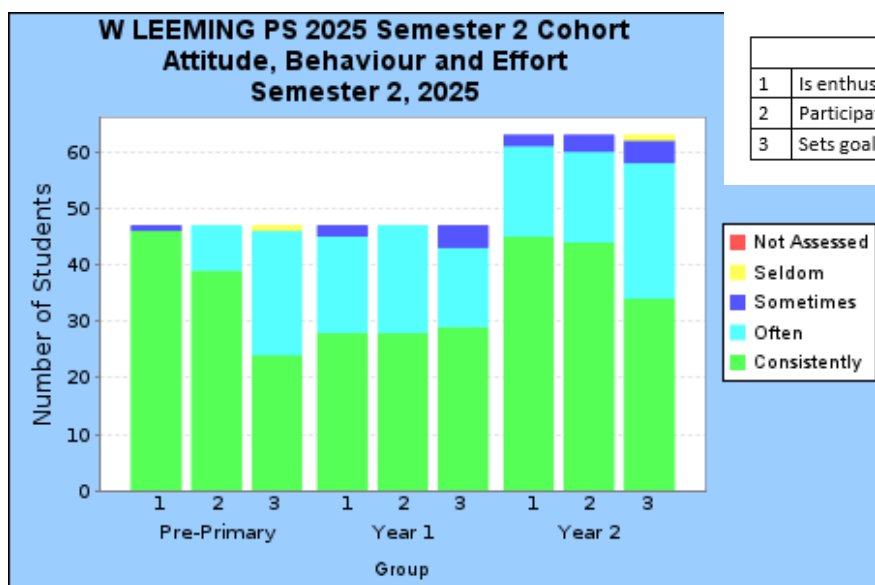
In Year 5, comparative performance reflects both ICSEA and the cohort's prior achievement. In 2025, numeracy outcomes were above expected levels, while reading and writing were close to expected levels. Spelling and grammar and punctuation were below expected growth benchmarks, indicating an area for continued focus in the middle and upper primary years.

These results are being used to inform targeted whole-school improvement actions, with a continued emphasis on strengthening growth through explicit teaching, consistent instructional approaches and targeted intervention, particularly in Years 3 to 6.



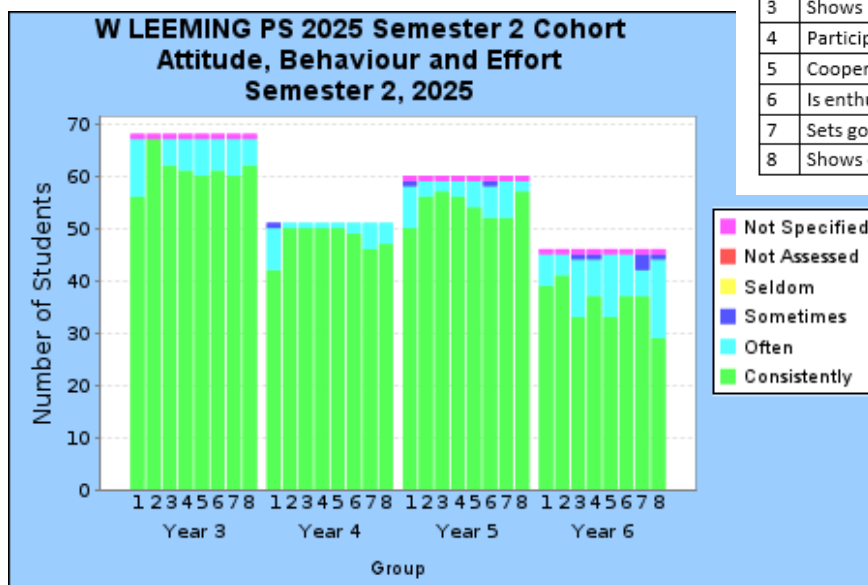
Student Non-Academic Performance Summary

The attitude, behaviour and effort of students at West Leeming are formally reported to parents twice a year as part of their Semester 1 and Semester 2 formal reports. The following graphs shows the results of our students from Pre-primary to Year 6 in Semester 2, 2025. The first graph (Pre-primary to year 2) highlights student achievement across the 3 reported domains. The second graph (year 3 to year 6) includes student performance in the 8 domains that are assessed.



Attitude, Behaviour and Effort Key	
1	Is enthusiastic about learning
2	Participates responsibly
3	Sets goals and works towards them

Not Assessed	Red
Seldom	Yellow
Sometimes	Blue
Often	Cyan
Consistently	Green



Attitude, Behaviour and Effort Key	
1	Works to the best of his/her ability
2	Shows self- respect and care
3	Shows courtesy and respect for the rights of others
4	Participates responsibly in social and civic activities
5	Cooperates productively and builds positive relationships with others
6	Is enthusiastic about learning
7	Sets goals and works towards them with perseverance
8	Shows confidence in making positive choices and decisions

Not Specified	Pink
Not Assessed	Red
Seldom	Yellow
Sometimes	Blue
Often	Cyan
Consistently	Green

Students at West Leeming Primary School demonstrated consistently high levels of positive attitude, behaviour and effort across all year levels in Semester 2, 2025. The majority of students were rated as “Consistently”, indicating strong engagement, positive behaviour and sustained effort in learning. “Often” ratings were the next most common, further reinforcing positive learning behaviours across the school. Low proportions of “Sometimes” or “Seldom” were evident, indicating that few students required additional support in this area.

Year level trends

- Year 3 showed particularly strong results, with a high proportion of students achieving “Consistently” across domains
- Year 4 and Year 5 maintained solid results, with most students in the “Consistently” and “Often” categories
- Year 6 showed slightly more variability, though the majority of students continued to demonstrate positive learning behaviours

Overall insight

These results reflect a strong whole-school culture of engagement, clear expectations and consistent behaviour practices, aligned with the school’s Care values and whole-school approach to behaviour and wellbeing.

School Culture Survey: Student Achievement and Progress

Key highlights

- Very strong student perception of high expectations, with over 90% of students reporting that teachers believe they can learn
- Over 90% of students report they can access help when needed, reflecting strong classroom support
- High levels of student understanding of learning expectations and teaching support
- High staff confidence in data-informed teaching and shared understanding of student progress
- Consistent next steps across all groups: strengthening feedback, goal setting and communication of progress

The School Culture Survey gathers feedback from students, staff and the community on key aspects of school culture, including teaching, learning and relationships. Responses are measured on a five-point scale (1 = strongly disagree to 5 = strongly agree), with mean scores used to indicate overall trends and areas of strength and opportunity.

Students

Student responses reflect a strong culture of high expectations and support for learning:

- Over 90% of students agreed that their teachers believe they can learn, reflecting a highly positive learning environment
- Over 90% of students reported they can get help when needed, indicating strong classroom support
- A high proportion of students indicated that teachers help them improve and use different strategies to support understanding
- Most students reported that they understand what they are learning, reflecting clear learning intentions and expectations
- A small proportion of students indicated uncertainty about when they are on track and what they need to do to improve, highlighting an opportunity to strengthen feedback and goal setting

Staff

Staff responses demonstrate a strong, shared commitment to student achievement and progress:

- Very high agreement that staff believe they positively impact student outcomes (mean ~4.6)
- Strong confidence in the use of student data to inform planning and monitor progress
- Clear understanding of effective teaching practices and whole-school approaches
- Strong agreement that the school has a culture of high expectations for student achievement and progress (mean ~4.3)
- Established moderation practices and shared understanding of achievement across the school
- Feedback identified an opportunity to strengthen consistency in feedback practices and ensure clear, actionable next steps for students

Community

Community feedback reflects strong confidence in the school's approach to student learning and achievement:

- Parents reported that staff are professional, committed and supportive (mean ~4.1–4.3)
- Strong agreement that staff care about students and foster positive relationships
- Parents indicated that the school recognises student progress and achievement (mean ~4.1)
- Families reported feeling welcome and valued as partners in their child's learning (mean ~4.6)
- Feedback highlighted an opportunity to strengthen communication about student progress and ensure consistency of feedback across classrooms

These results reinforce a strong culture of high expectations and data-informed practice, and are informing a continued focus on strengthening feedback, goal setting and shared understanding of student progress across the school.



Academic Extension

Academic extension at West Leeming Primary School in 2025 was provided through a combination of differentiated classroom practice, small-group enrichment and targeted extension opportunities. Across classrooms, teachers continued to refine approaches to differentiation, with a focus on deepening students' understanding, promoting critical and creative thinking and providing appropriate challenge within everyday teaching and learning.

School-based academic extension program

In 2025, the school continued to refine and strengthen its school-based Academic Extension Program, providing additional challenge for identified students beyond the core curriculum. The program operated independently of state-based extension pathways and was delivered across Years 3–4 and Years 5–6. Students were identified at the beginning of the year, with two groups running across the year (one per semester), enabling a broader range of students to access extension opportunities. The program supported the development of higher-order thinking, collaboration, problem solving and student engagement, while complementing classroom-based extension.

Targeted initiatives strengthened the impact of the school-based program in 2025. The Years 3–4 program included a focus on digital technologies, with students engaging in coding activities using Dash and Dot. These learning experiences supported computational thinking, creativity and problem solving, and increased student engagement through hands-on, applied learning. The Years 5–6 Academic Extension Program also provided opportunities for students to engage in academic challenges, including Tournament of Minds. In 2025, two teams competed, with one team progressing to the State Final and the second team receiving a commendation. Participation supported teamwork, perseverance and advanced problem-solving skills.

Across 2025, a total of 46 students participated in the school-based Academic Extension Program, including 10 Year 3 students, 11 Year 4 students, 14 Year 5 students and 11 Year 6 students.

Academic enrichment opportunities

Número was offered as a separate academic enrichment opportunity in 2025. Students participated in Número Club across the year, with approximately 30 students engaging in regular problem-solving sessions during lunchtimes and before school.

As the year progressed, participation was refined to a smaller group of high-performing students, with 13 students selected by Term 3. These students represented the school in the Número competition, with one student as a reserve. In the heat, West Leeming Primary School students achieved outstanding results, placing 1st, 4th and 10th. The team progressed to the grand final, where they placed 2nd overall.

Participation in Número supported the development of mathematical reasoning, strategic thinking, confidence and resilience, while providing authentic opportunities for students to apply their skills in competitive contexts.

PEAC

Alongside the school-based programs, all students were provided with the opportunity to undertake PEAC testing at the end of Year 4. PEAC is a Department of Education state-based academic extension pathway that identifies students demonstrating very high academic ability relative to the state cohort. In 2025, 9 West Leeming Primary School students in Years 5 and 6 participated in PEAC programs across the year. In addition, 7 Year 4 students were selected through the 2025 testing process to commence participation in PEAC in 2026, representing a strong outcome for the school. Students selected for PEAC participated in a range of extension courses and completed 3 program cycles across the year, hosted at different primary schools within the PEAC network.



Literacy Support

Key highlights:

- Tiered approach to literacy intervention was strengthened
- MacqLit introduced to support students requiring intensive intervention (Years 3–6)
- Reading Tutor Program embedded with trained parent volunteers
- DIBELS introduced to support identification of students at risk in reading
- Ongoing focus on strengthening reading fluency and automaticity

In 2025, targeted literacy intervention at West Leeming Primary School was delivered through a tiered approach, incorporating differentiated classroom practice, small-group intervention and evidence-based programs to support student achievement and progress.

MacqLit Intervention (Years 3–6)

A key development in 2025 was the introduction of MacqLit for students in Years 3–6 requiring more intensive literacy support. Students were identified through school-based and systemic assessment processes, supported by the English Leader, who guided assessment analysis, student identification and program implementation.

Intervention was delivered through small-group sessions 3 to 4 days per week. The program was delivered by a trained Education Assistant and provided a structured, evidence-based approach to strengthening reading skills. In 2025, 18 students from Years 3–6 participated in the MacqLit program.

Reading Tutor Program (Years 2–4)

The Reading Tutor Program continued for its second year and was expanded and strengthened in 2025. A dedicated team of trained parent volunteers worked individually with students using an evidence-based, systematic word attack program to build foundational reading skills.

In 2025, 19 students in Years 2–4 participated in the program. The English Leader supported the assessment, identification of students and coordination of the program. The program contributed to improved decoding skills and increased reading confidence, particularly for students requiring early intervention.

Impact and Ongoing Focus

Analysis of student progress data indicated that students participating in intervention demonstrated measurable growth in reading accuracy and comprehension over time. Reading fluency, however, remained an area requiring ongoing focus.

Looking Forward to 2026

In 2026, the school will continue to embed and refine literacy intervention approaches, including MacqLit and the Reading Tutor Program, to ensure consistency and sustainability. A key priority will be strengthening early intervention in Year 1 and Year 2, with a continued focus on early identification, targeted support and the development of strong foundational literacy skills to support long-term achievement and progress.



English as an Additional Language or Dialect

Key highlights:

- 62 students identified and monitored using the EALD Progress Maps
- Wide range of cultural and linguistic backgrounds represented across the school
- Ongoing monitoring using on-entry and school-based assessment data
- Targeted small group intervention delivered
- Professional learning and support provided to staff

EALD Program

In 2025, West Leeming Primary School continued to support students identified as English as an Additional Language or Dialect (EALD) through a coordinated, data-informed approach. The program was led by Jacqui Hershcell, with a focus on identifying students, monitoring their English language development and supporting staff to respond to student needs.

Identification and Monitoring

In 2025, 62 students were identified as EALD and were monitored using the EALD Progress Maps across Pre-primary to Year 6, representing a diverse range of language backgrounds. The program centred on the use of the EALD Progress Maps, alongside school-based assessment data, to track progress across listening, speaking, reading and writing. Monitoring included on-entry data, targeted assessment of new and existing students and ongoing tracking across the year. This informed decisions regarding support and intervention and supported communication with families.

Targeted Support and Teaching

Support included targeted small group intervention at identified points across the year, alongside classroom strategies to support students' access to Standard Australian English. The program focused on vocabulary, oral language, comprehension and foundational literacy skills, particularly in the early years where the majority of students were identified at Beginning phases of English language development.

Staff Support and Development

Professional learning and guidance were provided to staff to build understanding of EALD learners and support differentiation within classroom programs. This included increasing awareness of language demands, supporting vocabulary development and recognising the importance of students' cultural and linguistic backgrounds in classroom practice.

Looking Forward to 2026

The EALD role and operational plan were refined in 2025, strengthening clarity around assessment, monitoring and teacher support. In 2026, the program will continue to be strengthened through increased collaboration between the EALD teacher and classroom teachers, with a focus on building teacher capacity to assess and monitor student progress using the EALD Progress Maps. This will include targeted professional learning, closer monitoring of student progress and opportunities to moderate student writing to support consistent teacher judgement and stronger alignment between assessment, planning and instruction.

Progress Against Business Plan Strategies

In 2025, West Leeming Primary School strengthened student achievement and progress through a sustained focus on high-quality teaching, targeted academic support and meaningful enrichment opportunities. Teaching and learning were aligned with the Quality Teaching Strategy and the school's Teaching for Impact framework, supporting clarity, consistency and high expectations across classrooms.

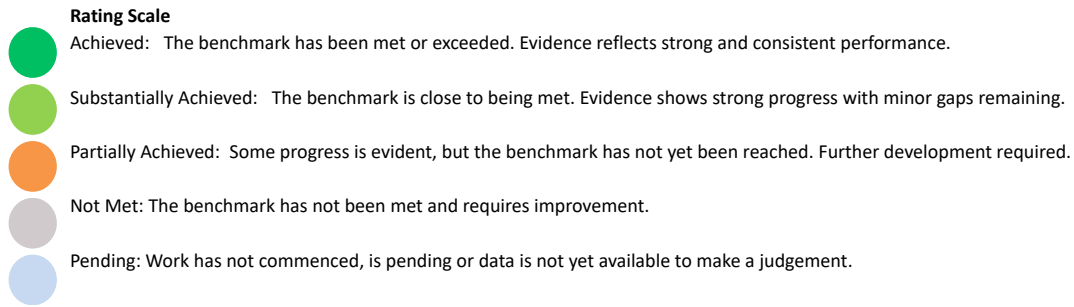
Whole-school approaches to assessment and planning enabled staff to respond effectively to student learning needs. Data-informed practices, collaborative planning and consistent instructional approaches supported improved consistency of teaching and learning across year levels.

These strategies are outlined below, highlighting key actions and progress in 2025.

Progress Against Key Business Plan Strategies	
Key Focus Areas	Progress and Key Actions in 2025
<p>Teaching Impact <i>High impact teaching strategies are implemented to maximise student learning opportunities and experiences.</i></p>	<ul style="list-style-type: none"> Strengthened teaching practice through the implementation of the Quality Teaching Strategy and the Teaching for Impact framework. Teachers engaged in instructional cycles supported by the Impact Coach and instructional leaders. Agreed high-impact teaching strategies were embedded into everyday classroom practice. Collaborative planning and disciplined data dialogue supported increased consistency of practice across year levels. Learning intentions and success criteria were embedded to strengthen teacher clarity and support student understanding of learning expectations.
<p>Technology <i>Differentiated learning programs are enhanced through instructional technology</i></p>	<ul style="list-style-type: none"> Instructional technology was used to support differentiated learning across year levels. In Years 3–6, access to 1:1 devices enabled flexible task design, feedback and responsive teaching. Technology use was guided by the SAMR framework to support purposeful integration aligned to curriculum priorities. Digital tools supported increased engagement and opportunities for differentiation.
<p>Academic support <i>Curriculum provision is differentiated to provide remediation for students identified at academic risk.</i></p>	<ul style="list-style-type: none"> A systematic approach was used to identify students requiring additional literacy support through school-based and systemic assessment processes. MacqLit was implemented for identified students in Years 3–6 to strengthen reading accuracy, fluency and comprehension. The Reading Tutor Program was expanded to support students in Years 2–4 through regular, structured reading practice. DIBELS 8th Edition screening from Pre-primary to Year 6 strengthened early identification and monitoring of literacy skills.
<p>Academic enrichment <i>Curriculum provision supports differentiated academic enrichment learning opportunities and future work skills.</i></p>	<ul style="list-style-type: none"> Academic enrichment was strengthened within classroom practice and through targeted extension opportunities for identified students. Academic Extension Programs were refined in response to student and parent feedback. Classroom teaching supported higher-order thinking, problem solving and collaboration. Identified students participated in academic competitions including Tournament of Minds, Numero, and the Australian Mathematics Competition. Two Tournament of Minds teams competed, with one progressing to the State Final and one receiving a commendation. Three teams participated in Numero, with one progressing to the State Final and achieving second place.

Progress Against Business Plan Targets

West Leeming Primary School monitors progress against the targets outlined in the 2023–2026 Business Plan using system and school-based data.



Student Achievement and Progress Improvement Targets		2023	2024	2025	2026
The percentage of students achieving progress levels of high and very high progress between On-entry (Pre-primary) and NAPLAN (year 3) is higher than like schools.	Reading	Substantially Achieved	Achieved	Substantially Achieved	
	Numeracy	Substantially Achieved	Achieved	Achieved	
The percentage of students achieving progress levels of high and very high in NAPLAN (year 5) is higher than like schools (commencing in 2025).	Reading	Not Met	Not Met	Achieved	
	Writing	Not Met	Not Met	Substantially Achieved	
	Spelling	Not Met	Not Met	Substantially Achieved	
	Grammar and Punctuation	Not Met	Not Met	Substantially Achieved	
	Numeracy	Not Met	Not Met	Substantially Achieved	
Comparative achievement in NAPLAN (years 3) is equivalent or above like schools.	Reading	Substantially Achieved	Achieved	Achieved	
	Writing	Substantially Achieved	Achieved	Achieved	
	Spelling	Pending	Achieved	Achieved	
	Grammar and Punctuation	Substantially Achieved	Achieved	Achieved	
	Numeracy	Achieved	Achieved	Achieved	
Comparative achievement in NAPLAN (years 5) is equivalent or above like schools.	Reading	Substantially Achieved	Substantially Achieved	Achieved	
	Writing	Achieved	Substantially Achieved	Achieved	
	Spelling	Pending	Substantially Achieved	Pending	
	Grammar and Punctuation	Substantially Achieved	Substantially Achieved	Substantially Achieved	
	Numeracy	Substantially Achieved	Substantially Achieved	Achieved	

Progress Against Business Plan Targets

Student Achievement and Progress Improvement Targets		2023	2024	2025	2026
Reporting grades in semester 2 in English are aligned with like schools (within 5%) from Pre-primary to year 6.	Pre-primary				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
	Year 6				
Reporting grades in semester 2 in Mathematics are aligned with like schools (within 5%) from Pre-primary to year 6.	Pre-primary				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
	Year 6				
The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Student Achievement and Progress domain.				Completed	



2. Teaching Quality

Key highlights:

- Consistent whole-school practice strengthened through Teaching for Impact, continuing to build The West Leeming Way
- Performance and development culture strengthened
- Strong community confidence in teaching quality, particularly teacher knowledge and culturally responsive practice
- Evidence-informed teaching embedded through consistent use of assessment and data
- Staff capability and instructional leadership strengthened through professional learning, coaching and participation in the Leading Cultures of Teaching Excellence program.
- Strong early years and curriculum foundations supporting consistent teaching across the school

2025 Overview

Teaching quality remains a key driver of student achievement and progress at West Leeming Primary School and is central to the School Business Plan 2023–2026. In 2025, the school strengthened its focus on high-quality, evidence-informed teaching through continued participation in the Quality Teaching Strategy (QTS) Partnership Initiative and the commencement of the Leading Cultures of Teaching Excellence (LCoTE) program, supporting the development of instructional leadership and a high-performance teaching culture.

A consistent, whole-school approach to teaching was strengthened through Teaching for Impact, continuing to build The West Leeming Way as a shared framework for effective classroom practice. This work supported greater clarity and consistency in instructional approaches, including learning intentions, success criteria, differentiation and feedback.

Teaching practice was further strengthened through aligned curriculum planning, targeted professional learning, coaching and collaborative professional dialogue. Staff survey data reflects a strong and developing performance and development culture, with an increased focus on feedback, reflection and the impact of teaching on student learning. Community feedback also indicates positive levels of confidence in teaching quality, particularly in teacher knowledge and culturally responsive practice.

These approaches have strengthened instructional coherence across the school and supported consistent, high-quality teaching and improved student learning outcomes.



Quality Teaching Strategy: Partnership Initiative

Whole-School Implementation

In 2025, West Leeming Primary School continued its participation in the Department of Education's Quality Teaching Strategy (QTS) Partnership Initiative, building on the foundation established through the 2024 pilot. The initiative progressed from a targeted implementation team to whole-school application, embedding Teaching for Impact practices across all classrooms and strengthening a consistent, evidence-based approach to teaching and learning.

Professional Learning and Practice

Professional learning was structured through impact cycles aligned to the DIIE model (Discovery, Intervention, Implementation, Evaluation), supported by instructional coaching, peer observation and collaborative planning. Teachers engaged in ongoing cycles of reflection, feedback and refinement, strengthening the consistent implementation of key Teaching for Impact practices, including differentiation, feedback, classroom culture, and the use of learning intentions and success criteria. This approach supported increased teacher clarity, strengthened collective efficacy and improved consistency of practice across the school.

Showcase and Recognition

In Term 1, 2025, West Leeming Primary School participated in the QTS Partnership Initiative Showcase, where all participating schools presented their Teaching for Impact journey and shared evidence of implementation and impact. This provided an opportunity to reflect on the school's progress, celebrate the work of staff and contribute to shared learning across the partnership. West Leeming Primary School's work was subsequently recognised through inclusion in the Department of Education's Quality Teaching Strategy Partnership Initiative School Stories publication, acknowledging the strength of the school's approach and its contribution to system-wide improvement.

System Leadership and Network Impact

Throughout 2025, the school continued to engage in network-level collaboration through the Roe Network. West Leeming Primary School facilitated professional learning for instructional leaders, sharing its implementation journey, evidence of impact and instructional coaching model. This supported other schools to explore the use of impact cycles, collaborative planning and peer observation processes within their own contexts, with follow-up indicating strong uptake of these approaches across the network.

Impact and Next Steps

This progression from pilot implementation to whole-school embedding and system contribution reflects the strength of West Leeming Primary School's approach to teaching and learning. The sustained focus on high-impact teaching strategies has strengthened instructional consistency, built staff capability and contributed to improved outcomes for students, while also supporting broader system improvement through the sharing of effective practice.



School Culture Survey: Teacher Quality

Key highlights

- Strong shared understanding of effective teaching across the school
- High levels of student support, clarity and feedback evident in classrooms
- Staff demonstrate strong belief in their impact on student outcomes
- Teaching programs are meeting student needs, with positive community feedback
- Evidence-based pedagogical approaches embedded across the school
- Opportunity to strengthen consistency of practice and communication across classes

The School Culture Survey gathers feedback from students, staff and the community on key aspects of school culture, including teaching, learning and relationships. Responses are measured on a five-point scale (1 = strongly disagree to 5 = strongly agree), with mean scores used to indicate overall trends and areas of strength and opportunity.

Students

Student feedback indicates a highly supportive and structured learning environment:

- Very strong agreement that teachers believe they can learn (mean 4.5)
- High levels of support and feedback to improve learning (means ~4.1–4.3)
- Students demonstrate strong clarity of learning and understanding of expectations
- Students feel supported to engage, practise and seek help when needed

Staff

Staff responses demonstrate a strong and cohesive approach to teaching and learning:

- Strong belief that all students can succeed and that teaching impacts outcomes (means ~4.6)
- Clear understanding of effective teaching and whole-school pedagogical approaches (mean 4.4)
- Evidence-based practices embedded across classrooms
- Opportunity to strengthen consistency of practice across classes (mean 3.8)

Community

Community feedback reflects strong confidence in the school's approach to student learning and achievement:

- Teaching programs are meeting student needs (mean 3.8)
- Teachers demonstrate strong knowledge and understanding (mean 4.0)
- Positive feedback provided to families on student progress
- Opportunity to strengthen consistency of teaching approaches and communication across classes

These results reinforce a strong culture of high expectations and data-informed practice, and are informing a continued focus on strengthening feedback, goal setting and shared understanding of student progress across the school.

Teaching quality continues to be a strength at West Leeming Primary School, supported by strong teacher practice, shared approaches and high expectations for all students. Strengthening consistency across classrooms remains a key focus moving forward.



National Quality Standard

Performance against the National Quality Standard was consistently maintained across all 7 quality areas. The 2025 internal audit confirmed that all NQS requirements were met, reflecting strong, embedded practices across the school. This position was most recently validated through external Department of Education verification in 2024, with West Leeming Primary School rated Meeting across all quality areas and standards.

West Leeming Primary School demonstrates strong, consistent practice across the early years, supported by high-quality educational programs, safe and inclusive learning environments, and positive, respectful relationships with children and families. Effective governance, distributed leadership, and a culture of reflection and review support sustained quality practice and continuous improvement across the school.

Maintained across all areas and standards

1	Educational program and practice	Meeting ✓
2	Children's health and safety	Meeting ✓
3	Physical environment	Meeting ✓
4	Staffing arrangements	Meeting ✓
5	Relationships with children	Meeting ✓
6	Collaborative partnerships with families and communities	Meeting ✓
7	Governance and leadership	Meeting ✓



Progress Against Business Plan Strategies

Progress against the key focus areas outlined in the West Leeming Primary School Business Plan 2023–2026 was monitored throughout 2025. The following table summarises key actions and progress across each priority area.

Progress Against Key Business Plan Strategies	
Key Focus Areas	Progress and Key Actions in 2025
<p>Teaching excellence <i>A performance and development culture that promotes and supports teaching efficacy is embedded</i></p>	<ul style="list-style-type: none"> • Teaching for Impact was embedded across the school, strengthening consistency in learning intentions, success criteria, explicit instruction and feedback • The West Leeming Way was progressed in 2025 as a shared whole-school approach to teaching, strengthening clarity and consistency in classroom practice • Targeted professional learning and coaching strengthened staff capability in high-impact teaching strategies • Instructional leadership was strengthened through expanded teacher leadership roles and participation in system-led teaching excellence initiatives such as <i>Leading Cultures of Teaching Excellence and the Quality Teaching Strategy Partnership Initiative</i>
<p>Early years learning <i>Kindergarten to year 2 Continue to develop high quality teaching and learning practices in the early years</i></p>	<ul style="list-style-type: none"> • Targeted professional learning strengthened consistent delivery of Letters and Sounds, with a focus on phonological awareness, phonics and handwriting • Coaching and in-class support strengthened implementation of explicit teaching practices in early years classrooms • Assessment and intervention processes were refined to support early identification and targeted literacy support • Collaborative planning and moderation strengthened consistency and shared practice across early years teams
<p>Literacy <i>Aligned teaching strategies are implemented in literacy</i></p>	<ul style="list-style-type: none"> • Implemented Reading Comprehension: The West Leeming Way to strengthen consistency and shared language for high-impact comprehension instruction across all year levels • Strengthened whole-school alignment of English through consistent implementation of phonics, spelling, grammar and punctuation scope and sequences • Enhanced collaborative planning through the development and delivery of Literature-Based Units aligned to whole-school literacy priorities and Teaching for Impact • Strengthened implementation of Letters and Sounds (Kindergarten to Year 2) through targeted professional learning, resourcing and coaching • Completed a Year 3–6 spelling review, supported by staff professional learning, to inform the adoption of a research-informed approach in 2026 • Built staff capability through targeted professional learning in early literacy and language-informed practice
<p>Numeracy <i>Aligned teaching strategies are implemented in numeracy</i></p>	<ul style="list-style-type: none"> • Continued implementation of Concrete–Representational–Abstract (CRA) approaches across year levels to strengthen conceptual understanding and mathematical fluency • Embedded Polya’s Problem-Solving Framework to explicitly teach strategy use, reasoning and critical thinking in mathematics • Completed review and refinement of the Mathematics Scope and Sequence, aligned to Version 9 of the Western Australian Curriculum, strengthening consistency across year levels • Strengthened consistency of teacher judgement through mathematics moderation, supporting shared understanding of achievement standards • Strengthened shared expectations for mathematics teaching through collaborative planning and professional dialogue aligned to whole-school priorities

Progress Against Business Plan Targets

Progress against the key focus areas outlined in the West Leeming Primary School Business Plan 2023–2026 was monitored throughout 2025. The following table summarises progress across improvement targets.

- Rating Scale**
- **Achieved:** The benchmark has been met or exceeded. Evidence reflects strong and consistent performance.
 - **Substantially Achieved:** The benchmark is close to being met. Evidence shows strong progress with minor gaps remaining.
 - **Partially Achieved:** Some progress is evident, but the benchmark has not yet been reached. Further development required.
 - **Not Met:** The benchmark has not been met and requires improvement.
 - **Pending:** Work has not commenced, is pending or data is not yet available to make a judgement.

Teaching Quality Improvement Targets	2023	2024	2025	2026
The Quality Teaching Program School Culture Staff Survey demonstrates progress in the 'Feedback and Review' domain of Performance and Development Culture.			Completed	
Performance against the National Quality Standard (NQS) demonstrates the standard has been maintained in all quality areas.		External audit	Internal Audit	
The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Quality Teaching Domain			Completed	



3. Relationships and Partnerships

Key highlights

- High levels of satisfaction across students, staff and families
- Strong culture of respect, care and belonging across the school community
- **93%** of parents feel welcome in the school environment
- Student voice strengthened, including the introduction of Science Captains
- Over 160 parent responses to the School Culture Survey, reflecting strong engagement
- Staff report positive professional relationships and strong collaboration
- Strong partnerships with families, volunteers and community organisations
- Active School Board and P&C supporting school improvement and community connection

Strong, respectful and purposeful relationships continued to underpin the work of West Leeming Primary School in 2025. Building and sustaining positive partnerships with students, staff, families, the School Board, the P&C and external agencies remained a core priority, recognising that collaborative relationships are essential to student wellbeing, engagement and success.

Throughout the year, the school strengthened structures and practices that support student voice, professional collaboration, staff wellbeing and community engagement. Clear and consistent communication, shared leadership and strong governance processes supported transparency, trust and collective ownership of school improvement.

Feedback from the School Culture Survey demonstrated high levels of satisfaction across students, staff and families, reinforcing a culture where voices are valued and relationships are central to how the school operates.



School Culture Survey: Relationships and Partnerships

Key highlights

- High levels of satisfaction across the Relationships domain, confirming this as a key strength of the school
- Strong, positive relationships between staff, students and families
- Students report feeling supported, respected and able to contribute their voice
- Families feel welcomed, valued and engaged in their child's learning
- Continued focus on strengthening communication and visibility of School Board processes

In 2025, West Leeming Primary School continued to strengthen relationships and partnerships, aligned to the school's Business Plan priorities. Feedback from the School Culture Survey confirmed that Relationships and Partnerships remain a key strength of the school, with consistently positive feedback from students, staff and the community.

Students

Student feedback indicates strong relationships and a sense of belonging across the school:

- Students report that teachers care about them, listen to their ideas and support their learning
- Opportunities for student voice are embedded through classroom practices and leadership structures
- Students feel safe, respected and encouraged to participate in their learning
- Positive relationships contribute to student engagement and wellbeing

Staff

Staff responses reflect a strong relational culture and shared responsibility for partnerships:

- Staff model respectful and professional relationships across the school
- Strong staff–student relationships support a positive and inclusive school culture
- Staff value parents and families as partners in student learning
- Ongoing opportunities to strengthen student voice and community engagement are recognised

Community

Community feedback reflects strong confidence in the school's approach to student learning and achievement:

- Parents report that staff demonstrate care, professionalism and commitment
- Families feel welcomed and supported when engaging with the school
- Feedback is actively sought through surveys, consultation processes and the School Board
- Survey results indicate moderate agreement regarding School Board visibility and community awareness
- Community partnerships and volunteer involvement continue to enhance school programs and opportunities

Relationships and partnerships are a clear strength of West Leeming Primary School, supported by strong connections between students, staff and families. Continued focus on student voice, community engagement and transparent governance will further strengthen these partnerships.



Progress Against Business Plan Strategies

Progress Against Key Business Plan Strategies - Relationships and Partnerships

Key Focus Areas	Progress and Key Actions in 2025
<p>Students <i>Students are provided with opportunities to share ideas on how to improve their learning experiences and develop leadership skills.</i></p>	<ul style="list-style-type: none"> • Student voice was strengthened within classrooms through a deliberate focus on classroom culture as part of the Quality Teaching Strategy, with students regularly sharing feedback on learning experiences, routines and approaches to support engagement and improvement. • Student perspectives were captured through the School Culture Survey (Years 3–6), providing feedback on learning, relationships and school culture, and informing reflection on classroom practice and school improvement planning. • Classroom practices supported student agency and responsibility, with students taking on leadership roles within classrooms and contributing to positive learning environments. • Year 6 student leadership processes were transparent and inclusive, with students nominating for leadership roles, preparing and delivering speeches, and leadership selection informed by peer voting undertaken by students in Years 4 and 5. • Student feedback informed whole-school improvement initiatives, including the introduction of Science Captains in response to student input, expanding leadership opportunities and representation.
<p>Staff <i>Quality professional relationships are fostered through behaviours that exemplify a safe and inclusive workplace.</i></p>	<ul style="list-style-type: none"> • Quality professional relationships were supported through regular line manager check-ins, providing opportunities for reflection, support and early identification of concerns. • Collaborative planning structures and professional dialogue supported a positive and inclusive staff culture, reinforcing agreed ways of working across teams. • Staff voice was captured through the School Culture Survey, with results indicating positive perceptions of workplace relationships, support and collaboration, and informing reflection on staff wellbeing and workplace culture. • The West Leeming Professional Learning Plan incorporated opportunities that supported staff wellbeing and connection alongside whole-school professional learning priorities.
<p>Community <i>Community engagement opportunities are promoted to encourage positive and authentic relationships.</i></p>	<ul style="list-style-type: none"> • Community engagement opportunities were promoted through a range of planned activities reflected in the annual school calendar, including parent workshops such as ADHD With Me and Paul Litherland Cyber Safety, whole-school events and celebrations. • Families actively contributed to school life through volunteering across sporting events, science activities, Tournament of Minds, the Reading Tutor Program, classroom support and other school programs, strengthening authentic partnerships between the school and community. • The P&C worked collaboratively with school staff to foster community engagement and connection, supporting school events, fundraising initiatives and opportunities for families to engage with the school community. P&C representatives also participated in the Public School Review validation visit, providing a parent perspective and contributing to the review process. • School Board governance processes were aligned to the school’s strategic directions and community values, with Board members providing strategic oversight, endorsing key policies and documents, monitoring progress against the Business Plan and participating in the Public School Review validation process. • Feedback from families and the community, including data from the School Culture Survey, informed reflection on engagement practices and supported ongoing review of communication approaches and community engagement strategies.

Progress Against Business Plan Targets

Progress against the key focus areas outlined in the West Leeming Primary School Business Plan 2023–2026 was monitored throughout 2025. The following table summarises progress across improvement targets.

- Rating Scale**
- **Achieved:** The benchmark has been met or exceeded. Evidence reflects strong and consistent performance.
 - **Substantially Achieved:** The benchmark is close to being met. Evidence shows strong progress with minor gaps remaining.
 - **Partially Achieved:** Some progress is evident, but the benchmark has not yet been reached. Further development required.
 - **Not Met:** The benchmark has not been met and requires improvement.
 - **Pending:** Work has not commenced, is pending or data is not yet available to make a judgement.

Relationships and partnerships Improvement Targets	2023	2024	2025	2026
The Quality Teaching Program School Culture Staff Survey demonstrates progress in ‘staff using student voice to examine the impact of their teaching’.			Completed	
The School Board demonstrates strong governance skills through self-assessment processes to identify improvement areas.				
National School Opinion Surveys (NSOS) demonstrate a high level of satisfaction in the school (average of 4.0 or higher) with all stakeholders (staff, parents and students).				
National School Opinion Survey (NSOS) demonstrates a high level (average of 4.0 or higher) of satisfaction in the school in 2023 and 2025: parents / staff / students.				
The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Relationships domain.			Completed	



Volunteers Morning Tea

4. Learning Environment

Key highlights

- In the School Culture Survey, high levels of agreement across all groups that the school is safe, caring and inclusive (4.3–4.5)
- Strong whole-school behaviour approach embedded through the Care Strategy and restorative practices
- Multi-Tiered System of Support strengthened identification, intervention and case management for students at educational risk
- Student wellbeing prioritised through structured programs, targeted support and inclusive practices
- Strong attendance and engagement, supported by proactive strategies and consistent expectations
- Inclusive physical environment enhanced through flexible learning spaces and student-informed play areas

In 2025, West Leeming Primary School continued to strengthen a safe, inclusive and supportive learning environment that promotes student wellbeing, engagement and achievement. A consistent whole-school approach, underpinned by the Care Values and evidence-based practices, ensured clarity of expectations and strong alignment across classrooms and shared spaces.

Inclusive practices were further enhanced through the implementation of a Multi-Tiered System of Support (MTSS), strengthening early identification, targeted intervention and coordinated case management for students at educational risk. Student wellbeing remained a clear priority, supported through proactive behaviour approaches, restorative practices and a structured wellbeing framework.

School Culture Survey results reflected strong agreement across students, staff and the community that the school provides a safe, caring and inclusive environment, with wellbeing, safety and respectful relationships consistently rated highly.

Ongoing investment in the physical environment, including inclusive play spaces and flexible learning environments, further enhanced engagement, accessibility and a strong sense of belonging for all students.



Cultural Responsiveness and Reconciliation

- Whole-school acknowledgement of NAIDOC Week, National Sorry Day and Harmony Day
- Celebration of cultural diversity, including Ramadan and Chinese New Year
- Whole-school Year 1–6 excursion to Boola Bardip
- Two Stories, One Sky astronomy night, linking Aboriginal and Western perspectives
- Participation in the Roe Network Reconciliation Action Plan Sharing Team
- Increasing focus on embedding Aboriginal perspectives and cultural diversity across classroom programs

In 2025, West Leeming Primary School continued to strengthen cultural responsiveness and reconciliation through a deliberate and reflective approach aligned to the Aboriginal Cultural Standards Framework (ACSF). A whole-school self-assessment undertaken in 2024 identified that the school is currently within the developing phase of the continuum across the five standards, providing a clear baseline and direction for ongoing improvement.

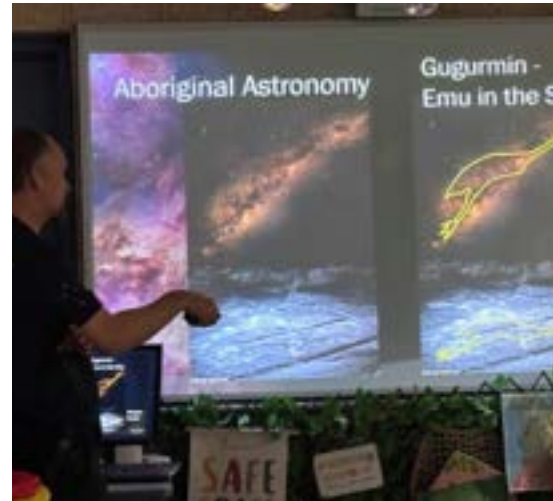
As a diverse and multicultural school community, there was a deliberate focus on fostering an inclusive environment where all students feel a strong sense of belonging and where cultural identity is recognised, valued and respected. This included a clear focus on strengthening understanding of Aboriginal histories and perspectives, alongside celebrating the diverse cultural backgrounds of students and families.

Throughout 2025, staff engaged in ongoing professional learning and reflection to deepen their understanding of culturally responsive practice, with an increasing focus on embedding Aboriginal perspectives in meaningful and authentic ways across curriculum and pedagogy. This work supported growing awareness of the importance of moving beyond standalone events to ensure culturally responsive practices are embedded across all areas of school life.

Whole-school events including NAIDOC Week, National Sorry Day and Harmony Day were acknowledged and celebrated, providing opportunities for students and staff to build understanding and recognise the diversity of cultures within both the school and broader Australian community. Cultural understanding was further strengthened through the acknowledgement and celebration of significant cultural events such as Ramadan and Chinese New Year, supported through classroom learning, assemblies and whole-school activities.

These experiences were enhanced through authentic learning opportunities, including a whole-school Year 1–6 excursion to Boola Bardip, where students engaged with Aboriginal histories and perspectives in a meaningful and immersive context. A more consistent, cross-curricular approach to embedding Aboriginal perspectives has begun to be strengthened, supported through staff collaboration and participation in the Roe Network Reconciliation Action Plan initiative, which commenced in Term 4, 2025.

This ongoing work reflects a clear commitment to strengthening culturally responsive practice while fostering an inclusive school culture that values and respects the diversity of all students and families. While the school continues to progress along the ACSF continuum, there is a strong foundation in place to support continued growth.



School Culture Survey: Learning Environment

Key highlights

- High levels of agreement that student wellbeing and care is a priority
- Students report feeling safe, supported and respected at school
- Strong sense of belonging and pride across the student cohort
- Positive and respectful relationships evident across staff, students and families
- Consistent implementation of behaviour support and pastoral care processes
- Safe, inclusive and supportive learning environment recognised across all groups

In 2025, West Leeming Primary School continued to provide a safe, caring and inclusive learning environment, aligned to the school's Business Plan priorities. Feedback from the School Culture Survey confirmed that student wellbeing, positive relationships and a strong sense of belonging remain key strengths of the school, with consistently positive responses across students, staff and the community.

Students

Student feedback indicates strong positive perceptions of the learning environment:

- Students report feeling safe at school (mean 4.3)
- Students feel known by their teachers (mean 4.5)
- Students feel supported by staff and able to seek help when needed (mean ~4.2–4.3 across items)
- A strong sense of belonging and pride in the school is evident
- Positive behaviour expectations are clear and consistently reinforced

Staff

Staff responses reflect a strong, inclusive and supportive school culture:

- Student wellbeing and care is a clear priority across the school (mean 4.5)
- The school provides a safe, orderly and inclusive learning environment (mean 4.4)
- Positive behaviour approaches and pastoral care processes are implemented consistently (means 4.1–4.5)
- Staff report strong, respectful relationships between staff and students
- A shared commitment to student engagement and success is evident

Community

Community feedback confirms confidence in the school's learning environment:

- Parents report that the school is a safe and caring place for students (mean 4.4)
- Families feel welcome when engaging with the school (mean 4.4- 4.6)
- Students are seen to feel supported, known and valued by staff
- The school promotes respectful relationships and a positive culture
- Feedback reflects strong trust in the school's approach to care and support

The Learning Environment at West Leeming Primary School continues to be a significant strength, supporting student engagement, wellbeing and achievement. Ongoing focus will include strengthening consistency of communication and continuing to build culturally responsive practices across the school.



Progress Against Business Plan Strategies

Progress Against Key Business Plan Strategies - Learning Environment

Key Focus Areas	Progress and Key Actions in 2025
<p>Cultural Responsiveness <i>Culturally safe and engaging learning environment</i></p>	<ul style="list-style-type: none"> Established a Cultural Responsiveness and Reconciliation Working Party as part of the distributed leadership structure Strengthened a whole-school approach to cultural responsiveness, informed by the Aboriginal Cultural Standards Framework (ACSF) 2024 survey. Embedded Aboriginal cultures and histories across learning areas through a cross-curricular approach Engaged in Roe Network RAP Sharing, contributing to and learning from network-wide reconciliation practices Strengthened the EALD Program through targeted intervention and use of EALD Progress Maps to monitor student progress Provided authentic cultural learning experiences, including the Year 1–6 Boorla Bardip excursion and Astronomy Night incorporating Aboriginal perspectives
<p>Student Wellbeing <i>Student wellbeing and self-efficacy is promoted through clear and connected school values</i></p>	<ul style="list-style-type: none"> Embedded the Care Strategy as a whole-school approach, strengthening consistent expectations, common language and restorative practices Continued whole-school wellbeing programs, including Zones of Regulation and targeted initiatives to support connection, belonging and self-efficacy Implemented a consistent approach to teaching wellbeing through the Health and Wellbeing Scope and Sequence Strengthened case management and coordinated support for students through collaboration with families and external agencies
<p>Neurodiversity <i>The complex and diverse needs of students are recognised and supported</i></p>	<ul style="list-style-type: none"> Established a Neurodiversity Subcommittee to guide inclusive practice and school-based action Built staff capacity through targeted professional learning and collaborative expertise Strengthened inclusive learning environments through adjustments, scaffolds and supports to enhance engagement Enhanced case management and referral processes to support early identification and coordinated intervention



Progress Against Business Plan Targets

Progress against the key focus areas outlined in the West Leeming Primary School Business Plan 2023–2026 was monitored throughout 2025. The following table summarises progress across improvement targets.

- Rating Scale**
- **Achieved:** The benchmark has been met or exceeded. Evidence reflects strong and consistent performance.
 - **Substantially Achieved:** The benchmark is close to being met. Evidence shows strong progress with minor gaps remaining.
 - **Partially Achieved:** Some progress is evident, but the benchmark has not yet been reached. Further development required.
 - **Not Met:** The benchmark has not been met and requires improvement.
 - **Pending:** Work has not commenced, is pending or data is not yet available to make a judgement.

Learning Environment Improvement Targets	2023	2024	2025	2026
Self-assessment against the Aboriginal Cultural Standards Framework continuum demonstrates the school has met cultural competence (capable) across the 5 standards.				
The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Learning Environment domain.			Completed	



5. Leadership

Key highlights

- Positive Public School Review outcome, reflecting a strong three-year improvement cycle
- Distributed leadership strengthened in 2025, increasing staff voice and shared responsibility
- Teaching for Impact embedded further through coaching and peer observation cycles
- Participation in Quality Teaching Strategy and commencement of Cultures of Teaching Excellence
- Whole-school data processes strengthened to support consistent, evidence-informed planning
- School Culture Survey (2025) used to inform leadership priorities and next steps
- Continued alignment of school vision and Business Plan evident in whole-school practice

In 2025, West Leeming Primary School experienced a period of leadership transition, including the appointment of a new Principal in Term 2 and a change in Deputy Principal later in the year. These changes were supported by established structures and a strong, collaborative leadership culture, ensuring continuity and stability across the school.

A key focus throughout the year was maintaining a clear and aligned approach to school improvement, underpinned by the Business Plan 2023–2026 and Department priorities. Leadership continued to strengthen distributed practices, supporting staff voice, shared responsibility and consistent implementation of whole-school priorities.

The Public School Review, conducted in 2025, affirmed the school's positive trajectory of improvement over the three-year cycle. The review recognised strong alignment between the Business Plan, school practices and classroom implementation, and validated the school's commitment to evidence-informed leadership and continuous improvement.

Leadership practices were further strengthened through ongoing use of data, consultation and feedback mechanisms, including the School Culture Survey, ensuring responsive decision-making and alignment to student and community needs.



School Culture Survey: Leadership

Key highlights

- Positive perceptions of school leadership across staff and community
- Staff report increasing confidence in leadership and direction of the school
- Leadership is seen as approachable, supportive and focused on improvement
- Strong emphasis on collaboration, staff voice and shared responsibility
- Families report trust in the professionalism and commitment of staff and leaders
- Opportunities identified to strengthen consistency of communication

In 2025, West Leeming Primary School continued to strengthen leadership practices aligned to the school's Business Plan priorities, with a focus on collaboration, transparency and continuous improvement. Feedback from the School Culture Survey indicates that leadership is viewed positively across the school community, with growing confidence in the school's direction and a strong foundation for ongoing development.

Students

Student feedback reflects positive relationships with school leaders:

- Students report feeling known by staff (mean 4.5)
- Students feel safe and confident to seek support when needed (mean 4.3)
- Leadership contributes to a positive and inclusive school culture
- Opportunities for student voice are evident and continuing to develop

Staff

Staff responses reflect a strengthening leadership culture:

- Staff report strong commitment to student wellbeing and care (mean 4.5)
- Staff report a positive shift in leadership, with increased trust and confidence
- Leadership is seen as supportive, approachable and responsive
- Staff feel increasingly valued, with opportunities to contribute to school improvement
- Ongoing opportunities exist to strengthen consistency of processes and follow-through

Community

Community feedback reflects confidence in the leadership of the school:

- Parents report that the school is a safe and caring place for students (mean 4.4)
- Families report feeling welcome and supported by the school
- Feedback is actively sought through surveys, consultation and school processes
- Opportunities exist to strengthen visibility of leadership processes and communication across all year levels






Leadership at West Leeming Primary School continues to strengthen, with a clear focus on building trust, enhancing collaboration and supporting both staff and students. Ongoing priorities include strengthening consistency of communication, increasing visibility of leadership processes and continuing to build strong partnerships with the school community.



Progress Against Business Plan Strategies & Targets

Progress against the key focus areas outlined in the West Leeming Primary School Business Plan 2023–2026 was monitored throughout 2025. The following table summarises progress across key strategies and improvement targets.

Progress Against Key Business Plan Strategies - Leadership	
Key Focus Areas	Progress and Key Actions in 2025
<p>Leadership Capacity <i>Staff are equipped to lead improvement and pursue professional growth.</i></p>	<ul style="list-style-type: none"> • Distributed leadership strengthened, with staff leading curriculum, assessment and operational initiatives • Expanded leadership opportunities through participation in recruitment panels and school-based projects • Leadership development supported through professional learning and Roe Network engagement • Priority teams established to drive improvement aligned to the Business Plan • Performance management and goal setting aligned to leadership growth and whole-school priorities
<p>Performance and Development Culture <i>Embedding a culture of teaching excellence, connected pedagogy and professional growth.</i></p>	<ul style="list-style-type: none"> • Continued embedding of the Quality Teaching Strategy and Teaching for Impact across the school • Participation in the Leading Cultures of Teaching Excellence (LCOTE) Program strengthened instructional practice • Teaching for Impact implementation progressed through instructional leaders, the Impact Coach and priority teams • Development of the West Leeming Way pedagogical guidance continued (in progress) • Structured peer observation and feedback processes strengthened collaborative practice and consistency • Targeted impact cycles focused on classroom culture, differentiation and feedback • Staff engaged in professional learning, including Shaping Minds, to strengthen understanding of cognitive processing and engagement

- Rating Scale**
-  Achieved: The benchmark has been met or exceeded. Evidence reflects strong and consistent performance.
 -  Substantially Achieved: The benchmark is close to being met. Evidence shows strong progress with minor gaps remaining.
 -  Partially Achieved: Some progress is evident, but the benchmark has not yet been reached. Further development required.
 -  Not Met: The benchmark has not been met and requires improvement.
 -  Pending: Work has not commenced, is pending or data is not yet available to make a judgement.

Leadership Improvement Targets	2023	2024	2025	2026
The Quality Teaching Program School Culture Staff Survey demonstrates progress in 'embedding comprehensive induction processes for new and existing staff'.			Completed	
Staff engagement in leadership and career development is evident through performance management and professional learning.				
The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Leadership domain.			Completed	

6. Use of Resources

Key highlights

- Strategic and transparent financial planning maintained through termly Finance Committee processes
- Public School Review affirmed strong alignment between resourcing, planning and school priorities
- ICT audit completed to inform future budgeting, infrastructure and asset replacement planning
- Secured 65 new iPads and a sustainable lease model to maintain equitable student access
- Network and infrastructure upgrades improved connectivity and reliability across the school
- External grant funding (Community Use and City of Melville) secured to enhance school facilities and outdoor spaces
- Oval improvement planning progressed, including surface, drainage and long-term maintenance
- Digital safety strengthened through updated processes and targeted cyber safety education

Overview

In 2025, West Leeming Primary School maintained a strategic and evidence-informed approach to the use of resources, ensuring alignment with the Business Plan 2023–2026 and school priorities. Financial planning processes, supported through the Finance Committee and leadership team, enabled careful allocation of resources to support teaching, learning and student wellbeing.

The Public-School Review affirmed the school's strong approach to resource management, highlighting clear alignment between financial planning, strategic priorities and school improvement processes. Resource allocation continued to be guided by data, consultation and long-term planning, ensuring sustainability and responsiveness to school needs.

Key developments in 2025 included an ICT audit to inform future planning, upgrades to network infrastructure, and investment in student devices to maintain equitable access to technology. Improvements to the physical environment were supported through external grant funding, enabling upgrades to school facilities and outdoor spaces.



School Culture Survey: Use of Resources

Key highlights

- Students report strong access to digital technologies to support learning
- Staff report effective use of resources to support teaching and learning
- Learning environments are well maintained and support classroom practice
- Resources support delivery of whole-school programs and priorities
- Community confidence in the quality of school facilities and environment
- Opportunity to strengthen visibility of how resources are allocated

In 2025, West Leeming Primary School continued to allocate and manage resources to support student learning, wellbeing and the delivery of high-quality teaching programs. Feedback from the School Culture Survey indicates that resources, including facilities and digital technologies, are effectively used to support classroom practice and student engagement.

Students

Student feedback reflects positive access to learning resources:

- Students report that digital technologies support their learning (mean ~4.4)
- Classrooms are well organised and support student learning (mean ~4.3)
- Students can access support and resources when needed (mean ~4.2–4.3)

Staff

Staff responses indicate that resources support teaching and learning:

- Staff report that learning environments are safe, orderly and well maintained (mean 4.4)
- Digital technologies are used to support teaching and student engagement (mean ~4.2)
- Resources support the implementation of whole-school programs and priorities
- Staff are able to access materials and tools required to support teaching

Community

Community feedback reflects confidence in school facilities and environment:

- Parents report that the school is a safe and well-maintained environment (mean 4.4)
- Families recognise that the school environment supports student learning
- Resources and facilities are viewed as contributing positively to student engagement






The use of resources at West Leeming Primary School supports effective teaching and positive student outcomes. A key consideration moving forward is strengthening communication and visibility around how resources are strategically allocated to support school priorities and student learning.



Progress Against Business Plan Strategies & Targets

Progress against the key focus areas outlined in the West Leeming Primary School Business Plan 2023–2026 was monitored throughout 2025. The following table summarises progress across key strategies and improvement targets.

Progress Against Key Business Plan Strategies - Use of Resources	
Key Focus Areas	Progress and Key Actions in 2025
Reserve Funds <i>Careful, shared and transparent planning</i>	<ul style="list-style-type: none"> Regular Finance Committee meetings maintained to support planning and alignment with school priorities ICT audit completed to inform future budgeting, asset replacement and infrastructure planning Secured iPad lease to ensure reliable access to devices and sustainable long-term planning
School Grounds and Buildings <i>Adaptive, contemporary and sustainable environment for learning.</i>	<ul style="list-style-type: none"> Investigated and commenced improvements to oval conditions, including drainage and surface quality Oval management plan initiated to support ongoing maintenance Secured funding to support oval redevelopment and outdoor improvements Community Use Grants enabled installation of shade structures, goals and upgrades to sports facilities Supported P&C to secure City of Melville Grant to enhance the school entrance
School Grounds and Buildings Purposeful and differentiated learning supported through equitable access	<ul style="list-style-type: none"> Secured 65 new iPads to support equitable student access and future device replacement cycles Transitioned ICT support to improve responsiveness and service delivery Completed infrastructure audit and streamlined systems, including e-waste management Upgraded network capacity to improve connectivity across the school Strengthened digital safety practices through updated Care Strategy processes and curriculum integration Delivered cyber safety education for students and parents Strengthened BYOD through community engagement and student learning initiatives

- Rating Scale**
-  Achieved: The benchmark has been met or exceeded. Evidence reflects strong and consistent performance.
 -  Substantially Achieved: The benchmark is close to being met. Evidence shows strong progress with minor gaps remaining.
 -  Partially Achieved: Some progress is evident, but the benchmark has not yet been reached. Further development required.
 -  Not Met: The benchmark has not been met and requires improvement.
 -  Pending: Work has not commenced, is pending or data is not yet available to make a judgement.

Use of Resources Improvement Targets	2023	2024	2025	2026
Self-assessment and compliance procedures demonstrate excellence in all areas of financial management.		Completed		
The Quality Teaching Program and School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Resources domain.			Completed	

Finance

The financial summaries below outline West Leeming Primary School's income and expenditure for 2025. Expenditure includes operational costs such as utilities, infrastructure, equipment and curriculum-related services. Financial planning and oversight were supported through established governance processes, including the Finance Committee and School Board.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	73,609	73,609
Carry Forward (Salary):	49,412	49,412
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,732,738	4,732,738
Locally Raised Funds:	213,484	239,364
Total Funds:	5,069,242	5,095,123
EXPENDITURE		
Salaries:	4,329,393	4,329,393
Goods and Services (Cash):	547,199	535,372
Total Expenditure:	4,876,592	4,864,765
VARIANCE:	192,650	230,358

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	73,609	73,609
Carry Forward (Salary)	49,412	49,412
STUDENT-CENTRED FUNDING		
Per Student	3,741,895	3,741,895
School and Student Characteristics	717,137	717,137
Disability Adjustments	30,850	30,850
Targeted Initiatives	254,636	254,636
Operational Response Allocation	3,310	3,310
Total Funds:	4,747,828	4,747,828
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(197,702)	(197,702)
School Transfers - Cash	182,611	182,611
Department Adjustments	0	0
Total Funds:	(15,091)	(15,091)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	22,320	21,870
Charges and Fees	83,172	91,874
Fees from Facilities Hire	50,864	51,027
Fundraising/Donations/Sponsorships	25,855	39,433
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	0	0
Other Revenues	12,072	15,958
Transfer from Reserve or DGR	19,202	19,202
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	213,485	239,364
TOTAL	5,069,243	5,095,122

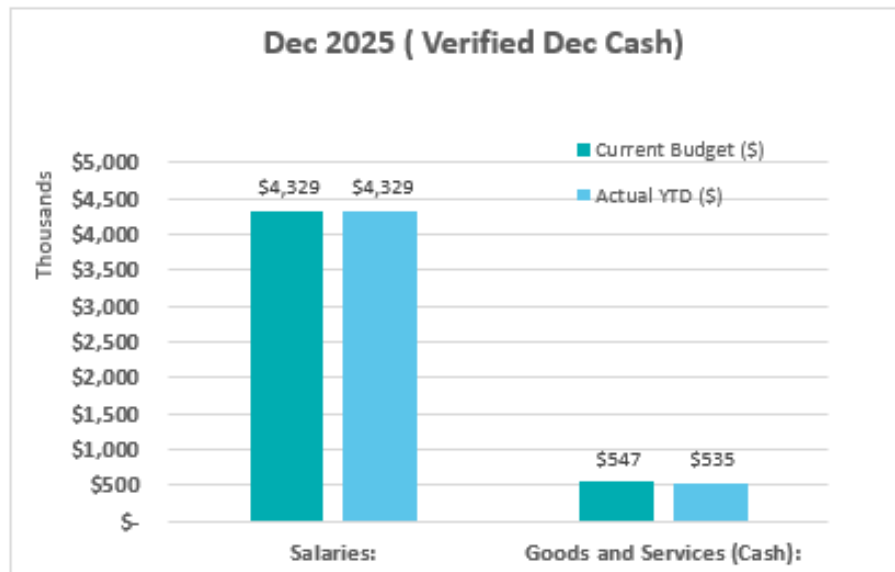
EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,038,560	4,038,560
New Appointments	0	0
Casual Payments	290,398	290,398
Other Salary Expenditure	435	435
Total Funds:	4,329,393	4,329,393
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	41,666	34,314
Lease Payments	36,000	19,877
Utilities, Facilities and Maintenance	141,945	134,766
Buildings, Property and Equipment	113,965	128,715
Curriculum and Student Services	174,208	175,977
Professional Development	11,341	14,884
Transfer to Reserve	20,000	20,000
Other Expenditure	5,324	3,604
Payment to CO, Regional Office and Other schools	2,750	2,235
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	547,199	535,372
TOTAL	4,876,592	4,864,765

In 2025, West Leeming Primary School maintained a balanced and strategic approach to financial management, ensuring resources were aligned to support student learning and operational priorities. Salary expenditure remained the largest component of the budget, reflecting the school's continued investment in high-quality teaching and support staff.

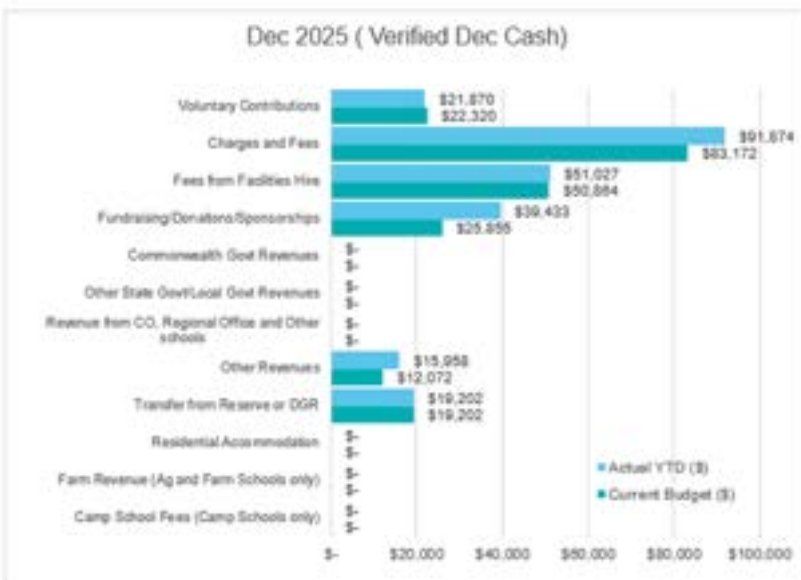
Goods and services expenditure was carefully managed and remained close to budget projections, supporting key areas such as curriculum delivery, facilities, and student services. Locally generated revenue, including voluntary contributions and charges, closely aligned with budget expectations, demonstrating strong community support and effective financial planning.

Overall, expenditure across major areas, including curriculum, facilities, and administration, was consistent with budgeted allocations, ensuring the school operated within its means while continuing to provide high-quality programs and learning environments.

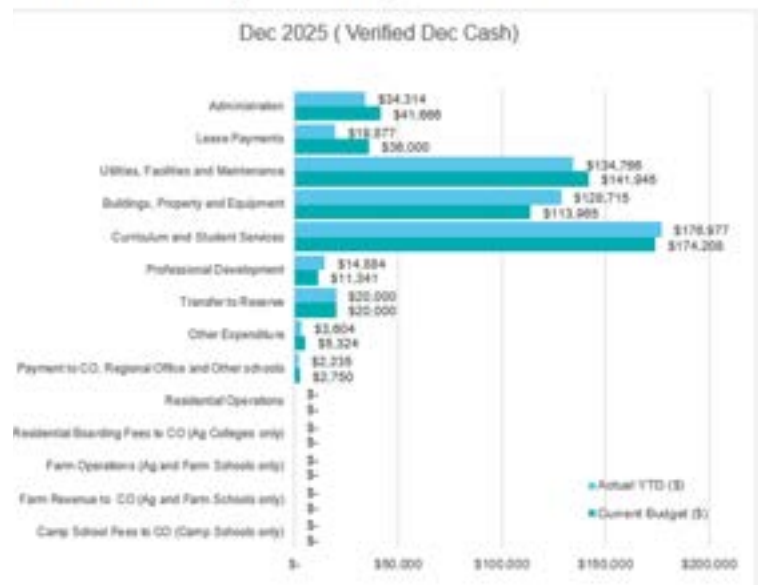
Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



Specialist Learning Areas

At West Leeming Primary School, students participate in a broad and balanced curriculum aligned with the Western Australian Curriculum. A number of learning areas are taught by specialist teachers, ensuring students benefit from the knowledge and expertise of teachers with particular strengths in these subjects. While delivered by specialist staff, these subjects remain an integral part of the core curriculum.

In 2025, specialist programs included Languages – French (Years 3–6), Physical Education (Years 1–6), Visual Arts (Kindergarten to Year 2), Music (Year 1-6) and Science (Years 1–6). These learning areas provide students with opportunities to develop important knowledge, skills and understandings through practical, creative and engaging learning experiences.

Through participation in these programs, students develop confidence, creativity, curiosity and collaboration skills, while building their understanding across key areas of the curriculum. The following sections provide an overview of each specialist learning area and highlight student learning throughout the year.

Visual Arts (K-2)

The Visual Arts specialist program at West Leeming Primary School continued to provide rich and engaging learning experiences for students from Kindergarten to Year 2 throughout 2025. Aligned with the School Curriculum and Standards Authority (SCSA) Visual Arts curriculum, the program supported students to explore and represent ideas through the use of visual elements such as line, shape, colour and texture, while experimenting with a range of materials and techniques.

Students were encouraged to see themselves as artists, developing confidence in expressing their ideas, observations and imagination through creative processes. Learning experiences were intentionally designed to connect with real-world contexts, with students creating artworks linked to significant community and cultural events including ANZAC Day, NAIDOC Week and Chinese New Year. These opportunities fostered an appreciation of diverse perspectives and strengthened students' understanding of the role of art in reflecting culture, history and identity.

The program also celebrated the rich multicultural community of West Leeming, providing students with meaningful opportunities to explore artworks from a range of cultural contexts and to share their own experiences. Through both making and responding to art, students developed their ability to communicate ideas, reflect on their work and engage as both artists and audiences.

Overall, the Visual Arts program in 2025 played a vital role in nurturing creativity, cultural awareness and student voice, while building strong connections between classroom learning and the wider community.



Science

In 2025, the Science program at West Leeming Primary School supported the school's Business Plan priorities of high-quality teaching, student achievement and engagement. The program was delivered by specialist teacher Chrissy Marcelli, providing consistent, high-quality science instruction across Years 1–6. In recognition of her excellence and leadership in science education, Chrissy was awarded the Australian Primary School Teacher of the Year Award.

Students participated in hands-on investigations, collaborative learning experiences and real-world problem solving, helping them develop curiosity, scientific understanding and critical thinking skills.

Curriculum Implementation

The Western Australian Curriculum for Science was implemented across Years 1–6 through inquiry-based learning experiences that enabled students to explore scientific concepts relevant to their everyday lives.

Students engaged with the four key areas of Science Understanding:

- Biological Sciences – living things, life cycles, habitats and ecosystems
- Earth and Space Sciences – Earth's resources, weather patterns and the solar system
- Chemical Sciences – materials, their properties and changes in substances
- Physical Sciences – forces, movement, energy, light, sound and electricity

The program also embedded the three strands of the Science curriculum: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Students developed skills in questioning, planning investigations, collecting and analysing data, and communicating their findings.

Teaching and Learning

Teaching was supported through the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate), enabling students to progressively build knowledge and deepen their understanding through investigation and reflection. Key teaching practices included:

- learning intentions and success criteria to support student progress
- differentiation to meet diverse learning needs
- collaborative learning and problem-solving tasks

Community Engagement

During National Science Week, the school hosted a Stargazing Night, bringing together students, families and community members to explore astronomy and space science. Although rainy weather limited outdoor telescope viewing, the evening included engaging presentations and interactive activities that sparked curiosity about the night sky and our universe.

The Science program at West Leeming Primary School continues to foster curiosity, collaboration and innovation. Through inquiry and investigation, students are developing the knowledge and skills needed to think scientifically and engage with future opportunities in STEM.



Highlights

WA Science Talent Search

Students across Years 1–6 participated in the WA Science Talent Search communication categories. West Leeming Primary School students achieved outstanding results, including a Western Australian winner in the Year 5–6 Science Communication Video category and a winner in the Poster Communication category.

STEM Competitions

Academic Extension students submitted entries to the Sleek Geek Awards, Science Talent Search and Think Science competitions, demonstrating creativity and strong scientific communication skills.

STEM Gaming Competition

A West Leeming Primary School student was named a finalist in the STEM Gaming Competition, highlighting strong computational thinking and problem-solving skills.

Tournament of the Minds

Academic Extension students participated in the Tournament of the Minds, developing teamwork, creativity and critical thinking skills and receiving Special Merit and Finalist awards.

CREST Awards

Students completed independent science investigations through the CREST (Creativity in Research, Engineering, Science and Technology) Awards, achieving Blue and Bronze award levels.

Science Leadership

The school appointed its first Science Captains, who supported the Eco Warriors Club and encouraged student involvement in science and sustainability initiatives.

National Science Week

West Leeming Primary School hosted a Stargazing Night during National Science Week, bringing together students, families and community members to explore astronomy through presentations and interactive science activities.

Languages - French

In 2025, the French program at West Leeming Primary School continued to support the school's Business Plan priorities of high-quality teaching, student achievement and engagement. The Western Australian Languages Curriculum (French) was implemented for students in Years 3 to 6, with curriculum delivery, assessment and reporting aligned to Department of Education requirements. Students participated in one hour of French instruction each week.

Students engaged with the Department of Education language packages, supporting a structured and consistent approach to language learning. A strong emphasis on speaking routines enabled students to communicate confidently in French about familiar topics, including themselves, their families, food and drinks, leisure activities, school routines and the weather.

Curriculum Implementation

In Year 3, students developed foundational vocabulary and expressions, including numbers, colours and introductions. They were introduced to grammatical concepts such as gendered nouns and adjective agreement and practised describing people and clothing. A highlight of the year was a French breakfast event, providing an authentic context to apply their learning.

In Year 4, students built their understanding of time, school routines and classroom language. Learning included role-play in a French restaurant, where students applied vocabulary related to food, greetings and transactions using European currency.

In Year 5, students extended their language skills through learning related to dates, home and environment, and directions. They engaged in digital research and participated in a role-play activity, At the Patisserie. Students also explored aspects of French culture, including Paris and the Francophonie.

In Year 6, students consolidated their learning through interviews and presentations, strengthening their pronunciation and communication skills. Learning included weather reports, descriptions of hobbies and sports, and research projects exploring French history and culture. Students also completed a digital project, My Holidays in France, planning a virtual trip to France.

Teaching and Learning

The program focused on building students' confidence in speaking and listening, supported by structured routines, explicit vocabulary instruction and opportunities for authentic language use. Students engaged in role-play, inquiry and digital learning tasks, strengthening their communication skills and cultural understanding.

Highlights

French Language Learning

All students in Years 3–6 participated in weekly French lessons, developing confidence in speaking and understanding French through structured routines and regular language practice. Students were able to communicate about familiar topics including themselves, their families, food, leisure activities and school routines.

Authentic Cultural Experiences

All Year 3 students participated in a French Breakfast and all Year 4 students engaged in a French Café role-play, identified as highlights of the program. These immersive experiences provided meaningful opportunities for students to practise vocabulary and expressions in authentic, real-world contexts.

Alliance Française Competition

Twenty-two students from Years 3–6 were selected as finalists in the Alliance Française Poetry Recitation Competition, demonstrating strong language skills, pronunciation and confidence in spoken French.

Inquiry and Cultural Understanding

All Year 5 and Year 6 students engaged in inquiry and digital projects such as At the Patisserie and My Holidays in France, strengthening their understanding of French culture and developing their communication skills.



Physical Education

Teaching and Learning Program

In 2025, the Physical Education program at West Leeming Primary School supported student wellbeing, engagement and achievement through inclusive and purposeful learning experiences.

Delivered by Physical Education Specialist Scott Biddle, the program was provided to all students from Year 1 to Year 6 and focused on the development of fundamental movement skills, alongside the application of game sense, teamwork and strategy.

Lessons were structured and sequential, supporting students to build confidence, resilience and a commitment to personal best. A strong emphasis on participation, effort and sportsmanship ensured all students were supported to engage and succeed.

Care Values in Action

Physical Education was closely aligned with the school's Care values. These values guided behaviour, teamwork and participation across lessons, sport sessions and carnivals.

Faction tokens were used as a whole-school approach to recognise and celebrate students demonstrating the Care values. Students across all year levels could earn tokens, contributing to faction totals and announced at assemblies, reinforcing a strong sense of belonging and shared pride.

Sport and Participation Opportunities

Students were provided with a wide range of opportunities to participate in sport throughout the year, including regular sport sessions, interhouse carnivals and interschool competitions.

Running Club operated twice per week in Terms 2 and 3 in preparation for Cross Country, supporting student fitness and participation across all year levels.

These opportunities supported skill development, teamwork and confidence, while fostering strong school spirit.

Community and Collective Contribution

The program was strengthened through the support of staff, parent volunteers and the wider school community, whose involvement contributed to the success of sporting events and a positive, inclusive sporting culture.

Highlights

Inter House Swimming Carnival

1. **Canning – 257**
2. Curtin – 164
3. Hackett – 161
4. Murdoch – 111

Faction Cross Country Carnival

1. **Canning – 914**
2. Curtin – 938
3. Hackett – 837
4. Murdoch – 768

Interschool Cross Country Carnival

- Overall Result: 1st place

Faction Athletics Carnival

1. **Canning – 1089**
2. Curtin – 919
3. Hackett – 783
4. Murdoch – 785

Interschool Athletics Carnival

Overall Result: 2nd place

Summer and Winter Carnivals (Interschool)

Students represented the school across a range of sports, demonstrating teamwork, skill and resilience.

Basketball Slam Series

- Boys Team made finals

Horton Tennis Tournament

Girl's Footy Carnival



Music

The Music program at West Leeming Primary School is aligned with the Kodály and Orff Schulwerk approaches, providing an engaging, hands-on and accessible learning experience for all students. The program supports the Western Australian Curriculum through the development of aural skills, performance, composition and music appreciation, while fostering a lifelong appreciation of music.

A strong emphasis is placed on singing as the child's first instrument, supporting the development of aural literacy and inclusive participation. Students also engage in performing and creating music using a range of instruments, including marimba, tuned percussion, drums, ukulele and recorder.

Music continues to play a vital role in school life. Purposeful repertoire selection promotes social-emotional learning, cultural understanding and Reconciliation, making a meaningful contribution to student wellbeing and cultural safety.

The Music program continues to be a highly valued part of the West Leeming Primary School community.



Highlights

Choir
The West Leeming Choir thrived in 2025, with over 50 students participating in performances including ANZAC commemorations, Recital Night, the Christmas Concert Assembly and the Massed Choir Festival. A highlight was performing at the Perth High Performance Centre, with one selected as a featured soloist. Choir participation supported the development of vocal technique, musicianship, and skills such as focus, commitment, persistence and teamwork.

Performance Opportunities
Music was embedded across school life through a range of in-school performance opportunities. West Leeming's Got Talent, led by the Year 6 Arts Captains, provided a student-led platform for showcasing performing arts talents. Regular cameo performances for staff and peers also helped build confidence and foster a culture of participation.

Instrumental Music Program
Students in Years 3–6 participated in the School Instrumental Music Program, learning instruments including violin, viola, cello, flute, clarinet, trumpet, trombone, classical guitar and percussion. Students performed in class settings, ensembles and band sessions, demonstrating ongoing growth in skill and confidence. The Instrumental Music Recital Night was a key highlight.

Whole-School Performance
The Christmas Music Assembly, A Song 'n' Dance Christmas, was a vibrant whole-school celebration. This collaborative production showcased students' creativity through choreography, props, stage design and performance. The event featured singing in three languages and a variety of dance styles, reflecting the diversity and creativity of the program.



Highlights

Throughout 2025, West Leeming Primary School provided a wide range of learning, leadership, cultural and community experiences that enriched student learning and strengthened partnerships with families and the wider community.

Cultural Understanding and Community Commemoration

- NAIDOC Week celebration
- ANZAC Service
- National Sorry Day
- Harmony Day
- Year 1 to Year 6 excursion to Boorla Bardip (WA Museum)
- Astronomy Night – One Sky, Two Stories

Creative Arts, Music and Performance

- Massed Choir Festival
- Music Recital Evening
- Christmas Music Assembly
- Wellbeing dance program
- Presentation Evening
- Cinderella Pantomime
- Mini Musos

Year 6 Special Events

- GRIP Leadership Conference
- Year 6 camp
- Graduation Assembly and celebrations
- Big Day Out
- River Cruise

Events and Learning Experiences

- National Simultaneous Story Time
- Book Week Assembly and Parade
- Olympian visit - Conor Nicholas
- Incursions including West Oz Wildlife

Academic Extension

- Interschool Numero Competition
- Tournament of Minds Competition

Sporting Competitions and Events

- Dockers Visit
- Faction Swimming Carnival
- Faction and Interschool Cross Country Carnivals
- Faction and Interschool Athletics Carnivals
- Horton Cup Tennis Tournament
- Basketball Slam Series
- VSSA Girls Football Carnival
- Year 5/6 termly interschool sport carnivals
- Running Club

Student Wellbeing and Engagement

- Wellbeing for Kids program
- Lunchtime wellbeing and engagement opportunities

Parent Workshops

- ADHD With Me parent information session (Eliza Dodson)
- Cyber Safety workshop for parents (Paul Litherland)

Community and P&C Highlights

- Quiz Night
- Easter raffle
- Mother's Day and Father's Day gift stall
- School disco
- Volunteer's Morning Tea





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