



Department of  
Education

**Shaping the future**

# West Leederville Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

West Leederville Primary School is located approximately four kilometres north-west of the Perth central business district in the North Metropolitan Education Region. Opened in 1898, the school celebrated its 120<sup>th</sup> year in 2018.

Facilities at the school include a modern, state-of-the-art construction in addition to original heritage-listed buildings. On a small site, the school has limited outdoor areas and the school Kindergarten is located three kilometres away at Lake Monger Primary School.

The school has an Index of Community Socio-Educational Advantage of 1164 (decile 1). There are currently 569 students enrolled from Kindergarten to Year 6. In 2012, the school became an Independent Public School.

Community support for the school is demonstrated through the work of the School Board and the Parent and Citizens' Association (P&C).

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard.
- In preparation for the Public School Review, the leadership team led a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- A broad range of staff, student and parent representatives participated enthusiastically during the validation phase, contributing authentic reflections in support of the school improvement agenda.
- Validation visit meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Throughout meetings, participants delivered strong and consistent messages that expanded on statements made within each domain.
- Evidence was condensed to include only those parts that added to the school's validation of its assessment. Pieces of evidence were annotated for clarity and linked directly to the domain foci.
- The input of students in the form of a guided tour of the learning environment and meetings with members of the parent body and community served to support the school's self-assessment.
- The leadership team noted how the ESAT preparation had enabled staff to share the work being done across the school to reinforce the strong positive culture that builds engagement and reflective practice.

The following recommendation is made:

- Consider referencing the Standard across each of the domains to monitor the school's ongoing performance as part of a school self-assessment practice.

## Public School Review

### Relationships and partnerships

The school establishes and sustains engaging relationships and partnerships within and beyond the school. A 'community feel' pervades the school, where staff and families are united in supporting children.

#### Commendations

The review team validate the following:

- An established staff culture is evident, with high levels of relational trust, staff cohesion and connected efficacy.
- A highly engaged community values the school and the education it offers. The Communication and Engagement Framework informed by staff and parents, fosters an open two-way communication.
- A proactive and visible P&C engages and connects the community through the organisation of events that provide additional resources to support school need and the building of community spirit and belonging.
- The School Board strongly advocates for the school and provides community perspectives. The Report Plan guides governance by clearly articulating areas of responsibility and the levels of decision making required to support school effectiveness and direction.
- Fathers of West Leederville (FOWLS) supports fathers and father-figures to be present, engaged and proactive in their children's education. Termly events with children, along with weekly meetings and activities, build connected networks and community belonging for fathers.
- Strong collaborative relationships exist across two school networks. Professional learning and collaborative teaching opportunities with Bob Hawke College links the schools and supports transition for Year 6 students.

#### Recommendation

The review team support the following:

- Streamline parent communication strategies to support a consistent process across all year levels.

### Learning environment

A modern, safe, supportive, inclusive, aesthetically pleasing and strategically structured learning environment provides many dynamic spaces and opportunities for students to learn and grow safely with agency.

#### Commendations

The review team validate the following:

- ICT<sup>1</sup> is an integral and integrated part of all curriculum and learning at the school. The BYO<sup>2</sup> iPad program has been embraced and Cybersmart education promotes student social media awareness and safe use.
- Positive Behaviour Support (PBS) is driven by the PBS team, inclusive of all staff, the school psychologist and parents. Expected positive behaviours are explicitly taught and understood by students.
- The Students at Educational Risk (SAER) Committee draws on the expertise of staff members to build sustainable, effective communication and clarity about whole-school referral processes. POL<sup>3</sup> meetings for education assistants (special needs) and professional learning builds staff capacity to provide targeted support.
- Bounce Back! supports social and emotional learning with its impact annually evaluated via Progressive Achievement Tests. Teachers use the data to analyse the impact of their teaching and to flag individuals at wellbeing risk.
- Student voice, via 360° feedback surveys, informs teacher awareness and improvement goals. The Year 6 leadership program and submission made by students to the 'Suggestion Box' further enhances voice.
- The Reconciliation Action Plan Committee drives the development of Aboriginal cultural perspectives across the school. Professional learning for teachers informs the planning required to become more culturally responsive.

#### Recommendation

The review team support the following:

- Continue to build staff capacity to meet the needs of SAER by refining processes and professional learning to support teachers, education assistants, and a SWOT<sup>4</sup> Team initiative, comprising of two education assistants (special needs).

## Leadership

A clear strategic direction for the school has empowered staff and enabled the building of a culture of trust, respect and collaboration. Decision making is transparent and focused on nurturing, quality teaching and learning.

### Commendations

The review team validate the following:

- Strategic planning is owned by the staff and sets a clear direction. Expectations about the consistency of whole-school teaching practice, learning progress and connectedness with the community are targeted and communicated.
- Embedded, distributed leadership empowers collective ownership, responsibility, and high levels of teacher engagement as middle leaders. The Western Australian Future Leaders Framework identifies and supports aspirant leaders. Inclusion in network leadership programs further grows leadership capacity and opportunity.
- Executive meetings encourage and provide opportunities for staff to be involved in operational and strategic decision making. Staff and aspirant leaders' voice informs all school planning.
- Student leadership strategies are well developed and maximise community partnerships with Rotary Club.
- Continuity of the instructional leadership of staff and clarity for parents to support targeted engagement is prioritised and supported by a comprehensive Leadership Team Roles and Responsibility list.
- The Teacher Development School/DigiTech School initiative has delivered quality professional learning to support improved teaching, and built school-based leadership that is shared internally and across the system.

### Recommendations

The review team support the following:

- Continue to provide targeted feedback to teachers on their practice through objective observation data aligned to agreed whole-school, 'non-negotiable' teaching and learning practices.
- Continue to use the Western Australian Future Leaders Framework to identify aspirant leaders and explore professional learning in growth coaching to support feedback for associate principals, the manager corporate services and aspirant leaders.

## Use of resources

Resources are strategically deployed to respond to student need and to support high quality learning experiences, as well as the provision of a collaborative and engaging learning environment.

### Commendations

The review team validate the following:

- Resourcing of collaboration time for both mainstream and education assistants (special needs) improves their collective efficacy, builds capacity and acknowledges their value and voice in planning interventions for students with specific learning needs.
- The Finance Committee, inclusive of parent members, oversees the targeted distribution of the school's budget and proactively sources funding from within the local community and beyond.
- Funding for students with disabilities is targeted to support their specific needs and informed by SAER processes to ensure all interventions are implemented, monitored and evaluated.
- The School Board is informed of the school's use of resources and their alignment to the business plan.
- A plan for reserve accounts contains a long-term replacement schedule for assets and resources.
- Workforce planning and management is agile. Strategic appointments of staff from within and outside the school minimises the impact on school operations and strategic direction due to forced workforce changes.

### Recommendations

The review team support the following:

- Consolidate payment methods between the school, the canteen and the uniform shop by identifying and communicating the use of a single, preferred online payment facility across the school.
- Explore the use of purchase cards to streamline payments and reduce administrative workload.

## Teaching quality

'The West Leederville Way' (WLW) informs what quality teaching is and guides teaching practice with overarching pedagogical approaches, whole-school programs and whole-school approaches to assessment.

### Commendations

The review team validate the following:

- The WLW explicitly identifies the evidence-based approaches to be used across the school. The Learning Area Reference File (LARF) contains learning area plans that guide year level expectations of quality teaching.
- Establishment of the 'Working Our Way' committee monitors the implementation of the WLW and empowers collective accountability for the fidelity of agreed school priorities and strategic directions.
- Staff collect and analyse a range of student performance data to plan for intervention and routinely develop and implement ABLEWA<sup>5</sup> documented plans and extension plans for academically talented students.
- POL team meetings, whole-school collaborative discussions and committees drive a collaborative staff culture where teaching practice is shared and learning is planned.
- A robust performance improvement process, collaboratively developed and annually reviewed, embeds teacher 360° feedback about practice and explores actions for improvement. Non-judgemental observational feedback data is provided by peers and the leadership team.

### Recommendations

The review team support the following:

- Refine the POL meetings by using a regular disciplined dialogue approach to data to consistently monitor teaching impact on student achievement and progress.
- Tighten accountability to the '6 big questions' that drive student learning to ensure consistent implementation of the WLW in every classroom, every day.
- Complete and implement the development of the Thinking Skills Plan to strengthen the WLW focus on differentiation of content to provide learning opportunities targeting academically talented students.

## Student achievement and progress

A range of school-based assessment and systemic data monitors student achievement and progress and there is an ongoing focus on using data to inform student performance and the consistency of whole-school practice.

### Commendations

The review team validate the following:

- A self-assessment schedule provides a systematic plan for the collection and analysis of student data. NAPLAN<sup>6</sup> data is analysed at an individual, sub-group and cohort level and shared with the School Board.
- Social and emotional wellbeing data is analysed annually, and individual student need 'flagged' and targets set for cohorts. A larger proportion of student experience higher levels of positive self-reported wellbeing.
- The Data Committee is developing data literacy at a POL level. Brightpath writing supports teachers to effectively measure their impact in writing. 'Bump It Up Walls' have been trialled and Years 2 to 6 staff are supported with gap analyses in literacy and numeracy through EdCompanion.

### Recommendations

The review team support the following:

- Review the impact of numeracy and reading instruction and learning to identify professional learning needs and actions required to address the persistent decline in student achievement and progress in Year 5.
- Regularly measure student progress to determine if students are 'on track' to meet Student Achievement Targets and Performance Indicators as outlined in the Business Plan 2021-2023.
- Continue the trial of 'learning sprints' using the High Impact Teaching Strategies of 'multiple exposures', to address the school's NAPLAN data in numeracy and reading in Year 5.
- Continue to upskill members of the Data Committee to further enhance the data literacy of all teachers.

## Reviewers

Steve Dickson  
**Director, Public School Review**

Timothy Bamber  
**Principal, Oberthur Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

---

## References

- 1 Information and communications technology
- 2 Bring Your Own
- 3 Phase of Learning
- 4 Strengths, weaknesses, opportunities and threats
- 5 Abilities Based Learning and Education, Western Australia
- 6 National Assessment Program – Literacy and Numeracy