



Department of
Education



INDEPENDENT
PUBLIC SCHOOL

ANNUAL SCHOOL REPORT 2024



West Leeming Primary School

Westall Terrace

LEEMING WA 6149

Tel: 9266 6000

Website: www.westleeming.wa.edu.au

www.westleeming.wa.edu.au

Principal's Message



Welcome to the West Leeming Primary School 2024 Annual Report. This report details the school's achievements, including the academic and non-academic performance of our students. The report also includes information about the teaching and learning programs implemented at West Leeming and provides an overview of the current focus areas at our school.

West Leeming's vision is to *empower and embrace a culture of opportunities for success*. This captures the importance we place on "the whole child" and the provision a high-quality educational program for each and every student. We are committed to achieving this through creating an academically challenging and emotionally supportive learning environment for all the children in our care. Alongside academic excellence, our dedicated teachers and support staff understand that children need to learn in an environment which supports positive mental health. This is achieved through a comprehensive approach to student wellbeing.

Throughout 2024, we continued implementing West Leeming's second Business Plan as an independent public school. This Business Plan 2023-2026 outlines our school improvement directions over the next few years, including performance targets and success indicators. Our improvement strategies are grouped into the six domains incorporated into the public school review process. These domains outline our commitment to continuous improvement and the provision of an exceptional educational experience for the children in our care:

- **Relationships and partnerships:** *Collaborative, purposeful and connected to our community*
- **Learning environment:** *Safe, supportive and engaging for all students in our care*
- **Leadership:** *Authentic, knowledgeable, committed and innovative leadership at all levels*
- **Use of resources:** *Targeted, equitable, transparent and linked to priority areas*
- **Teaching quality:** *Evidence based, differentiated and aligned to the 'West Leeming Way'*
- **Student achievement and progress:** *Inspired, successful and prepared for the future.*

West Leeming commenced the implementation of our identified school improvement initiatives in 2023, following on from the progress made over the previous three years. A self-assessment tool that tracks our progress toward meeting Business Plan performance targets and success indicators is included in this annual report, outlining West Leeming's progress over the past two years.

In addition to providing an overview of the academic and non-academic performance of our students, this report also includes information about the teaching and learning strategies implemented in the English and mathematics learning areas and specialist subjects offered at West Leeming.

The continued success of West Leeming Primary School is due to the combined efforts of the whole school community. This is a community orientated school, with both staff and parents working in partnership to deliver the best educational opportunities for each child.

As an independent public school, the West Leeming School Board is an important governance structure that supports the school to develop and implement strategic directions that reflect both the requirements of the public education system and the context of this school community. A report from the 2024 School Board Chair is included in this annual report, outlining the role and achievements of the Board over the past twelve months. As Principal, the School Board is an important governance group who provide invaluable guidance in ensuring school leadership decisions reflect not only the requirements of the public education system, but importantly, the context of this school community. Thank you to the West Leeming School Board Chair, Mark Molloy and all members of the Board for their support of the school throughout the year. Thank you also to Grainne Smith, P&C President and members of the P&C for their continued hard work and dedicated support of our school.

I would like to acknowledge the exceptional work of school staff. The role of an educator in today's society is both rewarding and challenging, and West Leeming has a team of professional, knowledgeable and dedicated teachers, education assistants and support staff who are committed to providing the best possible educational experience for all the students who attend our school.

I feel privileged to have the opportunity to lead this dynamic school and look forward to the next stage of West Leeming's improvement journey and continued success in 2025.

Lisa Tucker
B.A, B.Ed, MSL.
2024 Principal



School Board Chair's Report

2024 – A time for reflection

As we hurtle through 2025 it is time to sit back, pause and reflect upon the prior year's board role.

The School Board's role as defined by the Department of Education is to "contribute to good school governance" This includes having strategic oversight of the school's achievement targets, developing and reviewing the school Business Plan, reviewing and approving school budgets and charges plus supporting the establishment and ongoing review of the school's objectives, priorities and policies.

2024 Board Members:

Mark Molloy - *Board Chair*

Lisa Tucker - *WLPS Principal*

Mandy Goh - *Parent Representative from Term 4 2023*

Rachael Pui - *Parent Representative from Term 4 2023*

Kate Reid - *Parent Representative from Term 2 2024*

Natalie Williams - *Parent Representative from Term 2 2024*

Jan Miles - *Community Representative*

Kim Saw - *Staff Representative and WLPS Deputy Principal from Term 1 2022*

Natalie Smallman - *Staff representative from Term 1 2024*

Katherine Mills - *Staff representative from Term 1 2023*

Chrissy Marcelli - *Staff representative from Term 2 2024*

Angie Brierley - *Executive Officer from Term 3 2023*

Membership Changes

The Board saw a number of changes in 2024. I would like to acknowledge the contributions of all the departing Board Members for their commitment and respectful discussions throughout the year.

Meetings

The Board has held the following meetings during 2024:

- Seven regular scheduled meetings
- One public meeting
- Regular meetings of the Principal, Chair and Executive Officer to plan Board activities
- Meetings to support the branding and marketing of the school, policy review and development, and Business Plan review and development.

During the year, the Board undertook the following:

Review

- School policies
- Progress against the School Business Plan 2023-2026
- NAPLAN Results
- On-Entry Results
- Annual School Report

Note

- Annual Budget
- Class structures and student numbers

Approve

- 2024 School Charges and Contributions
- 2024 Booklists
- 2025 Staff Development Days

Specific Focus Areas

Neurodiversity

In 2024 we commenced our Neurodiversity Operational Plan. With the increase in recognition and diagnosis it is important to be attentive of the challenges and opportunities neurodiverse children (and parents) face. For those parents of neurodiverse children or anyone who has an interest I would encourage you to enquire with your child's teacher as to what is happening in that space at school. I would also like to extend a very big thank you to Kim Saw for leading the plan and Rachael Pui for her continued input.

School Oval Upgrade

As many of you will know the school oval is in need of an upgrade. Over the course of 2024 we have had many discussions as to what could be done, and quotes have been obtained in regards to the costings. This project will continue into 2025 and hopefully an outcome we can all be proud of will come to fruition in the not too distant future.

I would like to thank Natalie Williams for leading the way and on this and also Dean Williams for all the help he has been providing.

2023-2026 Business Plan

The School's 2023-2026 Business Plan incorporated strategic directions, performance targets and improvement strategies and was collaboratively developed by West Leeming staff and our School Board. By the end of 2024 several of the Improvement Targets and Strategic Directions had already been completed with the remaining 'In Progress' or 'Pending'. As we go through 2025, progress will be monitored regularly to ensure completion is achieved.

Policy Consolidation and Reviews

As part of planning for Board activities in 2024, the school provided a list of policies which were due for review. Subsequently, the working group consisting of parent and staff representatives reviewed a range of policies. The policies and procedures reviewed and updated were the Parent Communication Policy and the Care Strategy – Care and Behaviour Management Process. I would like to thank Kim Saw for leading the review of the policies.

Academic Performance

The Board has been kept up to date on the latest student academic performance results including the annual NAPLAN assessments, with the school recognising areas of strength and identifying areas where improvement is needed.

A final word

I would like to finish with a few words about our Principal Lisa Tucker. As you know she has been offered a three-year collegiate principal role and has decided to take this up after seven years' service here at West Leeming. Lisa came in at a time when the school had had numerous transitional principals and throughout her tenure she steered the school to becoming an independent public school, led through school reviews and progressed through (nearly) two full business plans. Without her leadership the school would not have grown to where it is today. I would like to take this opportunity to extend my personal thanks, and I am sure the rest of the school wish her well for her future role as collegiate principal.

The new principal will be starting at the beginning of term 2 2025, and I have every confidence that whoever comes on board will continue to drive the school forward and make West Leeming the best school it can be.

Mark Molloy

School Board Chair 2024



Our School

At West Leeming Primary School, we believe our students learn best when supported with teaching and learning experiences that challenge them to strive to be their very best. Our school vision *empower and embrace a culture of opportunities for success* ensures that students remain at the forefront of all decisions. It encapsulates the importance we place on providing a high quality educational program for each and every student in our care. Alongside academic excellence, our dedicated teachers and allied professionals understand that children need to learn in an environment that supports positive mental health. This is achieved through a comprehensive approach to student wellbeing and the development of the social, emotional, psychological and physical needs of every child.

West Leeming Primary School values and encourages strong partnerships with the parents and carers of our students and the community to which they belong. Families at our school are actively engaged in their child's educational journey, as we work together, to provide a school experience that is academically, socially and emotionally rewarding for all students.

Our Values

CARE – At West Leeming we CARE

- Care for Myself
- Care for Others
- Care for Environments



Our Vision

Empower and embrace a culture of opportunities for success.

Attendance 2024

The table below demonstrates that student attendance at West Leeming continued to be higher than WA public schools and comparative to our like schools. Like schools are grouped using the Index of Community Socio-Educational Advantage (ICSEA), which is derived from parent background information. In 2024, our school's attendance was higher in all year levels than the previous year. This was a pleasing outcome after attendance dropped in 2022 due to the impact of COVID in this state.

Student attendance is monitored daily and a SMS service is in place to notify parents where an absence reason is not recorded. Individual students with low attendance are identified by the school leadership team, with support offered to families where required. This support is contextualised to the individual needs of the child and includes strategies to reward attendance and the support of our school chaplain.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	90.0%	90.0%	88.3%	88.0%	78.6%	69.5%	90.0%	89.8%	86.6%
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%

Year 6 Cohort/Destination Schools

At the end of 2024, our Year 6 students who left West Leeming Primary School enrolled in 12 different secondary schools. This included several students who received scholarships.

Destination School	Total	Destination School	Total
Leeming Senior High School	41	All Saints College	1
Corpus Christi College	8	Aquinas College	1
Kennedy Baptist College	5	Christian Brothers College	1
Applecross Senior High School	2	Home Schooling	1
John Curtin College of the Arts	2	Jerramungup Districh High School	1
Rossmoyne Senior High School	2	Wesley College	1

Staff Information

The West Leeming staff meet the Teacher's Registration Board professional requirements to teach in West Australian schools and hold current Working with Children Checks. Our highly skilled teachers are committed to ongoing professional development and use the AITSL Professional Standards to guide professional performance reflection and identify areas for growth. Our teams of dedicated education assistants have multiple roles in the school. This includes supporting the teaching and learning program and working with students at educational risk.

West Leeming's office staff are experienced and knowledgeable, including a Manager Corporate Services, 2 school officers and a library officer. We also have a dedicated support staff consisting of a gardener and cleaning team.

Staff Information							
	No	FTE	ABL		No	FTE	ABL
Administration Staff				School Support Staff			
Principal	1	1.0	0	Clerical / Administrative	4	3.0	0
Deputy Principals	2	2.0	0	Gardening / Maintenance	1	0.6	0
Total Administration Staff	3	3.0	0	Other Allied Professionals	10	7.74	0
Teaching Staff				Total Allied Professionals	15	11.34	0
Level 3 Teachers	3	2.6	0				
Other Teaching Staff	23	27.98	0	Total	44	44.92	0
Total Teaching Staff	26	30.58	0				

Student Academic Performance Summary

NAPLAN (National Assessment Program - Literacy and Numeracy)

NAPLAN is an annual national assessment in English (reading, writing, spelling and grammar) and mathematics. At West Leeming students in year 3 and 5 participate in this annual testing program alongside their peers from across Australia. The assessment took place in March 2024 (term 1).

Comparative Performance Summary

As part of this annual report, a comparative performance summary table of the school's achievements in NAPLAN is included. This table provides a 'traffic light' display of comparative performance across the test areas for years 3 and 5. The analysis uses the school mean scores and Index of Community Socio-Educational Advantage (ICSEA) to calculate expected performance, measured against 'like' schools. 'Like' schools are grouped using the ICSEA index derived from parent background information.

Schools within one standard deviation of the predicted performance are considered to be performing as expected (yellow). Around 70% of schools will be in this category. Approximately 15% of schools will be more than one standard deviation above predicted performance (green). Approximately 15% of schools will be more than one standard deviation below predicted performance (red).

The table below outlines West Leeming's comparative performance in 2024.

NAPLAN Comparative Performance Summary

	YEAR 3		YEAR 5	
	2023	2024	2023	2024
Numeracy	0.4	2.0	-0.0	-0.2
Reading	0.2	1.4	0.1	-0.3
Writing	0.0	0.9	0.0	-0.9
Spelling	-0.3	0.4	-0.2	-0.4
Grammar & Punctuation	0.2	1.5	-0.3	-0.6

	Above Expected—more than one standard deviation above the predicted school mean
	Expected—within one standard deviation of the predicted school mean
	Below Expected—more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 5 Performance

In 2024, West Leeming's NAPLAN results for the year 5 cohort demonstrated that performance was slightly below expectations across all tested areas. In numeracy and the literacy areas of reading, writing, spelling and grammar and punctuation, although we had more students achieving within the middle 60% band, our results demonstrate we had less students performing in the top 20% than like schools.

Included in this summary report are five tables outlining the percentage of students who achieved in the top 20%, middle 60% and bottom 20% bands when measured against the performance of our like schools.

These tables indicate that student achievement in the top 20% was lower than in all tested areas, however performance in the middle 60% was higher than like schools. These results indicate that our focus on differentiated learning for students achieving good results is an important consideration in future planning to accelerate opportunities to perform at higher levels.

The tables also indicate that the number of students performing in the bottom 20% is comparative with like schools. These results indicate the importance of our tier 3 academic remediation programs in supporting students at risk of meeting the required literacy and numeracy levels.

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	46%	32%	26%	38%	39%	40%
Middle 60%	53%	62%	69%	57%	55%	54%
Bottom 20%	2%	6%	5%	5%	6%	5%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	41%	31%	31%	35%	37%	39%
Middle 60%	58%	66%	67%	59%	58%	56%
Bottom 20%	2%	3%	2%	6%	5%	6%

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	31%	31%	24%	32%	32%	36%
Middle 60%	66%	62%	71%	61%	59%	56%
Bottom 20%	3%	8%	5%	8%	8%	9%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	42%	46%	33%	35%	38%	40%
Middle 60%	56%	46%	58%	59%	56%	54%
Bottom 20%	2%	8%	9%	6%	6%	5%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	32%	31%	29%	36%	36%	39%
Middle 60%	63%	60%	67%	57%	58%	55%
Bottom 20%	5%	9%	5%	6%	6%	6%

Year 3 Performance

In 2024, West Leeming’s NAPLAN results for the year 3 cohort demonstrated improved performance from 2023 in all tested areas. As outlined in the tables below, the number of students who achieved results in the top 20% was higher in numeracy, writing and grammar and punctuation. In reading, they were on par with like schools, however achievement in the spelling assessments was lower.

As a result of the high achievement of our students in these assessment results, student performance in the middle 60% was lower than like schools. The exception to this was spelling where the combined achievement in both the top and middle bands was comparatively higher than like schools.

The number of students performing in the bottom 20% was lower than like schools in all tested areas. The school’s tier 3 academic remediation programs for students at risk of meeting the required literacy and numeracy levels currently focus on years 3 and 4. This program will provide the required support to year 3 students identified through this NAPLAN testing.

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	25%	39%	57%	37%	36%	36%
Middle 60%	66%	57%	41%	57%	58%	58%
Bottom 20%	9%	3%	2%	6%	6%	6%

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	25%	41%	37%	38%	37%	37%
Middle 60%	64%	54%	59%	54%	58%	56%
Bottom 20%	11%	5%	4%	8%	5%	7%

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	32%	21%	24%	33%	33%	33%
Middle 60%	59%	69%	74%	58%	62%	61%
Bottom 20%	9%	10%	2%	9%	5%	7%

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	41%	34%	54%	42%	37%	36%
Middle 60%	50%	57%	46%	51%	58%	58%
Bottom 20%	9%	8%	0%	6%	5%	5%

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	23%	33%	65%	37%	36%	47%
Middle 60%	66%	61%	28%	54%	58%	43%
Bottom 20%	11%	7%	7%	9%	7%	11%

Additional information outlining this year’s performance in NAPLAN are included in the English and mathematics sections of this annual report.

Student Non-Academic Performance Summary

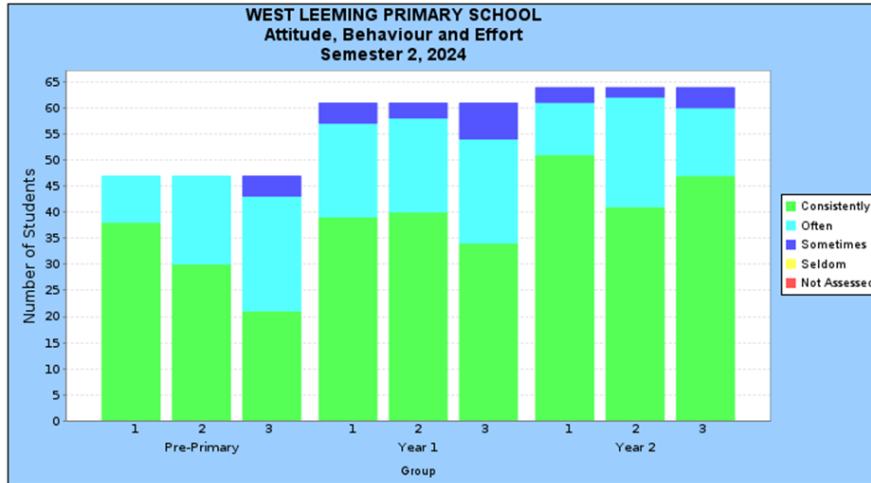
Student Attitude, Behaviour and Effort

The attitude, behaviour and effort of students at West Leeming are formally reported to parents twice a year as part of their Semester One and Semester Two formal reports. The following graphs shows the results of our students from Pre-primary to Year 6 in Semester Two, 2024.

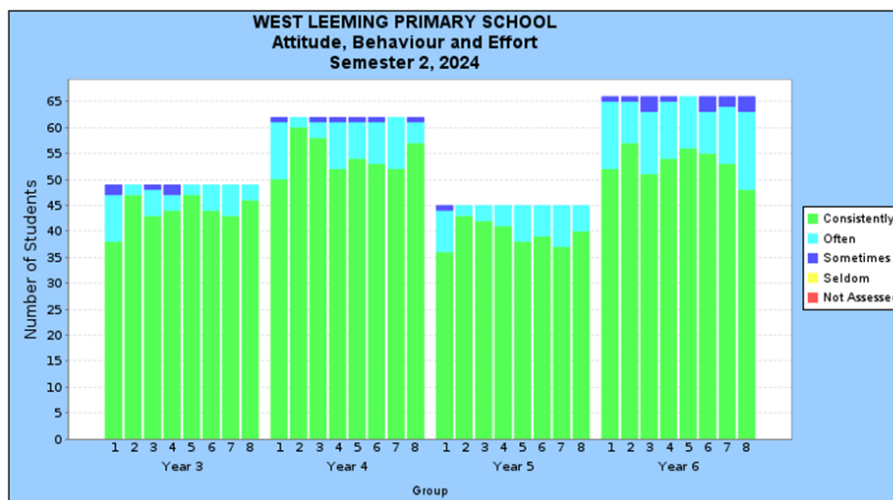
The first graph (Pre-primary to year 2) highlights student achievement across the three reported domains.

The second graph (year 3 to year 6) includes student performance in the eight domains that are assessed.

As indicated in these graphs, students at West Leeming PS continued to demonstrate high levels of engagement in their learning in all year levels. This was evident across all domains that form part of the attitude behaviour and effort ratings. These domains are listed below.



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



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

West Leeming Business Plan 2023-2026

In 2023, West Leeming’s second business plan as an independent public school was developed, outlining the school’s school improvement directions for the next four years.

This plan incorporates strategic directions, performance targets and improvement strategies and was collaboratively developed by West Leeming staff and our School Board. Improvement directions were identified using comprehensive self-assessment mechanisms including student performance data, both academic and non-academic as well as community feedback.

Throughout 2024, improvement strategies that had commenced in previous years were embedded. Improvement strategies to address additional areas identified in our Business Plan were also developed with implementation commencing throughout the year. This ongoing improvement cycle incorporating development, implementation and embedding will continue in 2025 to ensure improvement areas can be sustained.

The West Leeming Primary Business Plan 2023-2026 defines six priority areas as part of our commitment to continuous improvement. These are:

- **Relationships and partnerships:** *Collaborative, purposeful and connected to our community*
- **Learning environment:** *Safe, supportive and engaging for all students in our care*
- **Leadership:** *Authentic, knowledgeable, committed and innovative leadership at all levels*
- **Use of resources:** *Targeted, equitable, transparent and linked to priority areas*
- **Teaching quality:** *Evidence based, differentiated and aligned to the ‘West Leeming Way’*
- **Student achievement and progress:** *Inspired, successful and prepared for the future.*

The following information summarises the school’s progress in 2023 and 2024 against the success indicators outlined in the West Leeming Business Plan 2023-2026.

Improvement Targets

Area 1 - Relationships and partnerships	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’.	Pending	Pending		
The School Board demonstrates strong governance skills through self- assessment processes to identify improvement areas.	Pending	In Progress		
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).	Pending	Pending		
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.	Pending	Pending		
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.	Pending	Pending		

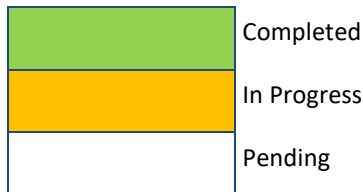
Area 2 - Learning Environment	2023	2024	2025	2026
Self-assessment against the Aboriginal Cultural Standards Framework continuum demonstrates the school has met cultural competence (capable) across the five standards.	Pending	In Progress		
The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Learning Environment domain.	Pending	Pending		

Improvement Targets cont...

Area 3 - Leadership	2023	2024	2025	2026
The Quality Teaching Program School Culture Staff Survey demonstrates progress in 'embedding comprehensive induction processes for new and existing staff'.	Pending	Pending		
Staff engagement in leadership and career development is evident through performance management and professional learning.	In Progress	In Progress		
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	Pending	Pending		

Area 4 - Use of Resources	2023	2024	2025	2026
Self-assessment and compliance procedures demonstrate excellence in all areas of financial management.	In Progress	Completed		
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 Resources domain.	Pending	Pending		

Area 5 - Teaching Quality	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.	Pending	Pending		
Performance against the National Quality Standard (NQS) demonstrates the standard has been maintained in all quality areas.	Pending	Completed		
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.	Pending	Pending		



Improvement Targets cont...

Area 6 - Student achievement and progress		2023	2024	2025	2026
The percentage of students achieving progress levels of high and very high between On-entry (Pre-primary) and NAPLAN (year 3) is higher than like schools in reading.		Close to achieved	Achieved		
The percentage of students achieving progress levels of high and very high between On-entry (Pre-primary) and NAPLAN (year 3) is higher than like schools in numeracy.		Close to achieved	Achieved		
The percentage of students achieving progress levels of high and very high in NAPLAN (year 5) is higher than like schools in literacy (reading, writing, spelling, grammar and punctuation) and numeracy (commencing in 2025).		N/A	N/A		
Comparative achievement in NAPLAN (year 3) is equivalent or above like schools.	Reading	Close to achieved	Achieved		
	Writing	Close to achieved	Achieved		
	Spelling	Not achieved	Achieved		
	Grammar and Punctuation	Close to achieved	Achieved		
	Numeracy	Achieved	Achieved		
Comparative achievement in NAPLAN (year 5) is equivalent or above like schools.	Reading	Close to achieved	Close to achieved		
	Writing	Achieved	Close to achieved		
	Spelling	Not achieved	Close to achieved		
	Grammar and Punctuation	Close to achieved	Close to achieved		
	Numeracy	Close to achieved	Close to achieved		
Reporting grades in semester 2 in mathematics are aligned with like schools (within 5%) from Pre-primary to year 6.	Pre-primary	Not achieved	Achieved		
	Year 1	Close to achieved	Not achieved		
	Year 2	Not achieved	Achieved		
	Year 3	Not achieved	Close to achieved		
	Year 4	Not achieved	Close to achieved		
	Year 5	Achieved	Close to achieved		
	Year 6	Not achieved	Close to achieved		
Reporting grades in semester 2 in English are aligned with like schools (within 5%) from Pre-primary to year 6.	Pre-primary	Not achieved	Not achieved		
	Year 1	Achieved	Close to achieved		
	Year 2	Not achieved	Achieved		
	Year 3	Not achieved	Close to achieved		
	Year 4	Close to achieved	Close to achieved		
	Year 5	Close to achieved	Achieved		
	Year 6	Not achieved	Close to achieved		
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.		Pending	Pending		

	Achieved		Close to achieved		Not achieved
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Strategic Directions

Area 1: Relationships and Partnerships

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Students Students are provided with opportunities to share their ideas on how to improve the learning experiences at school for themselves and their peers.					
Opportunities for students to provide feedback about their learning are developed and implemented.	Student 'voice' is sought, considered and reflected in learning programs and school decision-making.	Pending	In Progress		
Teachers use student voice to examine and strengthen the impact of their teaching. Strategies to enhance student leadership opportunities are implemented.	A range of formal and informal leadership opportunities at class, cohort and phase of learning levels is incorporated into school planning.	In Progress	In Progress		
Staff Quality professional relationships are fostered through behaviours that exemplify a safe and inclusive workplace.					
'How do staff work best' agreements are regularly reviewed to foster shared responsibility in maintaining respectful professional relationships.	Line manager wellbeing 'check-ins' are implemented to identify where additional assistance may be required.	In Progress	In Progress		
Strategies to assist personal wellbeing are encouraged and supported.	Staff are supported to include wellbeing goals through performance management.	Pending	In Progress		
	The West Leeming Professional Learning Plan incorporates staff health and wellbeing opportunities.	Pending	Pending		
Community Community engagement opportunities are promoted to encourage positive and authentic relationships.					
Continue to investigate strategies to streamline communication with families at whole school and classroom levels.	Communication to parents about the learning program is consistent across each cohort.	In Progress	In Progress		
The P&C and school staff work collaboratively to implement a range of strategies that foster community engagement.	The annual school calendar reflects community engagement opportunities each term.	In Progress	In Progress		
The expertise of Board members is utilised and where necessary, community members co-opted to support school focus areas.	Board governance processes are linked to strategic directions and reflective of community values.	In Progress	In Progress		

	Completed
	In Progress
	Pending



Area 2: Learning Environment

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Cultural responsiveness A culturally safe and engaging learning environment is embedded.					
Introduction of a Cultural Diversity committee to support a whole school focus on reconciliation and culturally responsive learning environments.	Cultural diversity is included as a focus area in the school's distributed leadership structure.	Pending	Pending		
Development of a whole school approach to support the learning strengths and needs of students from diverse linguistic and cultural backgrounds.	The progress maps are used to identify and support the learning needs of students where English is an additional language or dialect (EALD).	Pending	Completed		
The Aboriginal Cultural Standards Framework is used to identify and guide improvement in cultural responsiveness.	Progress against the Aboriginal Cultural Standards Framework is monitored annually as part of self-assessment processes.	Pending	In Progress		
Student wellbeing Student wellbeing and self-efficacy is promoted through clear and connected school values and explicit teaching.					
The Care Strategy core values and behaviour management procedures are reviewed and strengthened to reflect the diversity of student needs, cultural inclusivity and community values.	The core values and beliefs of the Care Strategy are evident in the actions of students and staff and visible to the wider community.	In Progress	In Progress		
A school-based student health and wellbeing framework is developed to guide the implementation of connected pedagogy and common language in supporting student wellbeing.	Collaborative planning practices incorporate the West Leeming Student Health and Wellbeing Framework.	Pending	In Progress		
Neurodiversity The complex and diverse needs of students are recognised and supported.					
Strategies to support the learning and social needs of neurodiverse students are investigated as part of a school-based action research project.	Key action research strategies are implemented as part of the APPP (aspirant principal preparation program).	In Progress	In Progress		
Teaching environments incorporate a range of strategies, scaffolds and supports to enhance the educational experience of neurodiverse students.	Neurodiversity is incorporated into Student Services operational planning and key strategies actioned.	Pending	In Progress		
The capacity of staff is enhanced through action research, professional learning and opportunities to harness collaborative expertise.	The West Leeming Professional Learning Plan incorporates a focus on neurodiversity, including school-based and external professional learning.	Pending	In Progress		



Area 3: Leadership

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Leadership capacity Staff have the knowledge and skills to lead school improvement initiatives and pursue individual career development.					
Leadership capacity is enhanced through authentic leadership opportunities at self, emergent, team and school levels. The school's distributed leadership model is maintained to build the capacity of all staff to lead and support school improvement initiatives.	The West Leeming Professional Learning Plan shows engagement in network and system-level leadership initiatives.	In Progress	In Progress		
	Extensive staff representation (teachers and allied professionals) in distributed leadership committees is evident.	In Progress	In Progress		
Performance and Development Culture A performance and development culture is embedded to support teaching excellence and connected pedagogy.					
A whole school pedagogical framework, the 'West Leeming Way' is developed to provide an overview of agreed teaching and assessment expectations.	Implementation of the 'West Leeming Way' pedagogical framework is demonstrated through performance management processes.	Pending	Pending		
Instructional coaching expertise is expanded through the appointment of 'Teaching for Impact' instructional coaches.	The impact of instructional coaching is measured through teacher participation and feedback.	Pending	In Progress		
Induction processes are strengthened to incorporate an annual review of school procedures, pedagogical expectations and student support strategies for all staff.	Staff induction information is reviewed as part of school self-assessment processes.	Completed	Completed		



Area 4: Use of resources

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Reserve funds The ongoing financial needs of the school are met through careful, shared and transparent planning processes.					
A funding reserve financial plan is developed to support ongoing infrastructure replacement and future resource planning. The financial understanding of staff is enhanced through participation in distributed leadership structures and professional learning.	A range of funding sources are incorporated into financial planning, including Department and school funds, external grants and P&C fundraising.	In Progress	In Progress		
	Staff understanding of financial processes is evident through information transparency and finance committee engagement.	In Progress	In Progress		
School grounds and buildings The school campus reflects an adaptive, contemporary and sustainable environment for learning.					
A grounds redevelopment plan is developed and implemented to reflect a culturally responsive environment and the enhancement of outdoor spaces. Indoor learning and working spaces are continually upgraded to reflect a modern and functional environment. Outdoor areas that incorporate play-based learning environments are developed.	The ongoing development of school facilities is planned, prioritised and actioned.	In Progress	In Progress		
Technology Purposeful and differentiated learning is supported by equitable access to technology.					
Distributed leadership teams work collaboratively to meet technology needs. The BYOD, 1-1 device model is sustained to support student access to technology.	Technology requirements are identified and addressed through financial and learning area planning.	In Progress	In Progress		



Area 5: Teaching Quality

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Teaching excellence A performance and development culture that promotes and supports teaching efficacy is embedded.					
The 'Teaching for Impact' <i>engage, instruct, practise, apply instructional</i> model is implemented as part of the whole school 'West Leeming Way' pedagogical framework. The capacity of staff (teachers and education assistants) is developed through professional learning and instructional coaching. Teacher career development is encouraged through promotion of Senior Teacher and Level 3 Classroom Teacher opportunities.	The 'Teaching for Impact' instructional model is evident in lesson planning, peer observation and performance management.	In Progress	In Progress		
	The West Leeming Professional Learning Plan shows extensive staff engagement in school and external professional learning linked to school priorities.	In Progress	In Progress		
	Promotional opportunities for teaching staff are offered at school and network level.	In Progress	In Progress		
Early years learning Kindergarten to year 2 Continue to develop high quality teaching and learning practices in the early years.					
Plan, implement and embed aligned teaching approaches that incorporate the Early Years Learning Framework (EYLF) principles and National Quality Standard. Child initiated and teacher directed learning opportunities are embedded through open-ended play-based investigations and inquiry.	The National Quality Standard is incorporated into self-assessment processes to sustain quality practices.	Completed	Completed		
	Collaborative planning practices incorporate opportunities for purposeful play.	In Progress	In Progress		
	Teaching environments support play-based learning and inquiry.	In Progress	In Progress		



Area 5: Teaching Quality cont..

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Literacy Aligned teaching strategies are implemented in literacy.					
Phase of learning pedagogical strategies in literacy are incorporated into learning programs. <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - Develop and implement a West Leeming Reading Framework, aligned to the West Australian Curriculum (WAC) and the developmental skill progression of word identification and comprehension strategies. • Writing <ul style="list-style-type: none"> - Consolidate implementation of the West Leeming Instructional Model in writing. - Embed a developmental understanding of writing genre through the implementation of the West Leeming Writing Text Forms scope and sequence from years 1-6. • Phonics and Spelling <ul style="list-style-type: none"> - Continue implementation of the Letters and Sounds phonics program from K-2. - Continue to implement the West Leeming phonics and spelling scope and sequence documents from years K-6. • Grammar and Punctuation <ul style="list-style-type: none"> - Review, refine and embed the West Leeming Grammar and Punctuation scope and sequence from years 1-6. 	The 'West Leeming Way' pedagogical framework incorporates literacy strategies that support aligned teaching practices.	Pending	Pending		
	Collaborative planning practices incorporate the 'West Leeming Way' pedagogical framework and scope and sequence documents.	In Progress	In Progress		
	West Leeming instructional models in reading, writing and spelling are evident in lesson planning, teacher observation and performance management.	In Progress	In Progress		
Numeracy Aligned teaching strategies are implemented in numeracy.					
Continue to implement the 'Concrete, Representational, Abstract' (CRA) instructional model. Whole school practices in teaching word problems are strengthened to incorporate a range of problem-solving strategies. A school-based scope and sequence document, incorporating mathematical metalanguage and aligned to the West Australian Curriculum (WAC) content and proficiency strands is developed and implemented.	The 'West Leeming Way' pedagogical framework incorporates numeracy strategies that support aligned teaching practices.	Pending	Pending		
	Collaborative planning practices incorporate the 'West Leeming Way' pedagogical framework and scope and sequence documents.	In Progress	In Progress		
	Implementation of the CRA instructional model and multi-modal problem-solving strategies is evident in collaborative planning practices, lesson planning, teacher observation and performance management.	In Progress	In Progress		

Area 6: Student achievement and progress

Improvement Strategy (What we will do)	Measuring Success (How we will know)	2023	2024	2025	2026
Teaching impact High impact teaching strategies are implemented to maximise student learning opportunities and experiences.					
The impact of teaching is measured to support all students to achieve year upon year progress.	School assessment database shows evidence of yearly student progress.	In Progress	In Progress		
Collaborative planning processes are strengthened to support collective responsibility for student achievement and progress. Learning intentions and success criteria are embedded into lesson instruction through a shared model that incorporates student voice.	Students demonstrate their understanding of instructional focus areas by articulating collaboratively developed learning intentions and success criteria.	Pending	In Progress		
Technology Differentiated learning programs are enhanced through instructional technology.					
Access to 1-1 device (iPad) learning is provided for all students in years 3 to 6 through school funded (year 3) and BYOD (years 4-6).	Collaborative planning practices support learning opportunities aligned to West Leeming’s technology vision.	In Progress	In Progress		
A 1-1 device (iPad) instructional program that explicitly teaches students how technology is used to differentiate and enrich their learning is embedded. The SAMR model (substitution, augmentation, modification, reproduction) is embedded to scaffold and support higher order learning opportunities that incorporate technology.	All iPad apps are carefully selected to enable and prioritise implementation of the SAMR model.	Completed	Completed		
Academic support Curriculum provision is differentiated to provide remediation for students identified at academic risk.					
The academic needs of students at educational risk (SAER) are supported through class level differentiation and Tier 3 learning programs that incorporate the early and middle years.	Documented educational plans are developed and reviewed twice a year.	Completed	Completed		
	The Tier 3 ‘Elevate’ academic support program is embedded.	In Progress	Completed		
Academic enrichment Curriculum provision supports differentiated academic enrichment learning opportunities and future work skills.					
New work capabilities are developed through learning opportunities that incorporate teamwork, innovation, critical thinking and creativity. New work capabilities are incorporated into learning area operational plans and the ‘West Leeming Way’ pedagogical framework. Strategies to incorporate higher order thinking skills (HOTS) are incorporated into academic extension learning programs.	Academic extension opportunities include both class differentiation and small group learning.	In Progress	In Progress		

Finance Summary 2024

The parent community of West Leeming Primary School remains supportive and dedicated, consistently fulfilling their financial obligations to the school, as evident from the revenue summary provided below.

The school's financial matters are overseen by the Finance Committee, which convenes one to two times every term to strategise on financial planning and operational expenses.

Funding primarily stems from Student Centred Funding, determined by Semester 1 school census data. Key areas of expenditure include utilities, infrastructure, equipment, and student-focused curriculum services.

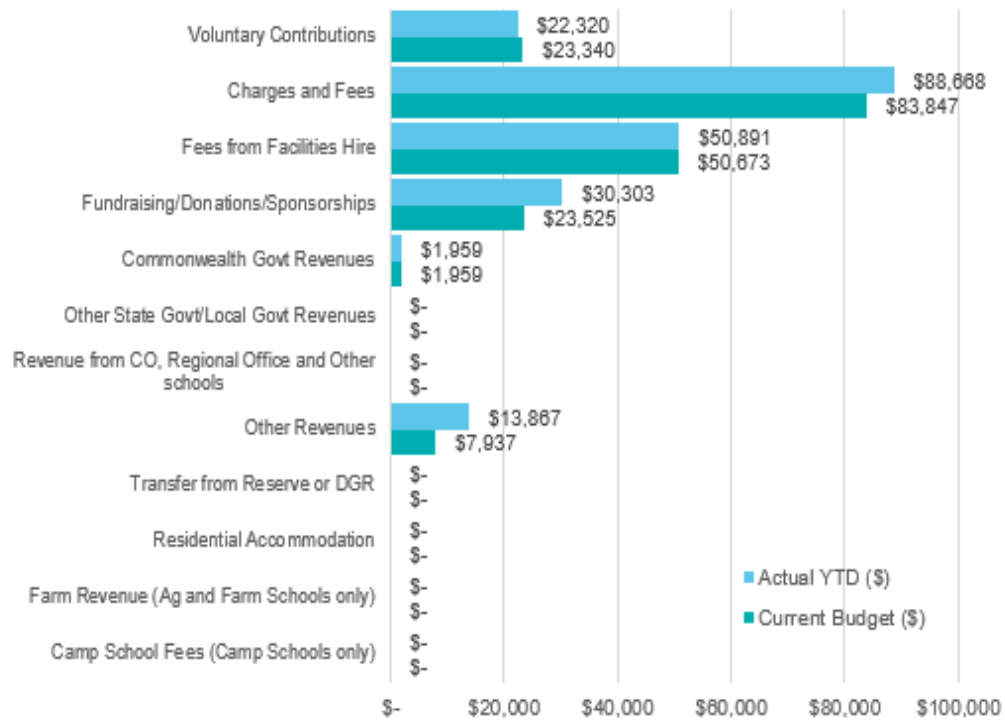
ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	88,000	88,000
Carry Forward (Salary):	49,362	49,362
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,390,550	4,390,550
Locally Raised Funds:	191,281	208,008
Total Funds:	4,719,194	4,735,920
EXPENDITURE		
Salaries:	4,153,977	4,153,977
Goods and Services (Cash):	483,963	458,923
Total Expenditure:	4,637,940	4,612,900
VARIANCE:	81,253	123,021

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	88,000	88,000
Carry Forward (Salary)	49,362	49,362
STUDENT-CENTRED FUNDING		
Per Student	3,663,648	3,663,648
School and Student Characteristics	493,161	493,161
Disability Adjustments	23,726	23,726
Targeted Initiatives	155,967	155,967
Operational Response Allocation	20,544	20,544
Total Funds:	4,357,046	4,357,046
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(166,496)	(166,496)
School Transfers - Cash	200,000	200,000
Department Adjustments	0	0
Total Funds:	33,504	33,504
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	23,340	22,320
Charges and Fees	83,847	88,668
Fees from Facilities Hire	50,673	50,891
Fundraising/Donations/Sponsorships	23,525	30,303
Commonwealth Govt Revenues	1,959	1,959
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	7,937	13,867
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	191,281	208,008
TOTAL	4,719,193	4,735,920

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,881,325	3,881,325
New Appointments	0	0
Casual Payments	271,062	271,062
Other Salary Expenditure	1,590	1,590
Total Funds:	4,153,977	4,153,977
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	36,378	38,005
Lease Payments	36,000	34,020
Utilities, Facilities and Maintenance	129,951	126,481
Buildings, Property and Equipment	19,700	17,712
Curriculum and Student Services	219,062	207,166
Professional Development	15,000	9,280
Transfer to Reserve	10,000	10,000
Other Expenditure	6,622	5,728
Payment to CO, Regional Office and Other schools	11,250	10,530
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:	483,963	458,922
TOTAL	4,637,940	4,612,899

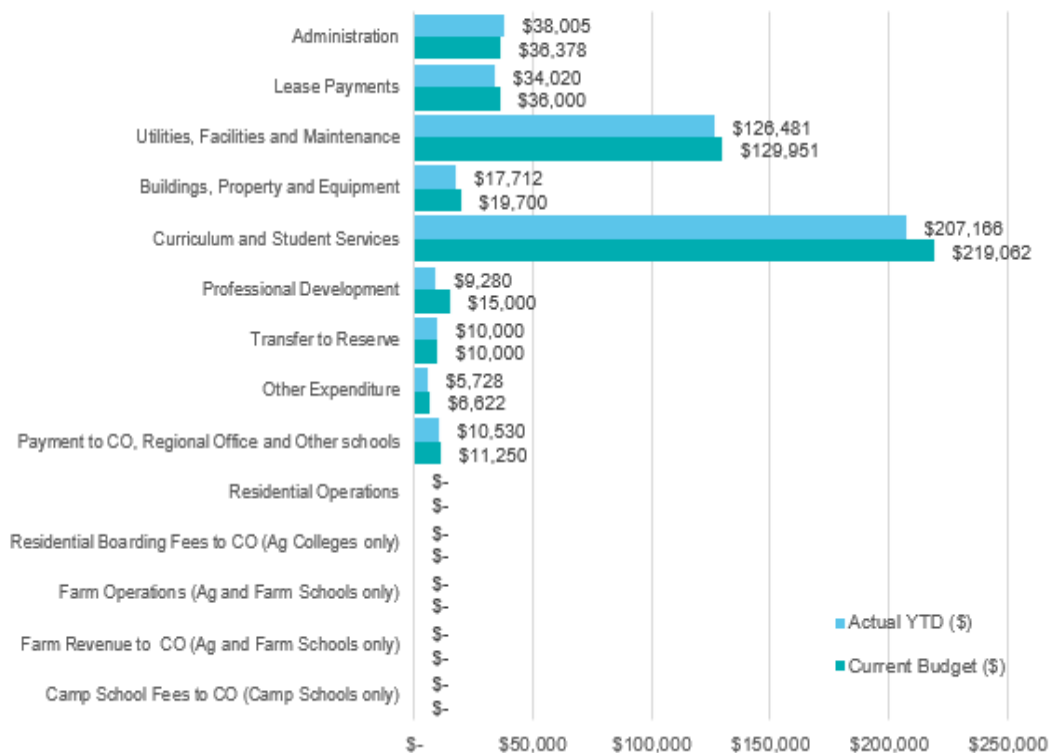
Locally Generated Revenue - Budget vs Actual

Dec 2024 (Verified Dec Cash)



Goods and Services Expenditure - Budget vs Actual

Dec 2024 (Verified Dec Cash)



English Learning Area

Student Achievement

National Assessment Literacy and Numeracy (NAPLAN)

The graphs below provide a snapshot of West Leeming’s results in the four literacy strands of reading, writing, spelling and grammar and punctuation.

These graphs show the performance of students at West Leeming when compared to like schools. As outlined earlier in this report, the analysis of our results against like schools provides a comparative that is aligned with ICSEA (Index of Community Socio-Educational Advantage). This is a higher level of achievement because West Leeming’s results always exceed that of the national average of school performance.

In 2024 NAPLAN testing took place in Term 1 and results were reported using proficiency standards. Students’ results show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- Exceeding: The student’s result exceeds expectations at the time of testing
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing
- Developing: The student’s result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The graphs and tables in this section demonstrate how our school performed against like schools in each of the proficiency levels. Included are the school’s results in reading, writing, spelling and grammar and punctuation. West Leeming Primary School is represented by the coloured boxes and like schools’ performance is represented by the black outline. The first graph depicts year 3 and the second graph year 5 performance.

Reading

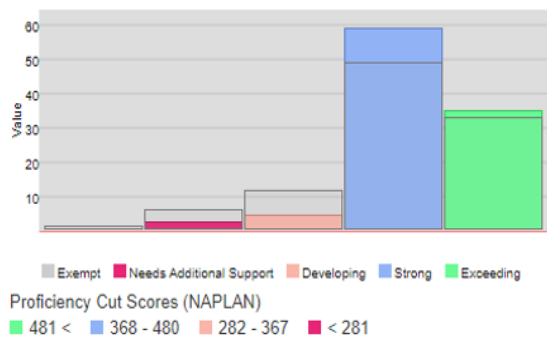
In year 3, this graph demonstrates that a higher percentage of our students are in the ‘exceeding’ and ‘strong’ proficiency level compared to like schools. In year 5, while we have fewer students in the ‘exceeding’ proficiency level than like schools, we are performing well above the WA Public Schools average.

Cohort: Year 3 WEST LEEMING PRIMARY SCHOOL Y03 2024

Reporting Period: 2024 Y03

Reading - Proficiency

Filters : All Students



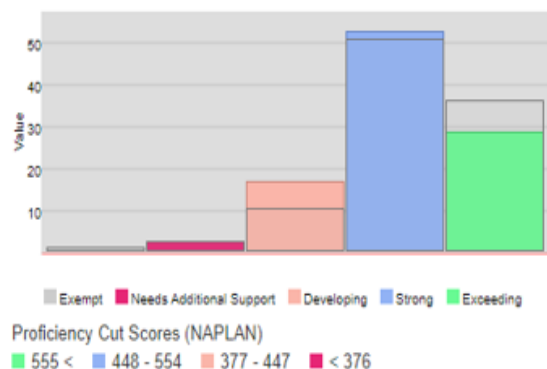
Year 3 Reading							
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	481 and above	31%	35%	30%	33%	16%	16%
Strong	368 - 480	51%	59%	53%	49%	45%	44%
Developing	282 - 367	15%	4%	14%	12%	24%	22%
NAS	281 and below	3%	2%	3%	6%	14%	16%

Cohort: Year 5 WEST LEEMING PRIMARY SCHOOL Y05 2024

Reporting Period: 2024 Y05

Reading - Proficiency

Filters : All Students



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

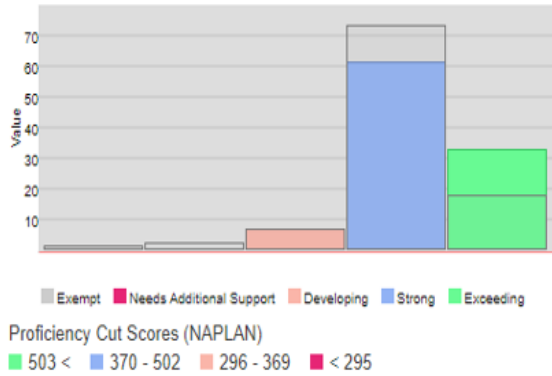
Writing

In year 3, this graph demonstrates that a higher percentage of our students are in the 'exceeding' proficiency level compared to like school and WA Public Schools. In year 5, while we have fewer students in the 'exceeding' proficiency level than like schools, we are performing well above the WA Public Schools average.

Cohort: Year 3 WEST LEEMING PRIMARY SCHOOL Y03 2024
Reporting Period: 2024 Y03

Writing - Proficiency

Filters : All Students

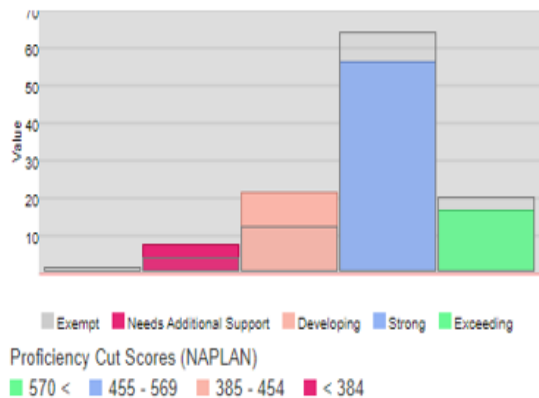


Year 3 Writing							
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	503 and above	16%	33%	18%	18%	9%	7%
Strong	370 - 502	75%	61%	75%	74%	65%	66%
Developing	296 - 369	8%	7%	5%	7%	14%	17%
NAS	295 and below	0%	0%	2%	2%	10%	9%

Cohort: Year 5 WEST LEEMING PRIMARY SCHOOL Y05 2024
Reporting Period: 2024 Y05

Writing - Proficiency

Filters : All Students



Year 5 Writing							
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	570 and above	18%	16%	18%	20%	10%	9%
Strong	455 - 569	65%	56%	65%	64%	54%	53%
Developing	385 - 454	14%	21%	13%	12%	22%	25%
NAS	384 and below	3%	7%	4%	4%	12%	11%

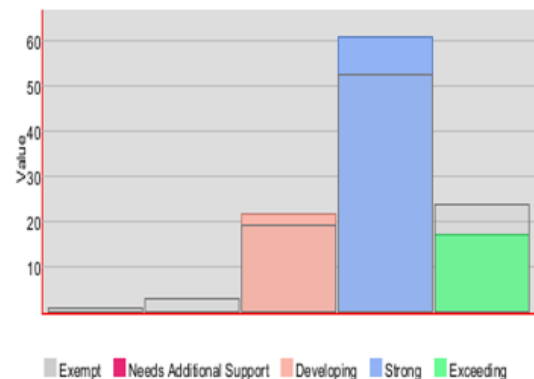
Spelling

In year 3, this graph demonstrates that a higher percentage of our students are in the 'strong' proficiency level compared to like school and WA Public Schools. In year 5, while we have fewer students in the 'exceeding' proficiency level than like schools, more students achieved in the 'strong' proficiency level and we are performing above the WA Public Schools average.

Cohort: Year 3 WEST LEEMING PRIMARY SCHOOL Y03 2024
Reporting Period: 2024 Y03

Spelling - Proficiency

Filters : All Students

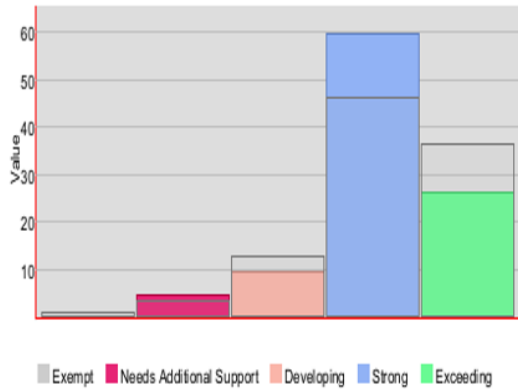


Year 3 Spelling							
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	489 and above	15%	17%	26%	24%	15%	14%
Strong	380 - 488	59%	61%	51%	53%	42%	44%
Developing	294 - 379	21%	22%	21%	19%	28%	27%
NAS	293 and below	5%	0%	2%	3%	13%	14%

Cohort: Year 5 WEST LEEMING PRIMARY SCHOOL Y05 2024
Reporting Period: 2024 Y05

Spelling - Proficiency

Filters : All Students



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

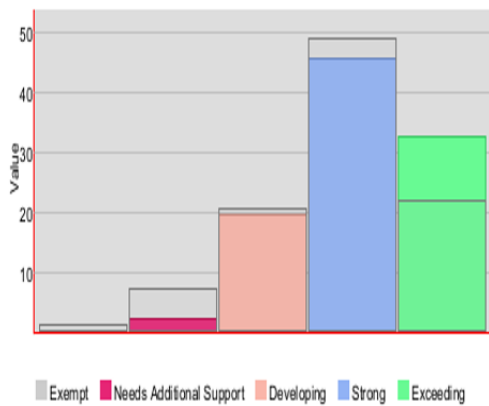
Grammar and Punctuation

In year 3, this graph demonstrates that a higher percentage of our students are in the 'exceeding' proficiency level compared to like schools and WA Public Schools. In year 5, while we have fewer students in the 'exceeding' proficiency level than like schools, more students achieved in the 'strong' proficiency level and we are performing above the WA Public Schools average.

Cohort: Year 3 WEST LEEMING PRIMARY SCHOOL Y03 2024
Reporting Period: 2024 Y03

Grammar - Proficiency

Filters : All Students

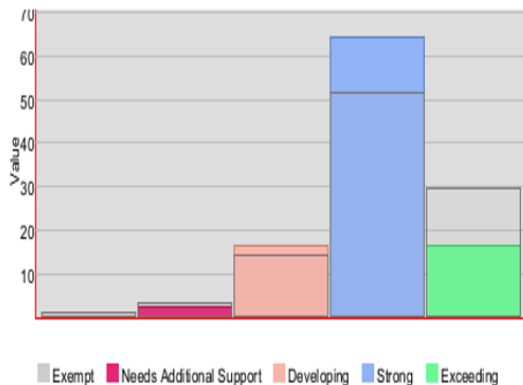


Year 3 Grammar and Punctuation							
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	523 and above	16%	33%	16%	22%	8%	9%
Strong	404 - 522	57%	46%	57%	49%	42%	40%
Developing	312 - 403	21%	20%	21%	21%	30%	28%
NAS	311 and below	5%	2%	6%	7%	18%	21%

Cohort: Year 5 WEST LEEMING PRIMARY SCHOOL Y05 2024
Reporting Period: 2024 Y05

Grammar - Proficiency

Filters : All Students



Year 5 Grammar and Punctuation							
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	582 and above	17%	17%	25%	30%	13%	12%
Strong	470 - 581	57%	64%	56%	52%	46%	48%
Developing	397 - 469	23%	17%	16%	15%	26%	24%
NAS	396 and below	3%	2%	3%	3%	14%	14%

On-Entry Assessment

The On-Entry assessment occurs at the start of Pre-primary in all schools in West Australia. Pre-primary is the first year of a child's compulsory schooling. This diagnostic tool measures a child's early literacy and numeracy understanding, providing teachers with valuable information about individual strengths and weaknesses. The information is then used to inform teaching and learning programs, both at a whole school and classroom level.

Like NAPLAN, our students' level of understanding is measured against like schools (demonstrated by the dotted line). As indicated in the graphs below, West Leeming students achieved very well in the On-Entry assessments, both in reading and writing. Our school has a higher number of students who achieve in the top 20%, with lower numbers in the bottom 20%.

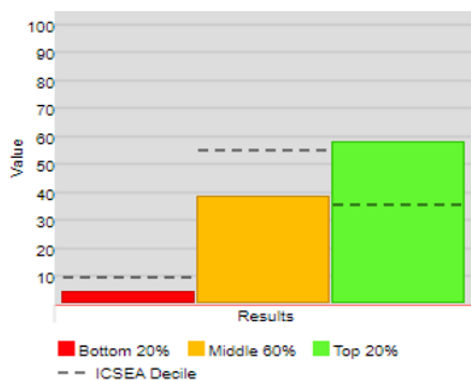
The On-entry results for 2024 indicate that continued emphasis on targeted teaching to address individual student learning needs is important. In addition, aligned whole school teaching strategies will further support our students to progress through the developmental milestones of literacy.

Cohort: WEST LEEING PRIMARY SCHOOL 2024

Reporting Period: Semester 1, 2024

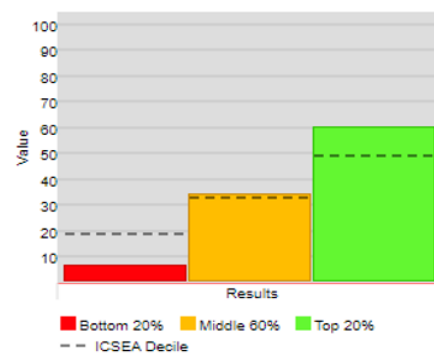
On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



Teaching and Learning

Throughout 2024 West Leeming Primary continued to focus on whole school planning, teaching and assessment procedures in all aspects of English to ensure our aligned approach was fully implemented across all year levels and for all students.

West Leeming's English Operational Plan focuses on improvement strategies in the following literacy areas:

- Reading
- Writing
- Spelling
- Grammar and punctuation
- Speaking and listening

Reading

The development of this approach was supported by the Fremantle Language Development Outreach Centre, with staff participating in three professional learning sessions. These sessions provided valuable insights and strategies to ensure effective and consistent implementation across the school.

The new approach emphasizes explicit, cumulative instruction that is progressively integrated as students advance through their schooling. In the early years (Pre-primary to Year 2), the focus is on oral language development through modelled and shared reading experiences, using a three-to-four-week cycle centred on high-quality literature connected to curriculum themes such as Humanities and Social Sciences (HASS). For students in Years 3 to 6, comprehension is further developed through novel and text studies that encourage authentic application of reading strategies.

This literature-based instructional model is grounded in evidence-based practices. It enhances comprehension and retention by focusing on key elements such as building background knowledge, explicit vocabulary instruction, understanding text and sentence structures, and applying the 'Super Six' comprehension strategies—making connections, predicting, questioning, monitoring, visualizing, and summarizing—across all stages of reading.

Reading: The West Leeming Way underscores the school's commitment to fostering a strong reading culture and equipping students with essential literacy skills. Professional learning and collaboration have been integral in ensuring consistency and improving student outcomes. The school remains dedicated to refining and expanding the program to meet evolving student needs and align with best practices in literacy education.

To further support early reading development, K-2 Home Reading Guidelines were implemented to promote consistent home-school connections. An audit of reading resources to align with the school's pedagogical approach also occurred and new resources, including Decodable Readers Australia materials, were purchased to support home reading.

Writing

In 2024, West Leeming Primary School continued to embed the *Writing Instructional Framework*, which is implemented across all Year 1 to 6 classes. This framework provides a structured and consistent approach to writing instruction, ensuring students develop essential writing skills progressively. Lead teachers have played a key role in supporting staff to deepen their understanding and effectively incorporate the six instructional procedures into lesson planning.

The six instructional procedures - familiarising, analysing, modelling, sharing, guided practice, and independent writing - are used to introduce and consolidate different writing forms. These procedures provide a scaffolded approach to teaching writing, enabling students to gradually develop their writing proficiency and confidence.

Aligned with the *Writing Instructional Model*, teachers integrate the *West Leeming Primary Writing Scope and Sequence* into their teaching and learning programs. This scope and sequence ensure all students are exposed to and explicitly taught a range of text types throughout their schooling at West Leeming.

To further support writing development, the school has continued the use of *Brightpath* assessment and moderation tool to assess student progress and inform instruction. This evidence-based tool allows teachers to track growth and tailor instruction to meet individual student needs effectively.

In addition, targeted intervention has been provided to students identified as at risk in writing. Year 3 and 4 students participated in the *Elevate Program*; a bespoke intervention delivered in small groups four times a week for 30 minutes.

Phonics and Spelling

In 2024, West Leeming Primary School continued to implement the Phonics and Spelling Scope and Sequence across all year levels, from Pre-primary to Year 6. This scope and sequence was updated at the end of 2024 to align with the revised Western Australian Curriculum, incorporating valuable input from teachers to ensure its effectiveness in meeting student needs. As requested by staff, a new appendix was developed to support the scope and sequence, providing clear spelling rules for each year level.

In the early years (Kindergarten to Year 1), teachers continued to use the Letters and Sounds program to develop students' phonological knowledge and decoding skills through explicit teaching and a range of multisensory activities. To further strengthen the implementation of Letters and Sounds, additional professional learning opportunities were provided for staff, ensuring consistency and fidelity across all early years classrooms. This developmental approach to teaching phonics remains underpinned by the whole-school scope and sequence, providing a structured progression of skills.

Following the 2023 audit of early literacy practices using the Department of Education's Phonics Checklist, West Leeming implemented the Heggerty resource in 2024 to support phonemic awareness instruction. The use of Heggerty has provided teachers with a consistent, research-based approach to phonemic awareness, strengthening foundational literacy skills across the early years.

Spelling instructional strategies continued to be embedded in 2024, emphasizing explicit teaching and incorporating the Gradual Release of Responsibility model. Weekly spelling instruction featured explicit teaching of sounds and concepts, followed by a range of short, differentiated activities to consolidate learning. Dictation, incorporating previously taught sounds, concepts, and spelling rules, remained a key assessment tool, replacing traditional weekly spelling tests.

The revised approach to spelling instruction has provided greater alignment with writing instruction, exposing and extending student learning opportunities and enhancing vocabulary development. The improvements introduced in 2024, including the updated scope and sequence and additional staff support, have further strengthened the consistency and quality of spelling instruction across the school.

Grammar and Punctuation

West Leeming Primary School continued to strengthen grammar and punctuation instruction in 2024 through consistent terminology and explicit teaching aligned with the Writing Instructional Model and the *Reading Comprehension: The West Leeming Way* framework.

Teachers utilized the *West Leeming Grammar and Punctuation Scope and Sequence* to guide lesson planning and ensure consistency across year levels.

The *PAT Grammar Assessment Tool* was fully integrated into the annual assessment schedule, complementing NAPLAN and class-based assessments to track individual student progress. Results were recorded in the school-wide student assessment database to inform targeted instruction.

In 2024, K-3 staff participated in professional learning sessions conducted by Fremantle Language Development Outreach Centre, focusing on strategies for teaching grammar in the early years.

Tier 3 Literacy Support

In addition to strengthening classroom instruction, West Leeming has implemented a multi-tiered system of support to provide targeted academic intervention. New initiatives include the *Reading Tutor Program*, which focuses on developing phonics and word attack skills, and the enhancement of the *Elevate Program*, designed to support struggling writers. The school is also exploring programs for older students experiencing reading difficulties, with a planned rollout in 2025.

In addition to teaching and learning pedagogy, a comprehensive review of English assessments was undertaken by the English committee. This has led to an updated assessment, reporting, and data collection schedule for 2025.

Mathematics Learning Area

Student Achievement

National Assessment Literacy and Numeracy (NAPLAN)

The graphs below provide a snapshot of West Leeming's results in numeracy.

These graphs show the performance of students at West Leeming when compared to like schools. As outlined earlier in this report, the analysis of our results against like schools provides a comparative that is aligned with ICSEA (Index of Community Socio-Educational Advantage). This is a higher level of achievement because West Leeming's results always exceed that of the national average of school performance.

In 2024 NAPLAN testing was in Term 1 and results were reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

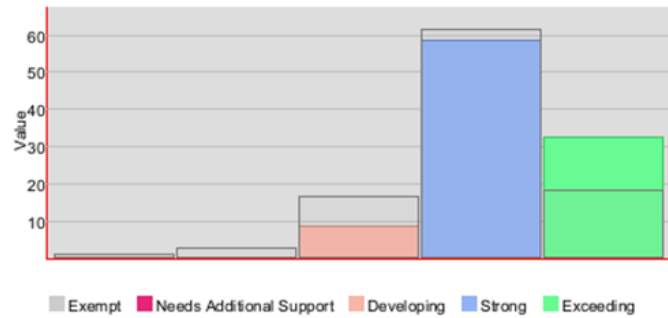
The graphs and tables below demonstrate how our school performed against like schools in each of the proficiency levels. West Leeming Primary School is represented by the coloured boxes and like schools' performance is represented by the black outline. The first graph depicts year 3 and the second graph year 5 performance.

In year 3, this data demonstrates that a higher percentage of our students are in the 'exceeding' proficiency level compared to like schools and fewer students are in the 'needs additional support' and 'developing' bands. The second graph demonstrates student progress between On-Entry testing and Year 3 NAPLAN. West Leeming students have demonstrated a greater number of students making 'high' and 'very high' progress compared to like schools.

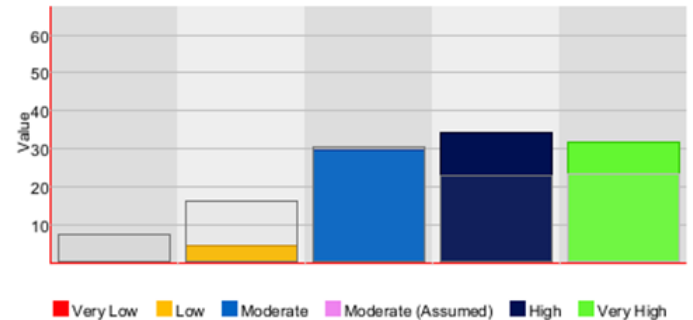
In year 5 we have more students in the 'developing' proficiency band than like schools, however there are a similar percentage of students in the 'strong' and 'exceeding' proficiency bands. Similarly to the year 3 results, we also have less students in the 'needs additional support' band.

Cohort: Year 3 WEST LEEMING PRIMARY SCHOOL Y03 2024
Reporting Period: 2024 Y03

Numeracy - Proficiency
 Filters : All Students



Numeracy - Progress
 Filters : All Students

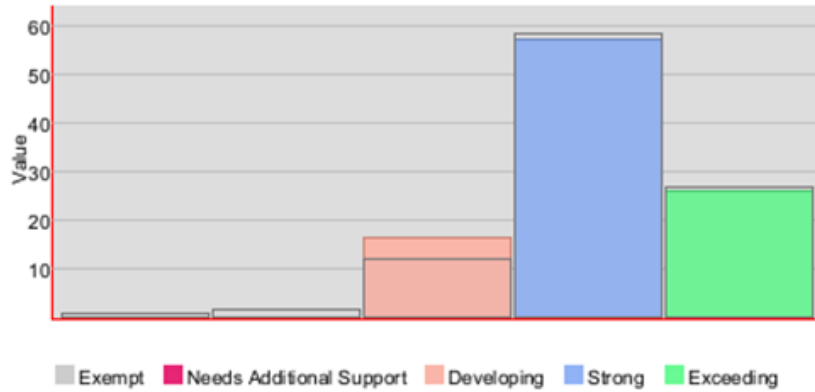


Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	23%	21%	33%	18%
Strong	378 - 492	62%	62%	59%	62%
Developing	311 - 377	13%	13%	9%	17%
NAS	310 and below	2%	3%	0%	3%

Numeracy - Proficiency

Filters : All Students



Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	17%	23%	26%	27%
Strong	451 - 576	66%	63%	57%	59%
Developing	386 - 450	15%	10%	17%	12%
NAS	385 and below	2%	3%	0%	2%

On-Entry Assessment

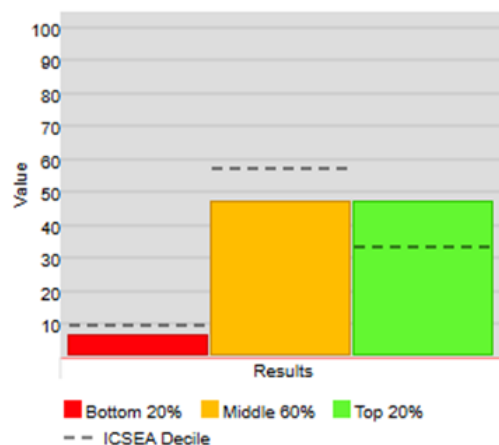
The On-Entry assessment occurs at the start of Pre-primary in all schools in Western Australia. This is the first year of a child’s compulsory schooling. This diagnostic tool measures a child’s early literacy and numeracy understanding, providing teachers with valuable information about individual strengths and weaknesses. This information is then used to inform teaching and learning programs, both at a whole school and classroom level.

Like NAPLAN, our students’ level of understanding is measured against ‘like’ schools (demonstrated by the dotted line). As indicated in the graphs below, West Leeming students achieved very well in the On-Entry numeracy assessment. Our school has a higher number of students who achieve in the top 20%, with lower numbers in the middle 60% and the bottom 20%.

The On-entry results for 2024 indicate that continued emphasis on targeted teaching to address individual student learning needs is important. Aligned whole school teaching strategies will further support our students to progress through the developmental milestones of numeracy.

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



Teaching and Learning

In 2024 West Leeming continued to strengthen our aligned whole school teaching approaches in numeracy. Collaborative planning processes, with teachers working together in cohorts to plan learning and assessment programs was an important mechanism in achieving alignment within and across year levels.

West Leeming's Mathematics operational plan in 2024 focused on improvement strategies in the following numeracy areas:

- Updating our whole school approach to word problems – familiarisation year
- Maintaining alignment with the Concrete, Representational, Abstract (CRA) approach to teaching
- Refinement of whole school scope and sequence documentation aligning with curriculum requirements
- Continuing to provide extension opportunities in mathematics.

Further information about the strategies implemented in these areas of numeracy are outlined below.

Whole school approach to word problems

West Leeming is continuing to implement evidence-based best practice in teaching students' strategies to approach word problems. In 2024 teachers at West Leeming engaged in professional learning that focused on Polya's problem solving approach. Teachers and education assistants implemented the professional learning throughout the year, trialling the approach to become familiar with the process. Following this successful trial, Polya's problem approach will be fully implemented in 2025.

Maintaining Alignment with the Concrete – Representational – Abstract (CRA) approach to teaching

All teachers at West Leeming use the Concrete – Representational – Abstract (CRA) approach to teaching mathematics. CRA is a mathematical instructional model that enhances the mathematics performance of all students including those with learning difficulties. CRA is a three-part instructional strategy, with each part building on previous learning to promote student learning and retention and to address conceptual knowledge.

The CRA instructional sequence consists of three stages. These are concrete, representational and abstract. An explanation of each of these stages is included below:

- **Concrete**
In the concrete stage, the teacher begins instruction by modelling each mathematical concept with concrete (manipulative) materials. Examples of these include red and yellow chips, cubes, base ten blocks, pattern blocks, fraction bars, and geometric figures.
- **Representational**
In this stage, the teacher shows students how to transform their concrete model into a representational (semi-concrete) level. This may involve drawing pictures, using circles, dots, and tallies; or using stamps to imprint pictures for counting.
- **Abstract**
At this stage, the teacher models the mathematics concept at a symbolic level, using only numbers, notation, and mathematical symbols to represent the number of circles or groups of circles. The teacher uses operation symbols (+, -, ×, ÷) to indicate addition, subtraction, multiplication or division.

Refinement of whole school scope and sequence documentation aligning with curriculum requirements

The West Leeming WA Curriculum scope and sequence documents in mathematics were reviewed in 2024. This review included further alignment and enhancement of the metalanguage and visual representations/symbols taught across the school. This scope and sequence document is an important component of our evidence-based approach to instruction, ensuring that mathematical concepts and skills are aligned to the WA Curriculum and taught explicitly and systematically across each year level.

Continuing to provide extension opportunities in mathematics

- **Numero**
Throughout 2024 optional extension programs in the mathematical field continued to be well attended by identified students. The lunch time Numero Club had record numbers of participants and two teams of students represented West Leeming in an interschool competition. West Leeming Primary School hosted this competition for the first time with student volunteers assisting organisers on the day, to ensure a smooth running competition. One of our student teams made it to the grand final competition, and the second team missed out by only 1 point.
- **Australian Mathematics Competition**
The Australian Mathematics Competition was once again offered to students in years 4-6, with the competition taking place in August. Although participation in this competition is optional for students, it continued to attract high participation rates along with good results achieved by our students.

Summary

West Leeming's whole school approach to numeracy learning continued to incorporate aligned, evidence-based, Department of Education endorsed teaching and learning strategies. Teachers worked together in cohorts to collaboratively plan, teach, assess and report mathematical learning programs against the West Australian Curriculum.

Specialist Learning Area

SCIENCE 2024

Teaching and Learning Program

In 2024, the Science program was delivered by a specialist science teacher, ensuring high-impact instruction aligned with evidence-based best practices. Through collaboration with professional organisations and the use of research-driven strategies, the program fostered student engagement, curiosity and a deep understanding of the world around them.

The Western Australian Curriculum was implemented through hands-on, inquiry-based science investigations that encouraged critical thinking and real-world connections. This approach empowered students to develop scientific knowledge, skills, and understandings, enabling them to make informed decisions on local, national and global issues while exploring potential pathways in science-related careers.

Students engaged with the four core areas of Science Understanding:

- Biological Sciences
- Earth and Space Sciences
- Chemical Sciences
- Physical Sciences

Additionally, the program incorporated the three interrelated strands of:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Beyond the core curriculum, students benefited from high-quality resources, including *Primary Connections*, to deepen their conceptual understanding. Curriculum design also incorporated the Aboriginal Cultural Standards Framework (ACSF) and Two-Way Science resource. The integration of instructional technology further enhanced learning by fostering problem-solving, communication, and collaboration skills—key competencies identified by Hattie (2008) as essential for student success.

The *5E* instructional model (Engage, Explore, Explain, Elaborate, Evaluate) provided a structured framework to support student learning progression. This approach, grounded in Hattie's (2008) high-impact teaching strategies, such as visible learning, feedback, and goal setting, ensured students were actively engaged in their learning journey. By embedding these best practices, the program equipped students with the critical and creative thinking skills needed to thrive in future workplaces and beyond.

Year Highlights

In 2024, students at West Leeming Primary School achieved outstanding success in STEM and Science competitions. Key highlights include:

- The Science teacher, Chrissy Marcelli, was awarded the STAWA Early Career Science Scholarship at the WA Science Conference and received a commendation in the Little Scientists Awards.
- Students from Years 2-6 participated in the Science Talent Search (STAWA), with high levels of engagement and achievement.
- Years 5 and 6 students showcased their scientific knowledge in the Science IQ competition.
- Years 3-6 students represented the school in the Shorebirds Competition, demonstrating their understanding of environmental science.
- A Year 6 student was a finalist in the Science Teachers' Association awards for her impressive video entry, *All About Monkeys*.

These achievements reflect the school's commitment to fostering a passion for Science and inquiry-based learning whilst empowering students to embrace a culture of opportunities for success.

Chrissy Marcelli
Science Specialist



Specialist Learning Area

PHYSICAL EDUCATION 2024

Teaching and Learning Program

In 2024, the Physical Education teaching and learning program at West Leeming focused on:

- 1) the acquisition and refinement of fundamental movement skills; and
- 2) the development and application of strategies and tactics in game situations.

Students received a one-hour lesson each week from the Physical Education Specialist teacher. Lessons were designed to be engaging and enjoyable, with the ultimate aim of empowering students to confidently participate in physical activity throughout their lives. Federal government funding (obtained via the Sporting Schools program) was used in Term 3 to employ external coaches and purchase additional resources to enhance curriculum delivery.

In addition to Physical Education lessons, students at West Leeming participated in morning fitness activities with their classroom teacher. Junior, Middle and Senior Sport sessions (each of one-hour duration) were also held regularly to support the Physical Education teaching and learning program and to prepare students for various faction and interschool carnivals (Summer, Winter, Cross Country and Athletics). Running Club operated before school on Thursdays in Terms 2 and 3, proving popular with students from all year levels.

Year Highlights

Students at West Leeming were involved in a significant number of sporting events throughout 2024.

The year began with the Inter House Swimming Carnival, held in Term 1. An enjoyable day of competition ended with Canning victorious. Final results were:

- 1st: Canning – 256 points
- 2nd: Curtin – 141 points
- 3rd: Murdoch – 104 points
- 4th: Hackett – 98 points

The South Canning Interschool Sports Association (SCISA) Summer Carnival was held later in the same term. Our teams performed admirably, displaying endeavour and perseverance throughout the day, despite various challenges.

In Term 2, we participated in the SCISA Winter Carnival. Our leaguetag (boys) team returned victorious, going undefeated throughout the carnival for the second consecutive year!

Also in Term 2, our girls football team competed in the Vale School Sports Association (VSSA) Girls Football Carnival. The girls performed superbly throughout the day before falling just short in the Grand Final to finish as Runners Up.

We kicked off Term 3 with our annual Faction Cross Country Carnival. Canning finished first again, just ahead of Curtin. Final results (lowest score wins) were:

- 1st: Canning – 1041 points
- 2nd: Curtin – 983 points
- 3rd: Hackett – 817 points
- 4th: Murdoch – 812 points

This was followed by the Interschool Cross Country Carnival, where our team performed well to finish the day in third place overall.

Our final sporting events took place in Term 4, beginning with the Faction Athletics Carnival, held over two days. Once again, Canning conquered all! Final results were:

- 1st: Canning – 1094 points
- 2nd: Curtin – 997 points
- 3rd: Hackett – 742 points
- 4th: Murdoch – 735 points

Our top athletes then competed at the Interschool Athletics Carnival. The team demonstrated great skill and resilience to finish in fourth place.

Later in Term 4, our basketball teams participated in the Slam Series. This event gave students a taste of competition at a higher level and was thoroughly enjoyed by all involved.

Scott Biddle, Sarah Branley and Aaron Vinci
Physical Education Specialists



Specialist Learning Area

LANGUAGES - FRENCH 2024

Teaching and Learning Program

Since 2021, the West Australian curriculum for students in Years 3 to 6 has been fully implemented at West Leeming Primary School. This includes using content, assessments and reporting requirements tailored to the school's students. French instruction is provided weekly, with Year 4 to 6 students receiving 1 hour of lessons, and Year 3 students receiving 1½ hours of instruction.

Students in Years 3 to 6 follow the Department of Education language packages designed to support the French curriculum. A strong focus on building speaking routines has enabled students to communicate in French about everyday topics, including themselves, their families, pets, food and drinks, shopping, favourite sports, leisure activities, school subjects, outdoor activities, dates, time, morning routines and weather.

Year 3

Year 3 students learned numbers, colours, how to introduce themselves, describe a male and female person and create a family tree in French. They also explored complex grammatical concepts such as gendered nouns and adjective agreements. Additionally, they learned how to describe their eyes, hair, and clothing. A highlight was a French breakfast event, where students enjoyed practicing French vocabulary and expressions. They also had a fantastic experience taking part in a variety of engaging activities organized by the Year 10 students from Leeming Senior High School. These activities were carefully planned to strengthen and expand our students' French language skills while providing a fun and interactive learning environment.

Year 4

Year 4 students focused on the concept of time, days of the week, and describing learning areas in their school timetable. They learned to describe their morning routine, school games, stationery, and the alphabet. The highlight of the year was preparing and performing a role-play in a French restaurant. This activity integrated topics like food, drinks, greetings, politeness, likes and dislikes and European currency.

Year 5

Year 5 students learned to express the date and worked on describing their environment, house and city. They practiced giving directions using rich vocabulary and prepositions of place. Students conducted online research on French cakes and desserts and engaged in a role-play called "At the Patisserie" to simulate shopping in a French pastry shop. Using digital tools, they explored French culture, investigated famous French individuals and learned about Francophonie.

Year 6

In their final year, Year 6 students participated in interviews covering topics studied since Year 3. They worked on French pronunciation, prepared and presented a weather report and described their hobbies, activities, and favourite sports. Using technology, they explored French words used in English. They completed projects on Louis XIV and Versailles Palace and an online project titled "My Holidays in France." For the latter, students planned a trip to France, selecting flights, hotels, restaurants, and attractions.

Technology Integration

Technology has played a significant role in enhancing learning. Interactive games, websites like Kahoot, YouTube, and Google Earth, and school apps such as Popplet, Book Creator and Clips have supported students' understanding. Students also learned songs, listened to stories, and played French games to reinforce their learning.



Year Highlights

A significant achievement in 2024 was the recognition of five students from West Leeming who earned laureate titles in the Alliance Française poetry competition. These students secured 1st, 2nd and 3rd places in the Year 3 category, as well as 1st and 2nd places in the Year 4 category. This state-level competition celebrates the top students learning French. Eleven students from West Leeming participated, with all of them advancing to the Grand Finale. Notably, West Leeming was recognized as the primary school with the highest number of winners for the second consecutive time.

Gilles Robveille
French Specialist

Specialist Learning Area

MUSIC 2024

Teaching and Learning Program

The 2024 Music program at West Leeming Primary School was delivered by specialist, Kodaly- and Orff-trained music teachers. This program followed a mixed Kodaly-Orff Schulwerk approach, ensuring an engaging, hands-on and creative learning experience that was accessible to all students, regardless of their ability. The program was designed not only to develop students' technical and theoretical musical skills but also to foster a lifelong appreciation for music and the arts through a multicultural lens.

Central to the program's delivery is the Kodaly approach, which places a strong emphasis on singing as the child's first instrument. This approach supports the development of literacy skills and ensures that music education is both meaningful and accessible. By making music a central part of school life, we have continued to inspire and engage students, helping them to build not only musical abilities but also confidence, creativity and collaborative working skills.

The Music program continues to be well placed to enhance and build upon our positive school climate. The targeted inclusion of repertoire fostering social-emotional learning, social/cultural harmony and reconciliation across the year levels continues to be a dynamic contributor to student wellbeing and school tone.

Year Highlights

Choir

Following the solid foundation of previous years, the West Leeming choir has continued to flourish and performed at a variety of school formal and informal events including ANZAC, Arts Showcase with Banksia Park Primary School and the Christmas Concert Assembly. Choir has provided an opportunity for extension in both musical skill and personal executive skills such as focus, commitment, persistence and teamwork.

West Leeming's Got Talent

Throughout the year, music was further integrated into school life through various performance opportunities. The lunch-time concerts were a popular initiative, allowing students to share their musical achievements in a supportive and informal environment. Additionally, the 'West Leeming's Got Talent' event provided students with a platform to showcase their musical and performing arts talents in front of an enthusiastic audience. These events contributed to building student confidence and encouraged a love for performance.

Instrumental Music Program

The Instrumental Music program continued to thrive in 2024, with a significant intake of new learners. Students in Years 3 to 6 were given the opportunity to learn a variety of instruments, including:

- Violin, viola, and cello
- Flute, clarinet, trumpet, and trombone
- Classical guitar and percussion

This year, students performed for their peers in various settings, including class performances, ensemble groups and school band sessions. The Instrumental Music Recital Night was a particular highlight, offering students the chance to demonstrate their growth and progress as musicians. This recital not only showcased individual performances but also celebrated the collective achievements of students within the instrumental program.

Music Assembly

The Christmas Music Assembly was a vibrant celebration showing our school at its best and was enjoyed by the whole school community. Collaboration between Music, French and Science showcased the success of staff inter-faculty and student teamwork. Rigorous creative problem solving from students facilitated by staff, created props, stage sets, choreography and short drama skits. The theme, Christmas Around the World, included singing in five different languages with repertoire from seven different countries. This joyous event was a testament to the enthusiasm for music at West Leeming and highlighted the exceptional talent and dedication of our students and staff.

The Music program at West Leeming Primary School continues to be a celebrated and well-supported area of learning. Through the combined efforts of dedicated teaching staff, engaged students, and supportive families, the program has continued to flourish in 2024, providing students with a broad range of musical experiences to engage with throughout their educational journey. We look forward to continuing to nurture musical talent and creativity in the years ahead.

Amy Hall and Kathy Stevens
Music Specialists



Specialist Learning Area

VISUAL ARTS 2024

Teaching and Learning Program

The Visual Arts specialist program is delivered and implemented at West Leeming Primary School to cater for all students in Years 1 and 2 once a week for 1 ½ hours. Kindergarten and Pre-primary students are offered Visual Arts for 1 hour a week.

As Art is all around, through shape, colour, texture, pattern and lines, students can explore and expand on these elements to create some individual masterpieces. Students create visual representations that communicate, challenge and express their own and others ideas. Visual Art supports the ability to recognize and develop cultural appreciation of Visual Arts both past and present, through exploring and responding to artists and their artwork.

Students in Kindergarten, Pre-primary, Year 1 and Year 2 are offered a range of resources to enhance their love of learning in Visual Art. Students make and respond to artwork and identify how the elements are used while exploring why art is made.

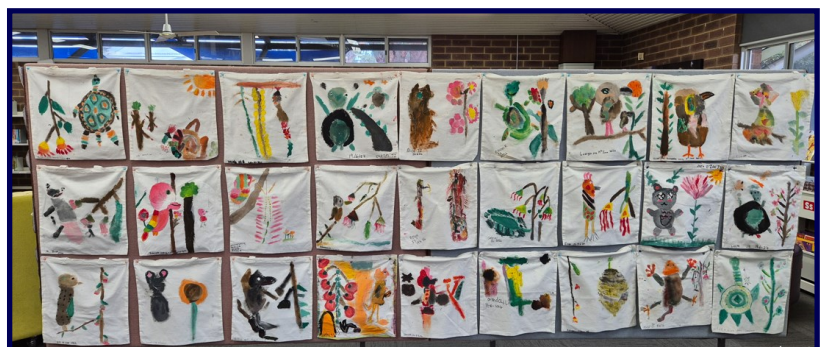
Year Highlights

Our community Arts Fiesta event was a highlight of the visual arts program in 2024. This event occurs every 3 years. In 2024, students in early childhood explored Indigenous plants and animals in their learning as part of their work in specialist art classes. Students used their visual art skills and creativity to transform this theme onto calico bags and cushions. Students enjoyed finding out information about flora and fauna, creating Golden Wattle whilst working with collage to design footprints represented by Indigenous colours. Students from years 3-6 also participated in the school's Arts Fiesta event, creating art work linked to indigenous themes.

Some additional highlights were:

- creating portraits
- use of crayons
- sketching using charcoal
- mixing with various paints
- students incorporating their personal qualities into their art work
- student expressing enjoyment in visual art, sharing their ideas and masterpieces created at home.

Noelene Walters
Visual Arts Specialist



ACADEMIC EXTENSION PROGRAMS

Teaching and Learning Program

Selected students in years 4-6 are given the opportunity to participate in a variety of academic extension programs. These school-based enrichment and extension programs are offered to students who have been identified as academically talented. Gifted students demonstrate potential that is distinctly above average in one or more of the following domains: intellectual, creative, social and emotional, and physical.

The project-based extension programs are designed to develop problem solving and reflective skills in a collaborative working environment. We incorporate the Bloom's Taxonomy framework and Higher Order Thinking Strategies (HOTS) to engage our students in passion projects.

At West Leeming our academic extension programs occur in three formats:

- Before School program (Years 3 and 4)
- Withdrawal program (Years 5 and 6)
- Numero club (Years 4 - 6)

Year Highlights

Numero Club:

In 2024, West Leeming Primary School hosted Numero for the first time. We had 2 teams compete against students from 7 other primary schools. There were 18 teams in our heat, and our teams finished first and third. Our first team 'Wild Prime Time' proceeded to the grand finale, whilst our team who came third 'Fraction Captains' missed out on making the finals by 1 point. 'Wild Prime Time' finished 11th in the grand final.

Year 3 and 4 Academic Extension:

The extension students were introduced to coding through a coding app that is designed to enhance coding and computational thinking. They learnt to program for Dash and Dot robots which can manoeuvre around the floor in all directions, sense objects and record and play audio. This functionality allows Dash and Dot to avoid obstacles, sing dance and respond to voice commands. This year, students have experimented and developed their coding skills using these robots.

Students connect to Bluetooth via a number of apps. These apps integrate with Dash and Dot and develop a students' programming skills and develop 21st century skills such as creativity, problem solving and critical thinking.

In 2024 students completed a set of 4 projects:

- Location and coordinates
- Measurement – calculating distance
- Story telling – programming
- Design and create a Maze.

Thank you to teacher, Mrs Doreen Stewart for facilitating the academic extension program for Years 3 and 4.

Year 5 and 6 Academic Extension:

In Semester 1, the Academic Extension group entered a STEM game competition after they were taught how to use Scratch for coding, developing a Space game with facts about space. One team got through to the second round in the competition. This group also entered videos into the Science Talent Search and Think Science competitions.

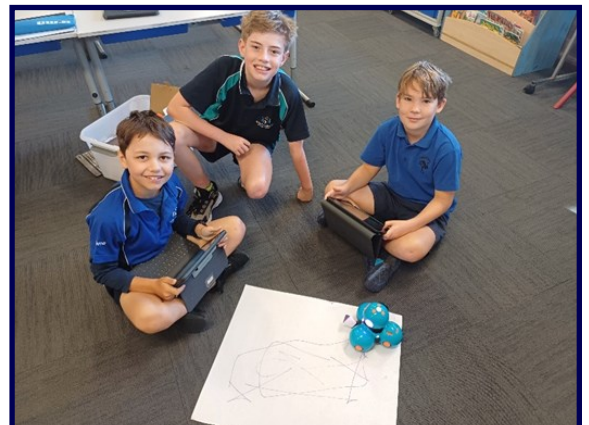
In Semester 2, the Academic Extension students participated as two teams in the Interschool Tournament of the Minds competition. They enjoyed success in developing self-efficacy, learning how to work as a team and developing critical thinking skills.

Academic Extension students were also given opportunities to participate in the CREST (Creativity in Research, Engineering, Science and Technology) award program Science. They reached the high levels of Blue and Bronze.

Thank you to teacher, Mrs Chrissy Marcelli for facilitating the academic extension program for years 5 and 6.

Kim Saw

Deputy Principal



QUALITY TEACHING STRATEGY

In 2024, West Leeming continued our implementation of the Teaching for Impact (TFI) framework. The QTS aims to build teacher capacity within the school, with impact coaches fostering the development of 'expert teaching teams'.

Two West Leeming teachers continued working in the role as impact coaches and have played a pivotal role in supporting the development of teaching and learning in classrooms through the implementation of the TFI framework.

In addition to implementing the QTS at a school level, West Leeming was accepted into the Department of Education's Quality Teaching Strategy Partnerships initiative. This initiative provided access to professional learning from Lead Schools, creating an opportunity for collaboration to expand the pedagogical expertise of staff and challenge existing practices.

As part of the QTS Partnerships Initiative, a pilot team of key teachers developed two action research teaching cycles throughout the year. The teaching cycles included implementing selected high impact strategies from the TFI framework, using peer observation processes to evaluate performance and identify improvement areas. The impact of teaching on student learning was also measured and included surveys and video evidence.

In 2025, the QTS teaching cycle model implemented by the pilot team will be expanded to include all teaching staff. Impact coaches will continue to lead this improvement initiative, supported by key teachers who were part of the 2024 pilot teaching team.



Health and Wellbeing

Supporting mental health and social development

Intervention and Support Strategies

West Leeming has a comprehensive student services team that supports the health and wellbeing and social and emotional development of our students. The team, led by the Deputy Principals, comprises the school psychologist, school chaplain, representative teachers and education assistants.

Care Strategy

In 2024, a review of the school's Care Strategy occurred. The review was led by the Student Services team following feedback from parents and staff obtained in a Business Plan development community survey in 2023.

West Leeming initially implemented the Care Strategy in 2019, aligning with our school vision *empower and embrace a culture of opportunities for success*. The Care Strategy embraces a restorative approach in supporting our students to learn self-regulation and make positive behaviour choices when interacting with their peers. It also moves away from a 'rule based' culture, incorporating three core values of Care for self, Care for others, Care for environments.

The revised Care Strategy enhances our successful educative approach and aligns with the new Department of Education behaviour management policy and procedures. It will be fully implemented in 2025.

Social and emotional learning strategies

Strategies to support social development and emotional wellbeing are explicitly taught at West Leeming in every year level. A school-developed scope and sequence document was implemented in 2024, outlining core resources to guide our connected pedagogical approach, providing guidance for teachers when planning social and emotional learning opportunities. This scope and sequence was reviewed at the end of 2024 to incorporate the revised WA Curriculum in Health and the Department of Education developed resources in the areas of Protective Behaviours and Consent Education in readiness for implementation in 2025.

Incorporated into the West Leeming scope and sequence document is the Zones of Regulation (ZoR) program. ZoR is implemented as our whole school aligned approach to teaching students' strategies to support emotional regulation. In addition to the learning activities provided by the resource, in 2024 teachers trialed an online version of ZoR to expand and strengthen instructional programs. Following positive feedback from staff and students, the online ZoR online program will be fully implemented in 2025.

Acknowledgment of student achievements

A range of informal and formal methods are used at West Leeming to acknowledge individual academic and social achievements, both in the classroom and the playground. School staff use informal strategies such as praise and body language to acknowledge student achievements. Formal acknowledgements occur several times a term and include merit certificates, faction tokens, West Leeming Star awards and the Aussie of the Month honour presented to an individual student. Outstanding achievement is also rewarded at the end of each school year through academic and citizenship awards.

Chaplain and Student Services Education Assistant

West Leeming has a school chaplain and a team of education assistants who provide additional emotional support for students experiencing social concerns such as anxiety, grief or isolation. Intervention and support is available on an individual, small group or whole class basis.



Highlights of the 2024 School Year

2024 was another rewarding year for West Leeming Primary School and all associated with the school should feel a sense of achievement.

School Highlights

- NAIDOC Week Celebration
- ANZAC Service
- Music Recital Evening
- GRIP Leadership conference for Year 6 students
- Public Speaking Competition
- Combined Leeming Schools Showcase
- Year 6 camp and graduation activities
- Parent-Teacher Interviews
- National Simultaneous Storytime
- Book Fair
- Art Exhibition
- Hosting and participating in the Interschool Numero Competition
- Cross Country and Athletic Carnivals
- Basketball Slam Series
- VSSA Girls Football Carnival
- Tournament of the Minds
- Fundraising for Telethon
- Wellbeing 4 Kids
- Wellbeing Dance lessons culminating in the end of year Performance Evening
- Running Club
- Language of Friendship Workshops—Students and Parents



Community Highlights

- P&C events including
 - ◊ Colour Run
 - ◊ Bogan Bingo Night
 - ◊ Easter raffle
 - ◊ Mother's Day and Father's Day gift stalls
 - ◊ Sports Carnival Stall
 - ◊ Special lunch days
 - ◊ School canteen service
 - ◊ Disco
 - ◊ Wine Fundraiser
 - ◊ Christmas gift stall

