

WEST LEEMING PRIMARY SCHOOL



Department of
Education



Annual School Report 2022

Principal's Message



Welcome to the West Leeming Primary School 2022 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 strategies implemented at West Leeming and provides an overview of the current focus areas at our school.

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 2022 School Board Chair is included in this annual report, outlining the role and achievements of the Board over the past twelve months.

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 that supports positive mental health. This is achieved through a comprehensive approach to student wellbeing.

In 2022, West Leeming's first Business Plan as an independent public school came to the end of its three-year cycle. This Business Plan 2020-2022 defines the following four strategic themes and outlines our commitment to continuous improvement and the provision of an exceptional educational experience for the children in our care:

Area 1: Learning – Students are successful learners and prepared for their future

Area 2: Teaching and Leading: Exemplary teachers, allied professionals and school leaders

Area 3: Environment - Safe, inclusive, flexible, contemporary and engaging learning environment

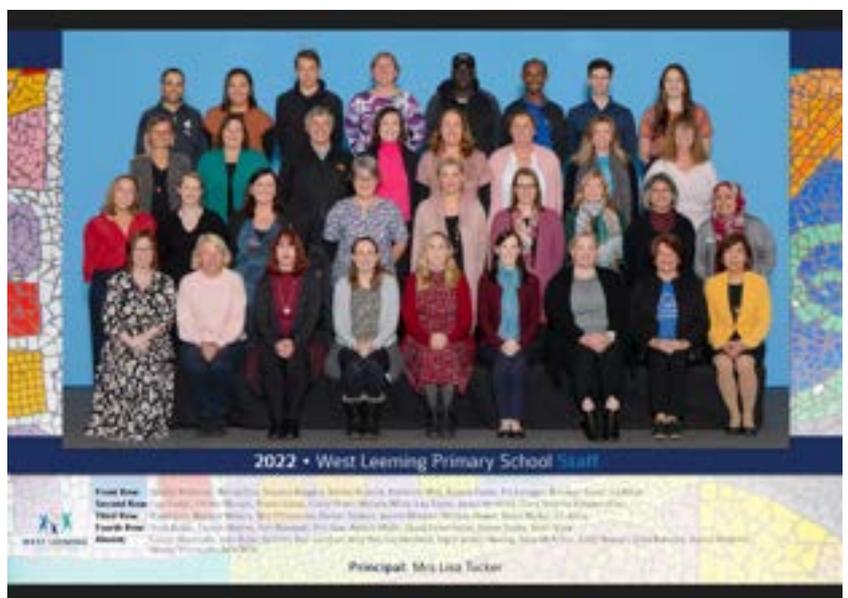
Area 4: Community Engagement – Community collaboration to achieve positive outcomes for the school.

Throughout 2022, our school continued to implement identified school improvement initiatives embedded in each of the four strategic themes, following on from the progress made over the previous two years. An annual self-assessment that tracks our growth over the past three years is included in this annual report, outlining West Leeming' progress toward meeting achievement targets and improvement strategies.

The impact of COVID-19 in 2022 meant that changes were necessary to the way West Leeming operated, particularly throughout semester one. Strategies to ensure our school remained safe and open for learning included adapting flexibly between face to face and remote learning, the incorporation of physical distancing parameters and the organisation of school events. This challenge provided us with the impetus to think more strategically and find innovative ways to ensure our students enjoy the range of school experiences that makes West Leeming unique.

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. I feel privileged to have the opportunity to lead this dynamic school and look forward to the next stage of our school improvement journey and continued success in 2023.

Lisa Tucker
B.A , B.Ed , MSL.
2022 Principal



School Board Chair's Report

2022 - A time for reflection

It has been two years since West Leeming Primary School gained its status as an Independent Public School with the then School Council becoming the present School Board. The role of the Board, 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.

2022 Board Members:

Ben Ash – *Chairperson until March 2022 and Parent Representative until May 2022*

Liezl Ferreira – *Co-opted member, WLPS Manager Corporate Services, Board Secretary*

Ingrid Jansen-Neeling – *Staff Representative and WLPS Deputy Principal*

Helen Kendrick – *Board Chair from March 2022 and Parent Representative*

Jodie McArthur – *Staff Representative until February 2022*

Jan Miles – *Community Representative*

Mark Molloy – *Parent Representative and from September 2022, P&C Representative*

Gavin Pereira – *Parent representative from June 2022*

Kate Reid – *Parent Representative from June 2022*

Sharona Rodgers – *Staff Representative*

Kim Saw – *Staff Representative and WLPS Deputy Principal from February 2022*

Natalie Smallman – *Staff representative from September 2022*

Meggan Talbot – *Parent Representative*

Lisa Tucker – *WLPS Principal*

Sarah Twomey – *Parent Representative and P&C Representative until May 2022*

Sara Willis – *WLPS Manager Corporate Services, Board Secretary until August 2022*

Membership Changes

The Board saw a number of changes in 2022, with two parent and two staff representatives leaving throughout the year. I would like to acknowledge the contributions of all the departing Board Members for their commitment and respectful, yet robust, discussions. We would particularly like to acknowledge and thank Ben Ash, who has been a member of the School Council/Board for five years and took on the role of Chairperson four years ago. He led the Board through a significant and challenging time, working in partnership with three principals, and ultimately sitting on the selection panel, supporting the appointment of Lisa Tucker in 2019. Ben also actively participated in the application process for West Leeming Primary School to successfully become an Independent Public School, whilst also navigating us through the Covid-19 Pandemic. His commitment to the School Council/Board has been invaluable and he has shown resilience and strong leadership throughout.

The second parent representative to depart, was Sarah Twomey in May, who had also served as the P&C Representative since 2020 and we welcomed Kate Reid and Gavin Pereira into the parent representative positions in June. Jodie McArthur left the Board in February and Sara Willis, who had been the Board Secretary since 2021, left to take up a new opportunity at another school, with Kim Saw and Natalie Smallman taking up the staff representative positions. We also welcomed Liezl Ferreira as a co-opted member to assist as Board Secretary.

Board Activity

The School Board held regular formal meetings during 2022, as well as additional meetings in support of specific needs. During these meetings, and the intervening weeks, Board members have been active in pursuing the functions identified as Board business.

Meetings

The Board has held the following meetings during 2022:

- Seven regular scheduled meetings
- One public meeting
- Regular meetings of the Principal, Chair and Secretary 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:

Engage

- Board members actively engaged with the school community to better understand parents' attitudes to schooling and their priorities.
- Review reports via the P&C representative

Review

- school policies
- progress against the School Business Plan 2020-2022
- NAPLAN Results
- On-Entry Results
- Australian Early Development Census (AEDC) 2021
- Annual School Report

Note

- Annual Budget
- Class structures and student numbers

Approve

- 2023 School Charges and Contributions
- 2023 Booklists
- 2023 Staff Development Days
- Annual School Report

Advise

- Assist with drafting school policies
- Provided informal advice to school leadership in a range of areas to do with governance and achievement of school strategic objectives.

Specific Focus Areas

Board Development

With the change of membership to the School Board, we reflected on the self-assessments of the functioning of the Board, completed throughout 2021 and identified an opportunity to provide governance training to support the new members, members taking on new positions and provide a refresher to others. Barry France, Department of Education Collegiate Principal, facilitated a Department of Education Public School Board training module, covering roles, responsibilities and decision making in August 2022. All members of the Board found it informative and beneficial to their role.

Policy Consolidation and Reviews

As part of planning for Board activities in 2022, 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.

Policies and procedures reviewed and updated included 1:1 Device Policy, Care Strategy and Behaviour Management Procedures, Extreme Weather Policy, Mobile Phone and Device Policy as well as the Formation of Classes and Class Placement Procedures. I would like to thank Meggan Talbot and 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.

Branding and Marketing

At the beginning of 2022, the Branding and Marketing sub-committee continued working on the implementation of their new strategy, in consultation with the school Leadership team and the P&C. The new style and rebranded uniforms will be implemented over the next three years, with the new styles being made available as stock depletes. The West Leeming Primary School Facebook Page was launched and has proven to be a great way to communicate out to the community. With the majority of the work now completed, the sub-committee has ceased meeting.

2023-2025 Business Plan

The School's 2020-2022 Business Plan is nearing completion. With the continued challenges and uncertainty of Covid-19 throughout 2022, we have not progressed the development of the 2023-2025 Business Plan as hoped, however this will commence in early 2023. A plan for a variety of community engagement session has been identified and options for feedback to be provided through surveys and a feedback box to ensure we can capture the community's voice, ready for looking at the strategic objectives for the next three years.

2023 and Beyond

With the current Business Plan due for renewal, the first term of 2023 will be focused on capturing information and feedback from the various areas of our school community, including, parents, staff, students and the wider community. This is essential to ensure we outline the key directions we want the school to take and the focus areas that are important to our community.

We will continue to work with the school leadership to engage with parents, seeking input on specific subjects that help guide our planning and decisions. We will also continue to put in place sub-committees or working groups, outside of the main Board meetings, for specific areas that require more time for discussion or dedicated work.

It is a privileged opportunity to serve on a School Board, with our main aim to contribute to, and create better outcomes for our school, students, staff, parents and community. Members of the Board very generously give their time to do this and I thank them for their continuing efforts and dedication.

Helen Kendrick
2022 School Board Chair
West Leeming Primary School



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



Attendance 2022

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 2022, our school's attendance dropped however this was not out of context in comparison to our like schools and the WA public school average. This was most likely attributed to the impact of COVID-19 in semester one and a Department of Education change to the way schools recorded student absenteeism for this reason. These results do not signify a review of the attendance monitoring processes currently in place at West Leeming.

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
2020	95.1%	94.7%	93.2%	94.7%	83.8%	77.6%	95.1%	94.5%	91.9%
2021	94%	93.9%	92.4%	89.5%	82.9%	76.8%	94%	93.7%	91%
2022	90.0%	90.0%	88.3%	88.0%	78.6%	69.5%	90.0%	89.8%	86.6%

Year 6 Cohort/Destination Schools

At the end of 2022, our Year 6 students who left West Leeming Primary School enrolled in 13 different secondary schools. This included several students who received scholarships.

Destination School	Total	Destination School	Total
Leeming Senior High School	45	Penrhos College	1
Kennedy Baptist College	6	Perth Modern School	1
Corpus Christi College	5	Rossmoyne Senior High School	1
Applecross Senior High School	2	Santa Maria College	1
Emmanuel College	2	Willetton Senior High School	1
John Curtin College of the Arts	2	South Australia (Interstate)	1
All Saints College	1		

Staff Information

The West Leeming staff meets the 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	4	2.56	0
Total Administration Staff	3	3.0	0	Other Non-Teaching Staff	7	5.5	0
Teaching Staff				Total School Support Staff	15	11.06	0
Level 3 Teachers	3	2.8	0				
Other Teaching Staff	26	19.6	0	Total	47	36.46	0
Total Teaching Staff	29	22.4	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 May 2022 (term 2), however in 2023 this is scheduled to change to earlier in the year (term 1).

Comparative Performance Summary

In each annual report a comparative performance summary of the school’s performance in NAPLAN over a three-year period is included. The table below outlines West Leeming’s comparative performance from 2019 – 2022, however this information includes data from only two assessments, in 2019 and 2021. In 2020, NAPLAN was cancelled due to the COVID-19 pandemic and in 2022, no comparative performance calculations were able to be made as this is based on both ICSEA and the previous performance of the cohort.

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).

In 2021, our school was recognised for academic excellence, recognising the performance of our students in NAPLAN across the three areas of writing, reading and numeracy by the Minister for Education and the Education Department’s Director General.

	YEAR 3			YEAR 5		
	2019	2021	2022	2019	2021	2022
Numeracy	1.0	0.5	0.0	1.1	-0.0	0.0
Reading	1.0	0.4	0.0	0.6	0.7	0.0
Writing	0.8	0.4	0.0	0.8	0.3	0.0
Spelling	0.1	0.5	0.0	-1.0	-0.2	0.0
Grammar & Punctuation	1.0	0.3	0.0	1.3	-0.8	0.0

	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

Year 5 Performance

In 2022, West Leeming's NAPLAN results for the year 5 cohort, when compared with 'like schools' continued to demonstrate consistently strong performance across all tested areas. This was an important assessment for our year 5 students as this was the first time, they had the opportunity to sit the tests, with COVID impacting NAPLAN in 2020 when the cohort was in year 3. In numeracy and the literacy areas of reading, writing and spelling, our students achieved above the expected performance. In grammar and punctuation, the results of this cohort were aligned with similar schools.

Included below are five tables outlining the percentage of students who achieved in the top 20%, middle 60% and bottom 20% measured against the performance of our "like" schools. These tables indicate that West Leeming students in year 5 achieved above or close to their "like" school peers in both the top 20% and middle 60%. The number of students performing in the bottom 20% were also consistently less.

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	33%	33%	46%	33%	36%	38%
Middle 60%	61%	65%	53%	58%	57%	57%
Bottom 20%	6%	2%	2%	8%	7%	5%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	30%	39%	41%	32%	36%	35%
Middle 60%	63%	61%	58%	59%	55%	59%
Bottom 20%	7%	0%	2%	8%	8%	6%

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	19%	24%	31%	30%	28%	32%
Middle 60%	67%	68%	66%	60%	61%	61%
Bottom 20%	14%	8%	3%	10%	10%	8%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	28%	39%	42%	26%	36%	35%
Middle 60%	69%	59%	56%	67%	52%	59%
Bottom 20%	3%	2%	2%	7%	13%	6%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	38%	33%	32%	32%	35%	36%
Middle 60%	52%	64%	63%	59%	56%	57%
Bottom 20%	10%	3%	5%	9%	9%	6%

Year 3 Performance

In 2022, West Leeming's NAPLAN results for the year 3 cohort, when compared with 'like schools' were not as strong as recent years. As outlined in the tables below, the number of students who achieved results in the top 20% was under the performance of "like schools" in numeracy and all areas of literacy. This contrasts with results achieved across the year 5 cohort in 2022 and in previous years for year 3. Although student performance in the middle 60% was higher or in alignment with "like" schools, this drop in the number of students achieving in the higher bands is likely to have impacted on these year 3 overall school results.

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	47%	31%	25%	32%	35%	37%
Middle 60%	53%	65%	66%	59%	58%	57%
Bottom 20%	0%	5%	9%	8%	8%	6%

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	38%	26%	25%	32%	35%	38%
Middle 60%	57%	71%	64%	59%	58%	54%
Bottom 20%	5%	3%	11%	9%	8%	8%

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	25%	37%	32%	26%	28%	33%
Middle 60%	66%	55%	59%	64%	63%	58%
Bottom 20%	9%	8%	9%	10%	10%	9%

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	36%	43%	41%	24%	34%	42%
Middle 60%	64%	51%	50%	70%	59%	51%
Bottom 20%	0%	6%	9%	6%	7%	6%

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	35%	32%	23%	33%	38%	37%
Middle 60%	62%	65%	66%	58%	54%	54%
Bottom 20%	3%	3%	11%	9%	8%	9%

Further Information

Additional graphs outlining this year's performance in NAPLAN are included in the English and mathematics sections of this annual report. These include information about the longitudinal performance of the school.

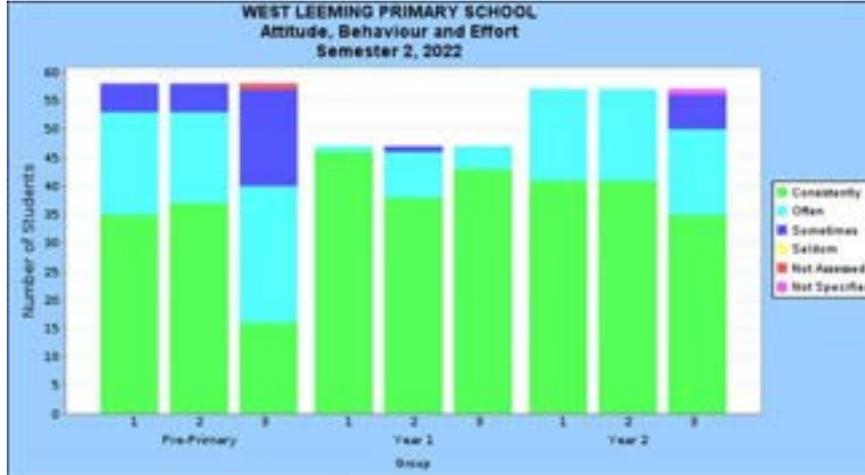
Student Non-Academic Performance Summary

Student Attitude, Behaviour and Effort

The attitude, behaviour and effort of students at school 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, 2022. 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.

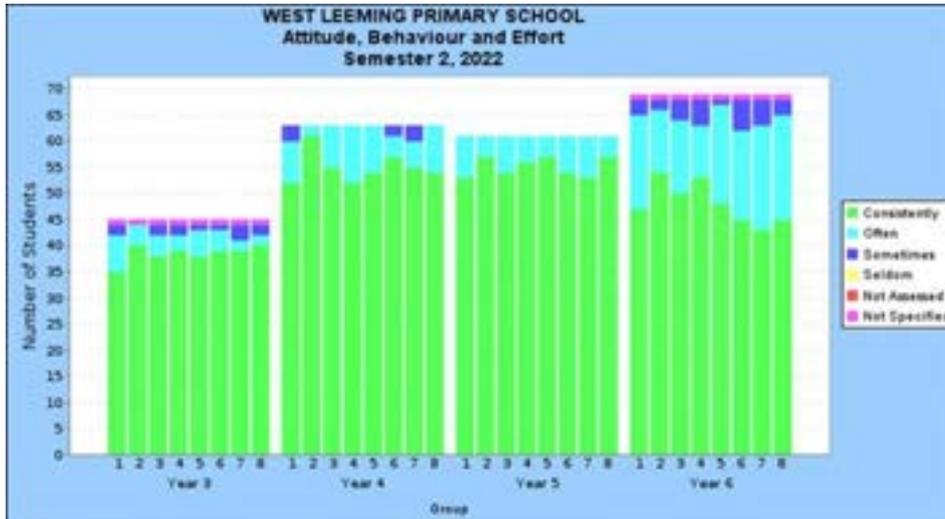
As indicated in these graphs, students at West Leeming PS continued to demonstrate high levels of engagement with school in all year levels. This was evident across the attitude behaviour and effort domains.

Pre-primary to Year 2



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

Years 3 to 6



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

Health and Wellbeing - Supporting our Students

Intervention and Support Strategies

West Leeming has a comprehensive Student Services team that support the social and emotional development of our students. The team, led by the Deputy Principals, comprises the school psychologist, school chaplain, and representative teachers and education assistants. In response to COVID-19 and the possibility of our students learning from home, an Offsite Student Services Plan was developed and implemented when students were learning at home. The team has a process in place to be actioned if remote learning is required again in the future.

Care Strategy

In 2019 we implemented the Care Strategy based on positive education and implementing restorative processes, moving away from a rule-based school to a culture of care. The Care Strategy supports our school vision: "Empower and embrace a culture of opportunities for success". The Care Strategy incorporates 'Care for Myself, Care for Others and Care for Environments'. Processes for managing behaviour have been simplified with roles and responsibilities clearly outlined. The Care Strategy is now embedded across the school.

Social Engagement Strategies

These strategies focus on acknowledging positive behaviour, both in the classroom and the playground. Teachers regularly refer to the Care Strategy and positive behaviours are acknowledged informally, and formally through merit certificates and Aussie of the Month awards.

Be You Framework

Be You is a national resource that provides a comprehensive mental health and wellbeing framework for primary schools. Our staff implement these evidence-based methods, tools and strategies to support students, and assist their parents, in the development of positive mental health and wellbeing in children.

Zones of Regulation

The Zones of Regulation is a program designed to foster self-regulation and emotional control with our students. The Zones creates a system to categorise how the body feels and divides emotions into four coloured zones with which students can easily identify. In 2019 the Zones were successfully trialled in several classes, with the support of our school psychologist. Games and resources were purchased and the Zones continued to be used across the school.

Friendly Schools Plus Resource

This program is implemented from year 1 to year 6 to explicitly teach social skills at an appropriately developmental level for our students. Scope and sequence guidelines have been developed to provide a connected approach to the development of key knowledge and skills across year levels.

Chaplain and Student Services Education Assistant

Our School Chaplain and Student Services education assistants provide an additional level of support for students. Intervention and support can be one on one, small group, or supporting in the whole class, according to need.



Public School Review Findings

In 2021, West Leeming participated in our first review as an independent public school. All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. The purpose of this review process is to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of the school in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

The following summary provides an overview of our Public School Review report, outlining West Leeming's achievements as well as recommendations for ongoing improvement.

Achievements

- A well-presented overview of documents and multiple sources of credible evidence were selected for analysis, showing close alignment between the evidence and judgements of school performance.
- The Principal and leadership team undertook a highly consultative approach, ensuring all staff, together with the School Board, had input to the school's self-assessment process and an opportunity to participate on the validation day to share their journey with the reviewers.
- Rigorous attention to reflective practice on school performance provided a substantial base upon which to prepare effectively for the Public School Review.
- Staff and community members demonstrated support for, and genuine understanding of, their school and its recent turnaround, and expressed optimism for the future.
- The review process was regarded by staff and the community as an opportunity for frank and fearless conversations around school performance and accountability.
- Staff shared that the review process provided an opportunity to celebrate the growth that has been achieved and gave recognition to their work.

Recommendations

- Continue to use the Standard to facilitate discussions about school performance.
- Consider using the Electronic School Assessment Tool (ESAT) as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.

The full Public School Review report is available on the West Leeming Primary School website. Our next school review is scheduled for 2024.



West Leeming Business Plan 2020-2022

In 2020, a new business plan was developed, outlining the school's school improvement directions for the next three years. This plan incorporates strategic directions, performance targets and improvement strategies and was collaboratively developed by West Leeming staff and the School Board. West Leeming's school improvement directions were identified using comprehensive self-assessment mechanisms including student performance data, both academic and non-academic as well as community feedback. The recommendations from the 2019 independent school review were also incorporated into this Business Plan.

The West Leeming Primary Business Plan 2020-2022 defines four strategic themes as part of our commitment to continuous improvement. These are:

Area 1: Learning – Students are successful learners and prepared for their future

Area 2: Teaching and Leading: Exemplary teachers, allied professionals and school leaders

Area 3: Environment - Safe, inclusive, flexible, contemporary and engaging learning environment

Area 4: Community Engagement – Community collaboration to achieve positive outcomes for the school.

The following information summarises the school's progress in from 2020 to 2022 against both the improvement targets and key performance milestones outlined in the plan.

Improvement Targets

Area 1 - Learning	2020	2021	2022
NAPLAN			
Comparative achievement is equivalent or above like schools in literacy (reading, writing, spelling and grammar and punctuation) and numeracy.	Pending	In progress	In progress
The percentage of year 5 students achieving scores in band 7 and above in spelling is equivalent or above like schools.	Pending	Pending	In progress
Student progress from year 3 to year 5 demonstrates high progress and achievement, when measured against like schools, in literacy (reading, writing, spelling and grammar and punctuation) and numeracy.	Pending	In progress	In progress
On Entry			
90% of those students identified through Pre-primary On-entry assessment as below expected benchmarks in reading, will achieve at or above the NAPLAN national minimum standard in year 3.	Pending	Completed	Completed
Teacher Judgements			
Grade allocations in English, Mathematics, Science and Humanities and Social Sciences (HASS) are aligned with like schools.	In Progress	In Progress	In Progress

Area 2 - Teaching and Leading	2020	2021	2022
Performance against the National Quality Standard (NQS) in early childhood (kindergarten to year 2) demonstrates the standard has been met in all seven areas.	Completed	Completed	Completed
Staff demonstrate professional growth through performance management and development processes that reflect school priorities, role requirements and professional expectations.	In Progress	Completed	Completed
National School Opinion Survey (NSOS) demonstrates a high level (average of 4.0 or higher) of staff satisfaction with the school in 2021 and 2023.	Pending	Completed	Completed

Area 3 - Environment	2020	2021	2022
The Care Strategy is embedded across the school to support the development of social, emotional and wellbeing skills in students.	In Progress	Completed	Completed
The West Leeming Information and Communication Technology (ICT) strategy is implemented to provide a contemporary digital technologies learning environment for our students.	In Progress	In Progress	Completed

Area 4 - Community Engagement	2020	2021	2022
National School Opinion Survey (NSOS) demonstrates a high level (average of 4.0 or higher) of parent satisfaction with the school in 2021 and 2023.	Pending	In Progress	Completed
School Board governance demonstrates increasing involvement in self-assessment processes.	In Progress	In Progress	Completed

Strategic Directions

Area 1: Learning

Improvement Strategy	Key Performance Milestones	2020	2021	2022
Strengthen use of the West Australian Curriculum (WAC) in all learning areas, including learning area content, the general capabilities and cross-curriculum priorities.	Teachers work collaboratively to plan, teach, assess and report using the West Australian Curriculum (WAC) in all learning areas.	In Progress	Completed	Completed
Embed aligned teaching strategies in literacy and numeracy for cohorts and phases of learning levels.	Collaborative planning processes support the implementation of focus areas outlined in school operational planning.	In Progress	Completed	Completed
	Key improvement strategies are embedded in classroom practices. English:	In Progress	In Progress	Completed
	Reading - guided instruction	In Progress	In Progress	Completed
	Writing - instructional model	In Progress	Completed	Completed
	Spelling - differentiated instruction	In Progress	In Progress	Completed
	Key improvement strategies are embedded in classroom practices. Mathematics:	In Progress	In Progress	Completed
	Explicit teaching using the gradual release model	In Progress	Completed	Completed
	Concrete, Representational, Abstract (CRA) instruction	In Progress	Completed	Completed
	Open-ended tasks	In Progress	Completed	Completed
	Mathematics block structure	Pending	Pending	Pending
Continue to develop high quality teaching, learning and assessment practices in the early years (kindergarten to year 2)	Collaborative planning processes support the implementation of the National Quality Standard (NQS), Early Years Learning Framework (EYLF), Kindergarten Guidelines, West Australian Curriculum (WAC) and school operational planning.	In Progress	Completed	Completed
	Child directed learning strategies that promote making choices and decisions through open-ended, play-based investigations are implemented	In Progress	In Progress	In Progress
New work capabilities including teamwork, innovation and entrepreneurial, creative and critical thinking are incorporated into teaching and learning programs	Science, Technology, Engineering, Arts and Mathematics (STEAM) skills that promote cooperative learning, problem solving and independent thinking are taught through other curriculum areas.	Pending	In Progress	In Progress
	An inquiry approach that includes the 4Cs (collaboration, communication, critical thinking, creativity) and higher order thinking skills is incorporated into learning experiences	In Progress	In Progress	In Progress
	Teaching strategies that focus on innovative digital and design learning experiences are developed, evaluated and shared	In Progress	In Progress	Completed
	Student leadership roles incorporate new work capabilities	In Progress	In Progress	In Progress
Support students to become knowledgeable, confident, responsible and adaptive users of technology.	Students have access to technologies that enables them to become familiar with a range of devices, including computers and tablets.	In Progress	In Progress	Completed
	Technology is used for differentiated learning.	In Progress	In Progress	Completed
	Cyber safety strategies are incorporated into digital literacy learning	In Progress	Completed	Completed
Curriculum provision is differentiated to include: <ul style="list-style-type: none"> Students at risk of not meeting the West Australian Curriculum (WAC) achievement standards in literacy and numeracy Academic extension opportunities 	Identified students at academic risk are supported through:	In Progress	In Progress	Completed
	* The implementation of a case management approach	Completed	Completed	Completed
	* Documented educational plans that are developed and reviewed twice a year	Completed	Completed	Completed
	* Small group instructional intervention	Pending	In Progress	Completed
	An academic extension program focusing on Science, Technology, Engineering, Arts and Mathematics (STEAM) and higher order thinking strategies (HOTS) is implemented.	Pending	In Progress	Completed

Area 2: Teaching and Leading

Improvement Strategy	Key Performance Milestones	2020	2021	2022
Staff understanding and engagement in the use of data to inform teaching/ learning programs is embedded	Data analysis processes are strengthened as part of ongoing school self-assessment.	In Progress	Completed	Completed
	Assessment tools outlined in the school assessment schedule are administered and collaboratively analysed to examine impact and inform teaching and learning programs	In Progress	In Progress	In Progress
	National Quality Standard (NQS) self-assessment processes demonstrate ongoing improvement against the seven quality areas.	In Progress	In Progress	In Progress
	Student progress, alongside achievement, is measured to examine the impact of teaching strategies	In Progress	In Progress	In Progress
The impact of teaching is examined to support high quality learning experiences in all classrooms.	A culture of collaboration is strengthened to support collective responsibility for student progress	In Progress	In Progress	In Progress
	Performance management and development processes include alignment with the Australian Institute for Teaching and School Leadership (AITSL) standards and school priorities	Completed	Completed	Completed
	Teachers participate in peer observation and feedback processes linked to school and personal development focus areas.	In Progress	In Progress	In Progress
	Student feedback procedures are developed.	Pending	In Progress	In Progress
Visible teaching and learning strategies are implemented into classroom practices.	Students demonstrate their understanding of instructional focus areas by articulating collaboratively developed learning intentions and success criteria.	Pending	In Progress	In Progress
	Provision of student feedback across three levels (task, process, self-regulation) is evident in all classrooms	Pending	Pending	Pending
Develop the capacity of staff to implement high quality learning experiences using digital technologies.	A connected approach, where technology is utilised in authentic and dynamic learning environments, is expanded across the school	In Progress	In Progress	Completed
	Key staff are identified to lead a sustainable, aligned and innovative approach to digital technology	Completed	Completed	Completed
	Professional development of staff is ongoing, including the implementation of a coaching model.	In Progress	Completed	Completed
	A 1:1 device model is expanded in classrooms to increase student access to technology	Pending	In Progress	Completed
Instructional leadership opportunities are strengthened to support the implementation of school wide improvement.	A distributed leadership model is embedded to build staff capacity in identified school priorities	Completed	Completed	Completed
	Educational Leadership Team (ELT) and key staff lead school improvement initiatives through professional learning, coaching and collaborative practices.	Completed	Completed	Completed
	Teacher capacity is enhanced through authentic leadership opportunities for aspiring staff including:	In Progress	In Progress	Completed
	* School leadership	In Progress	Completed	Completed
	* Level 3 Classroom Teacher	In Progress	In Progress	Completed
	* Senior teacher	In Progress	In Progress	Completed
Department of Education and school improvement planning processes are aligned	School improvement and learning area operational plans are developed, implemented and reviewed annually.	Completed	Completed	Completed
	Ongoing monitoring of the Department of Education's strategic directions demonstrate progress against priority areas	In Progress	In Progress	In Progress
Staff wellbeing is supported through a range of opportunities that promote physical, social and emotional health	"How do staff work best" values are embedded to support positive and respectful relationships.	In Progress	Completed	Completed
	Staff wellbeing is promoted through the provision of opportunities for individual growth and personal development	In Progress	In Progress	In Progress

Area 3: Environment

Improvement Strategy	Key Performance Milestones	2020	2021	2022
A coordinated approach to student services and social and emotional development supports school engagement and the physical and mental health needs of our students.	The five components of the Be You Framework are implemented across the school community.	In Progress	In Progress	Completed
	Individual student needs are addressed in a timely manner by the student services team	Completed	Completed	Completed
The school campus reflects an adaptive, purposeful and sustainable environment for learning.	School Board subcommittee supports a consultative approach to grounds development.	In Progress	In Progress	In Progress
	Sustainability initiatives are evident across the school.	In Progress	In Progress	In Progress
	Flexible learning spaces, including indoor and outdoor areas, are widely used as learning tools	In Progress	Completed	Completed
Student wellbeing, self-efficacy and empowerment is promoted through clear and connected school values	The three values of the Care strategy are embedded across the school	In Progress	Completed	Completed
	* Care for Myself	In Progress	Completed	Completed
	* Care for Others	In Progress	Completed	Completed
	* Care for Environments	In Progress	Completed	Completed
	Student leadership responsibilities are linked to the Care strategy and school priorities.	Completed	Completed	Completed
	Care values support student engagement through explicit links to classroom and school procedures.	Completed	Completed	Completed
	Strategies to strengthen culturally inclusive classrooms are implemented through school and cohort planning	In Progress	In Progress	Completed
The development of Information and Communicative Technology (ICT) is planned and coordinated to meet the needs of current and future students.	School resourcing targets identify infrastructure requirements	In Progress	Completed	Completed
	Student access to technology is expanded through the implementation of a BYOD (bring your own device) program	In Progress	Completed	Completed
Learning environments in the early years are designed to be sensory learning spaces that promote student engagement through investigative and authentic play based learning.	Indoor and outdoor spaces incorporate built and natural environments to promote purposeful play.	In Progress	Completed	Completed
	Collaborative processes support a connected approach to environment design and resourcing	In Progress	In Progress	Completed



Area 4: Community Engagement

Improvement Strategy	Key Performance Milestones	2020	2021	2022
School Board governance processes are strengthened to maximise effectiveness.	Self-assessment processes are implemented to identify gaps and enhance governance skills	In Progress	Completed	Completed
	School Board subcommittee established to advise on short and long-term grounds and facilities development planning	In Progress	In Progress	In Progress
	The expertise of Board members is utilised and where necessary, community members co-opted, to support school improvement focus areas.	Completed	Completed	Completed
School autonomy, flexibility and distinctiveness is strengthened to support school improvement processes as an Independent Public School (IPS)	Participation in the Independent Public School (IPS) development program in 2020 and where applicable, beyond to achieve IPS status	Completed	Completed	Completed
	A school culture self-assessment tool is implemented and analysed to determine IPS readiness and school improvement directions	Completed	Completed	Completed
	Strategies that support community engagement, empowerment and participation are developed and implemented.	In Progress	In Progress	In Progress
Relationships that support the educational opportunities for students are developed with the wider community.	Student leadership is supported through opportunities to engage in community service activities in a planned and coordinated approach	In Progress	Completed	Completed
	Additional learning opportunities are available to students through the expansion of school facility use outside of school hours.	In Progress	Completed	Completed
	Links with network schools, educational institutions, charities and government agencies are extended to enhance the learning opportunities provided for our students.	In Progress	In Progress	Completed
Positive and authentic relationships between all members of the school community are promoted.	Communication guidelines are developed and procedures implemented to align school and classroom processes	Completed	Completed	Completed
	Parent information about the learning program is strengthened using a range of methods, including the Connect platform at class and school level.	In Progress	Completed	Completed
	Regular parent feedback is encouraged using informal and formal processes	In Progress	In Progress	Completed
	School, P&C and Board work collaboratively to implement strategies to foster community engagement.	In Progress	In Progress	Completed



Finance Summary 2022

West Leeming Primary School has a supportive and committed parent community who continue to pay their contributions and charges to the school, which is reflective in the summary of revenue below.

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 23,500.00	\$ 23,295.00
2. Charges and Fees	\$ 303,995.00	\$ 96,092.78
3. Fees from Facilities Hire	\$ 41,200.00	\$ 37,572.74
4. Fundraising/Donations/Sponsorships	\$ 23,994.00	\$ 24,545.20
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 8,442.00	\$ 8,142.79
9. Transfer from Reserve or DGR	\$ -	\$ -
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 201,204.00	\$ 189,058.51
Opening Balance	\$ 34,148.00	\$ 34,147.61
Student Centred Funding	\$ 240,674.00	\$ 238,174.05
Total Cash Funds Available	\$ 476,026.00	\$ 461,390.17
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 476,026.00	\$ 461,390.17

Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 22,701.00	\$ 20,941.23
2. Lease Payments	\$ 28,900.00	\$ 31,259.73
3. Utilities, Facilities and Maintenance	\$ 307,322.00	\$ 309,894.32
4. Buildings, Property and Equipment	\$ 79,577.00	\$ 80,889.73
5. Curriculum and Student Services	\$ 387,183.00	\$ 374,808.14
6. Professional Development	\$ 2,800.00	\$ 3,057.85
7. Transfer to Reserve	\$ 19,201.54	\$ 19,201.54
8. Other Expenditure	\$ 11,984.00	\$ 6,323.21
9. Payment to CO, Regional Office and Other Schools	\$ 2,000.00	\$ 1,940.00
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 462,709.54	\$ 468,295.81
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 462,709.54	\$ 468,295.81
Cash Budget Variance	\$ 33,316.46	

The school budget is overviewed by the Finance Committee. This committee meets twice a term to discuss financial planning and operational expenditure. The schools main source of funding is received through Student Centred Funding and is allocated based on Semester 1 school census figures.

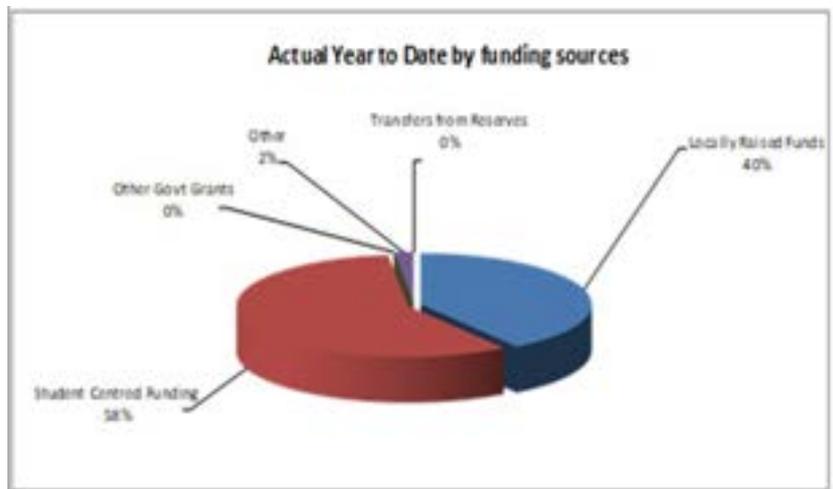
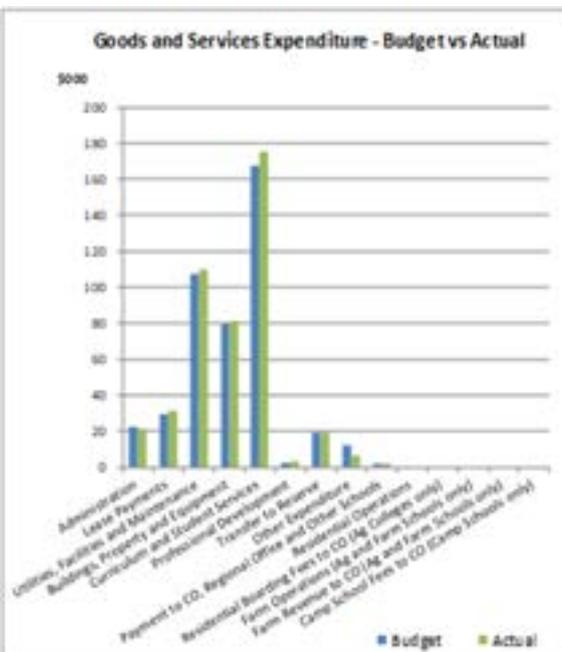
Salaries

Cash

Salary	YTD as at 22 Dec
Carry Forward	\$75,288
Student-Centred Funding	\$3,981,556
School Transfers	-\$208,709
Department Adjustments	\$0
Total Funds	\$3,848,136
Period Spend	\$305,071
YTD Spend	\$3,788,905
YTD Balance	\$59,231
Projected Expenditure (HRMIS)	\$3,788,905
Future Planned Expenditure (Planning)	\$0
Forecast Expenditure	\$3,788,905
Forecast Variance	\$59,231

Cash	Verified Dec
Carry Forward	\$34,148
Student-Centred Funding	\$46,240
School Transfers	\$211,934
Department Adjustments	\$0
Locally Raised Funds	\$201,204
Total Funds	\$493,526
YTD Spend (Goods and Services)	\$448,296
YTD Balance	\$45,230
Forecast Expenditure	\$442,710
Forecast Variance	\$50,817

Priority areas for cash expenditure were utilities, buildings, property and equipment and curriculum and student services.



Finance Summary

West Leeming Primary School		Operational - As at 31/Dec/22		
Detailed Summary of Financial Position		Cash Verified - Dec 2022		
Operating Accounts	2021 Full Year Actual	2022 Forecast Full Year	2022 Year to Date (YTD) Actual	% YTD Actual of FY Forecast
Funding Allocation				
Salaries (Excluding transfer from Bank Account to Salaries)	\$3,721,409	\$3,772,847	\$3,772,847	100.0%
Cash - Student-centred Funding	\$306,403	\$240,674	\$258,174	107.3%
Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$238,617	\$201,204	\$189,689	94.3%
Total Funding	\$4,266,429	\$4,214,725	\$4,220,690	100.1%
96.0% of Total Funding Allocation	\$4,095,772	\$4,046,136	\$4,051,862	
10.0% of Opening Balance	\$0	\$0	\$0	
Minimum Expenditure Required	\$4,095,772	\$4,046,136	\$4,051,862	
Minimum Expenditure Required as a percentage of Total Funding	96.0%	96.0%	96.0%	
Expenditure				
Salaries	\$3,708,765	\$3,788,905	\$3,788,905	100.0%
Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$521,804	\$423,508	\$429,094	101.3%
Total Expenditure	\$4,230,569	\$4,212,413	\$4,217,999	100.1%
Expenditure as a percentage of total funding	99.2%	99.9%	99.9%	
Variance to Minimum Expenditure Requirement	\$134,797	\$166,276	\$166,137	
Operating Surplus	\$35,860	\$2,313	\$2,691	
Surplus if Minimum Expenditure Requirement met	\$170,657	\$168,589	\$168,828	
Balance of Funds	2021 Full Year Actual	2022 Forecast Full Year	2022 YTD Actual	
Opening Balance				
Salaries	\$62,644	\$75,288	\$75,288	
Cash	\$10,932	\$34,148	\$34,148	
Reserves - Cash	\$8,143	\$8,143	\$8,143	
	\$81,719	\$117,579	\$117,579	
Closing Balance				
Salaries	\$75,288	\$59,231	\$59,231	
Cash	\$34,148	\$33,316	\$33,695	
Reserves - Cash	\$8,143	\$27,345	\$27,345	
	\$117,579	\$119,892	\$120,270	
Closing Balance as a percentage of Total Funding Allocation	2.8%	2.8%	2.8%	
Additional expenditure requirement for following year	\$0	\$0	\$0	

English Learning Area

Student Achievement

National Assessment Literacy and Numeracy (NAPLAN)

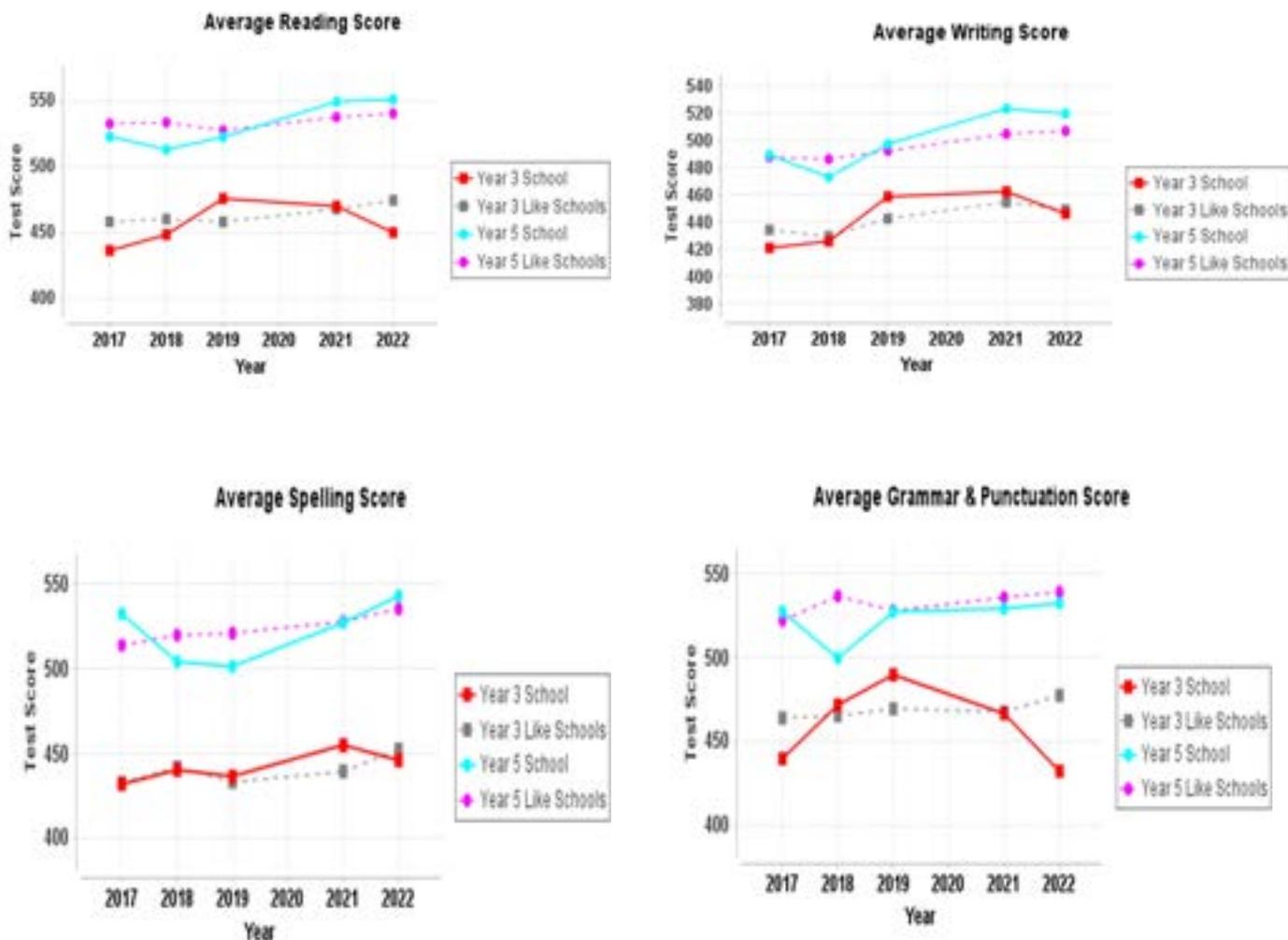
Our 2022 NAPLAN results demonstrated a variance between the results of our students in year 3 and year 5. Our year 5 students sat the NAPLAN tests for the first time in 2022 as the year 3 assessments were cancelled due to COVID-19 when this cohort was in year 3.

The graphs below provide a snapshot of West Leeming’s results in each of the four literacy components from 2017 to 2022. These graphs show the performance of students at West Leeming (full lines) when compared to “like” schools (dotted lines). 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 exceeds that of the national average of school performance.

The year 5 cohort of students achieved very good results in all the tested areas of reading, writing, spelling and grammar and punctuation. In four of the literacy assessments, year 5 students performed above our “like” schools, with only the grammar and punctuation area indicating achievement slightly below their peers.

Our year 3 results were not as strong as previous years across all four areas of literacy. As outlined in the Student Academic Performance Summary section earlier in this report, a major contributing factor was student achievement in the top 20% when measured against “like” schools. Student performances in the middle 60% and bottom 20% bands were comparative, however, the drop in number of students achieving in the higher bands is reflected in the school’s declining results for this cohort.

As outlined in the Teaching and Learning section included in this report, lines of inquiry were investigated following the release of the 2022 NAPLAN results to ascertain areas requiring consolidation. Whole school teaching and learning strategies have been reviewed and strengthened to address identified areas of weakness, including the development of a school scope and sequence document in grammar and punctuation to support existing documents in spelling and writing.

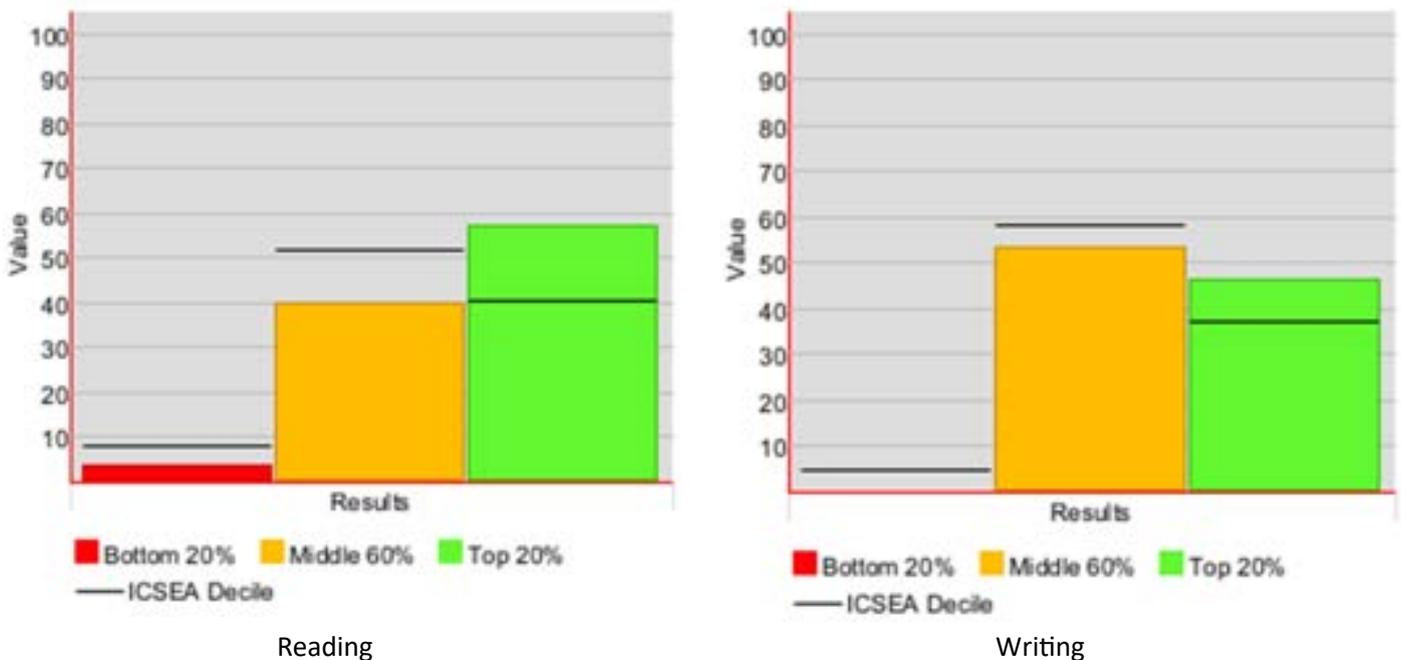


On-Entry Assessment

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. As indicated in the graphs below, West Leeming students generally achieve very well in the On-Entry assessments, both in reading and in writing. 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%.

These results indicate that targeted teaching that addresses individual student learning needs, alongside aligned whole school teaching strategies support our students to progress through the literacy developmental milestones of the English learning area.



Teaching and Learning

Throughout 2022 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 - guided instruction
- Writing - instructional framework
- Spelling – explicit teaching of sounds and rules
- Grammar and Punctuation – explicit teaching of conventions

Reading

Throughout 2022, guided reading has continued to be embedded across the school. Guided reading incorporates amongst other strategies, the Cars and Stars reading program in which students are explicitly taught key comprehension strategies at their developmental level. School formative assessment data, along with 2022 NAPLAN results indicate that this resource and teaching approach is having a positive impact on student performance and progress in reading.

The Cars and Stars reading program will continue to be implemented in 2023, with teachers implementing additional guided reading instruction in their classes that incorporate texts that complement the strategies outlined in the Cars and Stars program. Teachers are also encouraged to provide the opportunity for students to read across curriculum areas in their teaching and learning programs to ensure students are exposed to a wide range of text types.

In addition to NAPLAN and class-based assessments, West Leeming includes several external test measures as part of our assessment schedule, with results recorded in our school-wide student assessment data base. Assessments occur at cohort level and include the PM Benchmarks, Probe Reading and PAT assessments.

Writing

The Writing Instructional Framework was embedded in 2022 and implemented across all classes from years 1 to 6. This framework is used to introduce different writing forms to students and consolidate their understanding. The Writing Instructional Framework incorporates a range of teaching steps and includes the instructional strategies of familiarising, analysing, modelling, sharing, guided practice and independent writing.

Lead teachers continued to support staff to develop their expertise in writing instruction and implement aligned teaching and learning strategies in each cohort. Their role included assisting teachers to incorporate the six instructional procedures into their lesson planning and implement the modelled writing strategy to demonstrate key concepts. They also supported staff in the gathering of learning resources and mentor texts.

In conjunction with the Writing Instructional Model, our whole school approach also incorporates the West Leeming Writing Scope and Sequence. This detailed scope and sequence is linked to the year level content of the WA curriculum and ensures all students are exposed to and explicitly taught a range of text types from year 1 to year 6. A review of the scope and sequence occurred in 2022 and an updated version of the document will be implemented in 2023.

Phonics and literacy development in the early years

In the early years, (Kindergarten to Year 1) teachers use the Letters and Sounds program to develop students' phonological knowledge through explicit teaching and a range of multisensory activities. The development of early literacy occurs through the planning of teaching and learning programs using the Early Years Learning Framework, Western Australian Curriculum (Pre-primary to Year 1) and the Kindergarten Guidelines (Kindergarten). Alongside establishing the foundations of functional literacy skills, these key documents incorporate learning experiences that develop student interests and assist them to construct their identity and understanding of the world around them.

Spelling

Following a review of spelling in 2021, a new spelling scope and sequence was developed and implemented in 2022 from year 2 to year 6. Instructional strategies were also revised to provide greater alignment with writing instruction and now incorporates the Gradual Release of Responsibility model. Weekly spelling instruction includes explicit teaching of sounds and concept followed by a range of short, differentiated activities to consolidate learning.

Prior to the implementation of this program, staff was provided with professional learning including a focus on metalanguage and the use of correct terminology when teaching spelling concepts.

Changes to the assessment of spelling learning also occurred. Dictation, incorporating previously taught sounds, concepts and spelling rules was implemented as a key assessment tool, replacing weekly spelling tests.

Our revised approach to spelling instruction has allowed teachers to expose and extend student learning opportunities in this area and enhance vocabulary. This new program has also seen a new level of enthusiasm for the teaching and learning of spelling, throughout the school.

Grammar and Punctuation

Grammar and punctuation results in NAPLAN was significantly lower than in previous years, especially in our year three cohort. This was recognised by the committee and leadership team and became a school priority in English.

Professional learning supported teachers to review the curriculum in their year level and the WA Department of Education Grammar and Punctuation Toolkits. Lesson planning and the development of a series of lessons to explicitly teach their classes occurred throughout semester 2.

The English committee also developed a Scope and Sequence linked to the WA Curriculum to guide teachers in the planning and facilitation of grammar and punctuation in 2023. This focus included the use of consistent vocabulary and explicit teaching of all elements of the grammar and punctuation curriculum, alongside the Writing Instructional Model and spelling program.



Mathematics Learning Area

Student Achievement

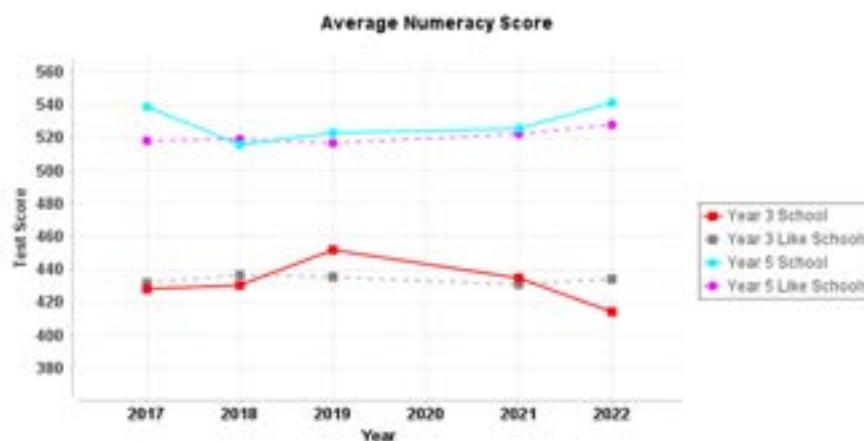
National Assessment Literacy and Numeracy (NAPLAN)

Our 2022 NAPLAN Data demonstrated that students in year 5 have continued to outperform “like” schools whilst our year 3 students have dipped below “like” schools for the first time in four years. The graphs below provide a snapshot of West Leeming’s results in numeracy from 2017 to 2022.

This graph shows the performance of students at West Leeming (full lines) when compared to “like” schools (dotted lines). 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 exceeds that of the national average of school performance.

As our current year 5 students did not sit NAPLAN in year 3, we are unable to provide information in regard to the student’s achievement and progress as per previous years.

The Teaching and Learning section of this report outlines the mathematics strategies we have in place to focus on identified numeracy understandings requiring consolidation and extension.

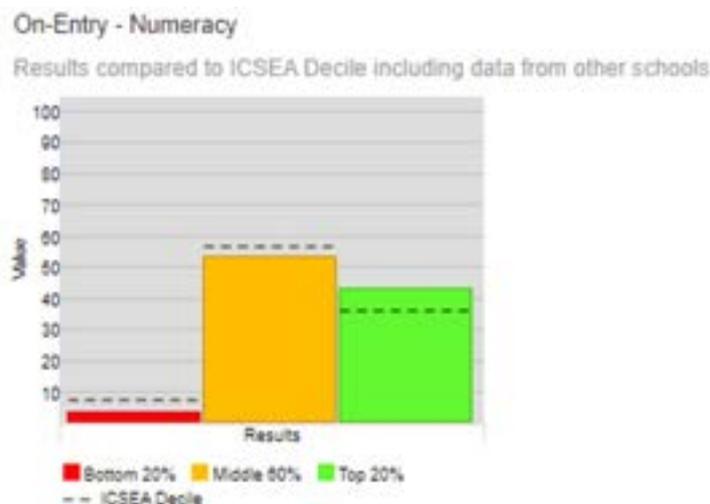


On-Entry Assessment

The On-Entry assessment occurs at the start of Pre-primary in all schools in West 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 (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%.

These results indicate that targeted teaching that addresses individual student learning needs, alongside aligned whole school teaching strategies will support our students to progress through the developmental milestones of the numeracy learning area. These results are consistent with previous years.



Teaching and Learning

In 2022 West Leeming Primary 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 also continued to be a priority.

West Leeming's mathematics operational plan in 2022 focused on improvement strategies in the following numeracy areas:

- Financial literacy
- Solving word problems: CUBES and RUCSAC
- Concrete, Representational, Abstract (CRA) approach to teaching

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

Financial literacy

Throughout 2022, teachers continued the use of MoneySmart resources in years 1 to 4. After analysis of both NAPLAN and PAT Mathematics assessments, our data in the financial literacy areas have improved and now align with like school results. We will endeavour to maintain these results whilst shifting our major focus to solving word problems.

Solving Word Problems: Cubes and RUCSAC

Teachers are continuing to embed aligned instructional practices to teach students strategies when approaching word problems. This area will take on our school's main focus in the mathematics learning area in 2023. Students in years 1 and 2 use the CUBES five step approach to solving worded problems. The Cubes strategy teaches students to:

1. Circle the numbers;
2. Underline the question;
3. Box the key words;
4. Evaluate (what steps do I take?);
5. Solve and check.

Students in years 3 to 6 use the RUCSAC approach when solving worded problems. The RUCSAC strategy teaches students to:

1. Read the question (determining what information is important);
2. Understand the question (what do you need to find out?);
3. Choose the correct method of calculation and operation/s;
4. Solve the problem (make sure you follow the steps);
5. Answer the question in a full sentence (what were you meant to find out?);
6. Check your answer (using the inverse to check your workings).

Concrete – Representational – Abstract (CRA) approach to teaching

The mathematics committee continues to support teachers from Kindergarten to year 6 to implement the Concrete – Representational- Abstract (CRA) approach to teaching mathematics. CRA is a mathematical instructional model that research suggests can enhance 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.

The CRA approach teaches students to understand the underlying mathematical concepts before learning the “rules” of operations. For example, in multiplication, learning progresses from a concrete model of chips or blocks to an abstract representation such as $4 \times 3 = 12$.

Research-based studies show that students who use concrete materials develop more precise and more comprehensive mental representations. Students also often show more motivation and engagement in mathematics. They are also able to understand mathematical ideas and are therefore better at applying these ideas to life situations.

Some mathematical concepts for which structured concrete materials work well as a foundation to develop understanding of concepts are early number relations, place value, computation, fractions, decimals, measurement, geometry, money, percentage, number bases, word problems, probability and statistics.

Summary

West Leeming’s approach to numeracy learning continues to incorporate the aligned, evidence-based and Department of Education endorsed teaching and learning strategies introduced at West Leeming in 2019. Embedding these strategies in numeracy continued to be the main priority in the mathematics learning area in 2022.

Teachers in the middle years of schooling (years 3 to 6) also began to explore the use of technology within their teaching structures to further enhance learning experiences and differentiate curriculum content. This will be an area of continued growth in 2023 as the school’s 1-1 device technology program extends to years 3 to 6.



Specialist Learning Area

SCIENCE 2022

Teaching and Learning Program

The Science program was delivered by a science specialist teacher in 2022. Collaboration with professional organisations and the use of research data provided a science program that inspired students, encouraged them to be inquisitive about the world around them and nurtured their innate curiosity.

The West Australian Curriculum was taught through engaging hands-on science investigations which encouraged inquiry based learning and critical thinking that was related to the real world. The curriculum supported students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

As part of the curriculum, students were taught the following four core areas of Science Understanding:

- Biological sciences
- Earth and space sciences
- Chemical sciences
- Physical sciences

Three inter-related strands of Science understanding, Science as a human endeavour and Science inquiry skills were also included in the curriculum.

In addition to the content in the West Australian Curriculum, instructional technology was incorporated into Science learning. Programs were also supported by a range of resources including Primary Connections and international websites including Discover E, Science Buddies and NASA Space Place. These resources enhanced the Science program and made it possible for a high-quality, hands-on learning environment which was 'built-in' and not 'bolted-on'.

Teaching activities included critical thinking and the development of a problem-solving approach, providing opportunities for students to practice the skills of communication and collaboration. Creativity was further enhanced by using the '5E' model (engage, explore, explain, elaborate and evaluate), preparing our students to be fully equipped to embrace the new work capabilities for the future.

Year Highlights

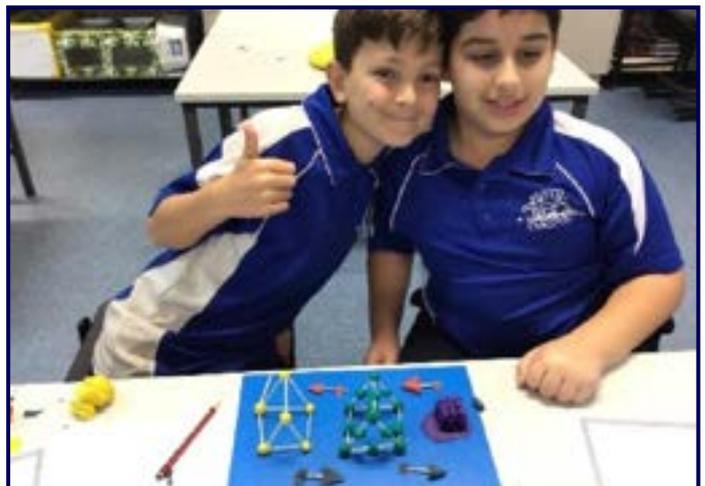
This year all students participated in an incursion from 'Science Alive', an event held at West Leeming which was designed to consolidate student learning in a fun but engaging way. The event's success was obvious by the student engagement throughout the show, which showcased knowledge of scientific process along with very important skills of teamwork, collaboration and effective communication.

In term 4, students from years 4 and 5 classes went to the Telethon Discovery centre for kids on an excursion where they conducted a hands-on investigation to find out the role of sugar and insulin in our bodies, and how it affects people with diabetes by measuring the glucose in various sugary drinks. Another investigation focused on finding out how our lungs work and what happens in cases of people suffering from asthma. Both topics were highly relatable and pitched at the right level to raise awareness of the research occurring to address these health issues. All students worked alongside researchers and successfully conducted the investigation while sharing their knowledge and awareness on the topic.

In December, a class of Year 4 students was privileged to have a special presentation given by the chief astronomer, Mr Richard Tonello, from the Gravity Discovery Centre on the Ningaloo Total Solar Eclipse in April 2023. This unique event provided some of our students with the opportunity to further develop their knowledge of our solar system and one of nature's most spectacular events, a Total Solar Eclipse.

2022 was a very busy and eventful year despite restrictions and postponements of programs and plans. The students, staff and parents together played a vital role in enriching the science teaching and learning at West Leeming.

Charu Sharma
Science Specialist



Specialist Learning Area

PHYSICAL EDUCATION 2022

Teaching and Learning Program

In 2022, 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 to purchase additional resources throughout the year 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).

Year Highlights

The impact of COVID in 2022 meant that some of the carnivals scheduled throughout semester one were postponed. Despite this frustrating start, 2022 turned out to be another busy year of sporting events at West Leeming.

In Term 2, we participated in the SCISA Summer Carnival, winning shields in basketball and t-ball, as we had in 2021. The SCISA Winter Carnival was held later in the same term – we won shields in football and netball.

We kicked off Term 3 with our Faction Cross Country Carnival. Canning faction finished first, well ahead of the other three factions. Final results were (lowest score wins):

- 1st: Canning 476 points
- 2nd: Murdoch 710 points
- 3rd: Hackett 716 points
- 4th: Curtin 726 points

The faction carnival was followed by the Interschool Cross Country Carnival, where an outstanding team performance resulted in first place overall and an amazing 11 individual medals.

In 2022, West Leeming participated in our first AFLW competition in term 3. Our all-girls football team were victorious, winning the SCSSA Girls Football Carnival in a dominant display.

Our final three 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 1153 points
- 2nd: Hackett 1070 points
- 3rd: Murdoch 620 points
- 4th: Curtin 658 points.

Our top athletes then competed at the Interschool Athletics Carnival, hoping to improve from last year's disappointing fourth place. Their efforts were rewarded with first place, a fantastic achievement for all involved.

The year ended with the Inter House Swimming Carnival, an event that was rescheduled from term 1 and is always enjoyed by students at West Leeming. Final results were:

- 1st: Canning 342 points,
- 2nd: Murdoch 231 points
- 3rd: Hackett 200 points
- 4th: Curtin 149 points.

Scott Biddle
Physical Education Specialist



Specialist Learning Area

INSTRUCTIONAL TECHNOLOGY AND THE 1:1 DEVICE PROGRAM

Teaching and Learning Program

West Leeming Primary School is committed to providing a contemporary learning environment that utilises instructional technology to provide engaging and differentiated learning experiences for each of our students. Across the school class sets of iPads are available in each block and in 2022, year 3 and 4 students participated in a 1:1 iPad program to support their learning. Using iPads as part of our mixed pedagogical approach to teaching and learning allows students to develop collaboration, creativity, communication, and critical thinking skills.

Our Vision

Teachers at West Leeming use instructional technology to create differentiated teaching and learning programs.

SAMR Model

Teachers use Dr Ruben Puentedura's SAMR Model in guiding their use of technology as part of teaching and learning programs. This model has two phases, the enhancement phase where technology is used to make functional improvements to learning activities and transformation where technology is used to develop learning experiences that would not otherwise be possible.

Technology Coach

To support teachers in developing their understanding of instructional technology and the transformational phase of the SAMR Model, we have continued to release our technology coach one day a week. The technology coach has worked collaboratively with staff in years 2-6 to embed our technology vision and develop staff confidence using our core apps. At our term 3 Staff Development Day, specialists and classroom teachers in years 3-6 participated in a professional learning session on using technology to support differentiation. Later in the term, at a Phase of Learning meeting, teachers presented learning activities they had created using technology to differentiate based on student need and interest.

Core Apps

In 2022, teachers have further embedded the use of a set of core apps across years 3-6. These are high-quality applications that can be used across year levels and curriculum areas to support learning.

1:1 iPad Access

Access to a 1:1 iPad device at West Leeming continued to begin in year 3 with students learning how to use the iPad to enhance and transform their learning with a school funded device.

In 2022 we implemented our BYOD iPad program for students in the year 4 cohort for the first time. Over 95% of students participated in this program, with families purchasing or providing an iPad for their child. This allowed for greater connection of learning between home and school.

Year Highlights

Open Classrooms

In line with our focus on developing strong partnerships with our parent body, we ran three successful open classroom sessions in 2022 across all classes in years 3 and 4. These sessions allowed students to share the work they were doing with their iPads with parents and family members. In Year 3, as well as sharing work done in Book Creator and other core apps, parents had the opportunity to have their photos taken in front of a greenscreen before their child used the magic of technology to transport them to notable landmarks. In Year 4, parents were treated to a movie screening complete with popcorn where students premiered their iMovie autobiographies.

Parent Information Sessions

This year we ran a number of information sessions on our instructional technology approach for parents. In term 1 we facilitated an online session for parents from Kindergarten to year 6 and in term 3, we held face to face forums specifically for parents of students in years 2 and 3. These sessions were well attended by our school community.

e-Safety

We continued our commitment to equipping students with the necessary skills to navigate online environments. All classes from years 1-6 completed units of work from the e-Safety Commission and a number of classes participated in webinars with schools across the country to celebrate Child Protection Week. In term 4, Year 5 and 6 students attended an e-Safety workshop with facilitator, Paul Litherland from Surf Online Safe. The scheduled parent information session with Paul Litherland was postponed and rescheduled for term 1, 2023.

Student Voice

In Term 3, students in Years 3 and 4 completed an anonymous survey on their experiences of the 1:1 iPad program. Our students used this survey to convey their enthusiasm for the iPad learning program and how this technology promotes engagement.

Key findings from the survey included:

- 100% of Year 3 and 90% of Year 4 students believe having access to an iPad helps their learning.
- 71% of Year 3 and 74% of Year 4 students believe having an iPad makes learning more interesting.
- 84% of Year 3 and 74% of Year 4 students enjoy the opportunity to complete online research and learn new information.

Future Directions

In 2023, we are anticipating a similar uptake for our next cohort of year 4 students. This will allow us to reach our goal of having a 1:1 iPad program across years 3-6 a year earlier than planned. We will continue to run a school funded 1:1 iPad program in year 3, and due to parent support of our BYOD program, we will also be able to extend our school funded 1:1 iPad program to our year 6 classes.

Katherine Mills

West Leeming Technology Coach



Specialist Learning Area

LANGUAGES - FRENCH 2022

Teaching and Learning Program

Since 2021, the West Australian curriculum for the students of year 3 to year 6 has been fully implemented at West Leeming Primary School. This entails using the content, assessment and reporting requirements tailored to the school's students, who receive one hour of French instruction per week.

Students from year 3 to 6 are now learning using the Department of Education language packages that are designed to support the teaching of the French language curriculum. For each year level, building up a strong speaking routine has allowed them to inform and communicate in French through everyday life topics. These include themselves, their families, pets, favourite sports, school subjects, the date, the time, morning routines and the weather forecast.

The year 3 students have learned how to introduce themselves, describe a male and female person and create a family tree. They have developed their understanding of challenging grammatical concepts like the gender of nouns and agreements of adjective. They have also learned how to describe their eyes, hair and the clothes they wear.

The year 4 students have learned about the concept of time, the days of the week and to describe learning areas incorporated into their school timetable. They have also learnt to describe their morning routine, school games, stationary and the alphabet. The highlight of the year was preparing the role-play in a French Restaurant which covers many topics like food and drinks, greetings, feelings, politeness, likes and dislikes or currency used in France.

The year 5 students have learned how to say the date, then worked on describing their environment, their house, their city, giving and understanding directions using rich vocabulary and prepositions of place. They have completed online research on French cakes and desserts and learnt how to shop in a French pastry shop through a role-play called "At the Patisserie". Using digital technology, students have investigated French culture including investigating famous French people, the city of Paris and Francophonie.

In their final year of primary school French, the year 6 students participated to an interview that incorporated a range of topics studied since year 3. They have worked on their pronunciation of French vocabulary, prepared and presented the weather report in French, learnt how to describe the activities and hobbies they have outside school and the sports they like. Using digital technology, students have deepened their knowledge and understanding of French words used in the English language.

Technology is an important tool in enhancing student learning opportunities. Interactive games based on a range of topics studied have been widely used and students have also accessed websites like You Tube and Google Earth to support their understanding. Students have also been able to learn songs, listen to stories and play French games.

Year Highlights

A great achievement in 2022 was the acknowledgement of four students from West Leeming who were awarded laureates (1st, 2nd and 3rd places for the year 4 category and 3rd place for the Year 5) in the Alliance Française poem competition. This is a state competition which awards the best students learning the French language. Eleven students represented West Leeming in the competition (our highest ever number of participants) with all of students competing in the Grand Finale.

Gilles Robveille
French Specialist



Specialist Learning Area

MUSIC 2022

Teaching and Learning Program

The Music program was delivered by a Specialist Kodaly and Orff-trained Music teacher, across Kindergarten to Year 6. The Music program at West Leeming Primary School is based on a mixed Kodaly-Orff Schulwerk approach, ensuring an engaging, hands-on, and creative program is delivered that is inclusive and accessible to all students, regardless of ability. Musical experiences are designed to engage and inspire, not only with the goal of developing technical and theoretical skill, but in developing a lifelong appreciation for music and the Arts from a multicultural perspective. Singing is a priority focus, in line with the Kodaly pedagogy, as the child's first instrument and as a conduit to the development of strong literacy capabilities.

Year Highlights

Music continues to be a core feature of West Leeming Primary school life. 2022 saw a strong focus on the development of choral singing, with 65 dedicated students from years 4-6 participating in the Western Australian Massed Choir Festival at the Perth Concert Hall. This wonderful event developed not only students' vocal technique and mastery. It also provided the opportunity for students to demonstrate focus, dedication, commitment, persistence, and teamwork. In Semester Two, a Junior Choir was established for students in years 1-3 by a member of the teaching staff, to provide opportunities for younger students to explore their voice and to experience the joy of singing together.

The Instrumental Music program again took a large intake of new learners in 2022, providing opportunities for selected students across years 3 to 6 to study violin, viola, cello, flute, clarinet, classical guitar, trumpet, trombone, or percussion. Throughout the year, opportunities were provided for students to develop their performance skills further, by performing for other classes, performing within the string ensemble and/or school band, and participating in the fantastic Instrumental Music Recital Night, held in November.

In December, the Music Specialist, together with the dedicated and involved Arts Captains, ran a successful Music Assembly celebrated the joy of singing. Music continues to be a celebrated, well-supported learning area at West Leeming.

Amy Hall
Music Specialist



Specialist Learning Area

VISUAL ARTS 2022

Teaching and Learning Program

The Visual Arts specialist program is delivered and implemented at West Leeming Primary School to cater for students in Year 1 and Year 2 once a week for 1 ½ hours.

As Art is all around, through shape, colour, texture, patterns and lines, students were able to expand on these elements to create some individual masterpieces.

Students created visual representations that communicated, challenged and expressed their own and others ideas. Visual Art learning supports students to recognize and develop cultural appreciation of visual arts in both past and present contents. They did this through exploring and responding to artists and their artwork.

Students in Year 1 and Year 2 were offered a range of resources to enhance their love of learning in Visual Art. Students made and responded to artwork and identified how the elements were used while exploring why art is made.

Year Highlights

Throughout 2022 the year highlights were ongoing with students taking ownership of their personal qualities in Art and appreciating their love of learning in Art.

Some of the highlights were:

- sketching using charcoal
- mixing colours to create secondary colours
- portraits
- use of crayons
- mixing with watercolour paints
- creating their own story journey connected to NAIDOC WEEK

Noelene Walters

Visual Arts Specialist



Highlights of the 2022 School Year

2022 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 - message stick
- ANZAC Service
- Music Recital Evening
- GRIP Leadership conference for Year 6 students
- Year 6 camp and graduation activities
- Parent-Teacher Interviews
- National Simultaneous Storytime
- Massed Choir Festival
- Fundraising and participating in Telethon
- Book Fair
- Participating in the Interschool Numero Competition
- Very successful House Cross Country and Athletic Carnivals
- Very successful AFL girls team
- Participating in the Basketball Slam Series
- Colour Run
- Wellbeing 4 Kids
- Wellbeing Dance lessons culminating in the end of year Performance Evening
- School Facebook page launched



Community Highlights

- P&C events including
 - ◊ Easter raffle
 - ◊ Mother's Day and Father's Day gift stalls
 - ◊ Sports Carnival Stall
 - ◊ Subway lunch days
 - ◊ Disco
 - ◊ Wine Fundraiser
 - ◊ Christmas gift stall



P&C Funding:

The following enhancements to our grounds and buildings were provided for our students:

- Flexible learning furniture for the central shared area in the middle block

