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Education

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# West Leederville Primary School

## Public School Review



# Public School Review

## Purpose

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

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

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

## Expectations of schools

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

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

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

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

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

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

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

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

## Context

West Leederville Primary School is located approximately 4 kilometres north-west of the Perth central business district in the North Metropolitan Education Region.

Opened in 1898, the school became an Independent Public School in 2012.

The school has an Index of Community Socio-Educational Advantage of 1146 (decile 1). There are currently 560 students enrolled from Kindergarten to Year 6.

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

The first Public School Review of West Leederville Primary School as conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a transparent and consultative school self-assessment.

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

- During phase of learning meetings and school development days, the leadership team guided staff through structured self-reflection against the Standard, coordinated evidence collation, and collaborated on planned actions.
- Multiple evaluative processes, including an environmental audit with School of Special Educational Needs: Disability (SSEN:D) and business plan reflections, informed the school's judgements against the Standard.
- Staff embraced the school review process as an opportunity to reflect on progress, celebrate their achievements and positive culture, and co-develop a clear path for ongoing growth.
- The Principal shared the domain summary documents with the School Board, who provided feedback.
- During the validation visit, school staff, student leaders, community stakeholders, Board members, and parents engaged enthusiastically with the review team. Their strong support for the school's strategic vision highlighted a genuine appreciation for the unwavering dedication and care that staff show towards every student.

The following recommendations are made:

- In future Electronic School Assessment Tool (ESAT) submissions, refer to the domain foci to provide a clear and comprehensive demonstration of alignment with the Standard.
- Consider involving a wider range of staff in the authorship of the final ESAT submission to strengthen the collective voice and reflect shared ownership of school improvement processes.

## Relationships and partnerships

The school fosters positive relationships with parents and the broader community to enrich student experiences and build a shared commitment to the school's direction.

### Commendations

The review team validate the following:

- Frequent, accessible, and streamlined whole-school communication with families through Compass and social media platforms ensures that parents are well informed of school events. Monitoring of engagement with Instagram posts assists the school to identify topics of interest to the community.
- The school demonstrates a commitment to enhancing parents' understanding of student learning and wellbeing by engaging external experts to deliver targeted workshops on resilience, parenting in the digital age, literacy intervention, and strategies for supporting Gifted and Talented students.
- The School Board effectively fulfils its governance role, providing strategic and financial oversight as well as representing family voices. Targeted recruitment of community representatives has broadened the Board's skillset and strengthened partnerships, including collaboration with Bob Hawke College.
- Initiatives led by the active P&C enhance family involvement and provide significant financial support, including a \$45,000 contribution towards the new playground.
- Demonstrating a genuine commitment to cultural responsiveness through its partnership with the Friends of Galup, the school provides students with rich, immersive on-Country experiences led by respected local Elders and artists, profoundly deepening their understanding of Aboriginal history and heritage.

### Recommendations

The review team support the following:

- Document and implement clear expectations and processes for classroom communication, including staff responsibilities, purpose, and frequency of communication with families.

## Learning environment

Intentionally cultivated, the school's highly inclusive, welcoming and consistent learning environment provides safety and support for students and staff to thrive.

### Commendations

The review team validate the following:

- Enriched through the school's sustained partnership with SSEN:D, inclusion is fostered through a genuine commitment by all staff to upskill in neurodiversity strategies, complete physical environment audits, develop learner profiles, and consistently and respectfully support students in self-regulating with dignity.
- Behaviour expectations are consistent across the school as a result of the school's proactive and preventive approach to revitalising the Positive Behaviour Support (PBS) framework and the consistent implementation of the behaviour management policy.
- Student voice and ownership are promoted through Student Council contributions to the school's values matrix and leadership in PBS assemblies.
- Student wellbeing is actively enhanced through increased school psychologist and chaplain accessibility, updated policies and processes, and targeted initiatives such as Girl Power, zero2hero Chevron Tough Stuff and parent information sessions.

### Recommendation

The review team support the following:

- Embed consistent Tier 1 practices around safe learning environments, in collaboration with SSEN:D, and document shared processes in the West Leederville Primary School Instructional handbook.

## Leadership

Highly consultative and considered, the Principal unites staff and the community on a shared journey of school improvement. The leadership team's complementary expertise and skills are effectively harnessed to provide support and drive strategic priorities.

### Commendations

The review team validate the following:

- Aspirant and high-potential leaders are identified using the Western Australian Future Leaders Framework, expressions of interest, and performance management meetings. Leadership capacity is enhanced through mentoring and professional learning.
- Staff are provided with genuine opportunities to lead in areas of strength and interest aligned with the school's Business Plan priorities. A significant growth in the number of teaching staff facilitating professional learning and sharing their expertise has enhanced collective knowledge and collaboration.
- Ensuring the development of teachers at all career stages, a graduate mentor framework formalises processes of mentoring and support provided by highly skilled, experienced teachers.
- Effective change management processes, involving a data-informed case for change, clear communication of intent, adoption of evidence-based practices, provision of required professional learning and resources, and opportunities for feedback, enable both sustainable improvement and staff wellbeing.

### Recommendations

The review team support the following:

- Document the roles and responsibilities of distributed leaders, ensuring alignment with Business Plan priorities and incorporating success indicators to strengthen role clarity and impact.
- Introduce instructional coaching to build staff capacity and embed consistent, whole-school approaches, leveraging Centre for Excellence professional learning to reduce variance in classroom practice.

## Use of resources

Highly strategic decision making maximises the school's use of funding and resources to deliver quality learning experiences and an engaging, functional learning environment for students.

### Commendations

The review team validate the following:

- Transparent financial management processes assist stakeholders to understand the school's funding sources, improvement planning and budget priorities. The Board and the Finance Committee provide oversight and ensure compliance with the Funding Agreement for Schools.
- A hub of the community, the school has entered several community-use agreements with external partners, including the out-of-school hours care service, to maximise use of the grounds and facilities, provide opportunities for families, and supplement the school's income.
- Through systematic data collection, the school makes increasingly evidence-based financial decisions that directly address student needs, including initiatives such as the Westie Club intervention and the Gifted and Talented program.

### Recommendations

The review team support the following:

- Implement measures to monitor the impact of student characteristics and targeted initiative funding on the outcomes of identified students.
- Prioritise instructional coaching by continuing to allocate funding for release time, enabling coaches to build teacher capacity and embed effective practices across classrooms.

Teaching quality
Guided by the mantra, 'when we know better, we do better,' staff are committed to a holistic approach to every student's development and to implementing programs with fidelity.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A consistent literacy and numeracy block structure has been established, promoting effective teaching and learning across classrooms. In partnership with the Centre for Excellence in the Explicit Teaching of Literacy, the school is developing a comprehensive instructional model that incorporates high-impact teaching strategies.</li> <li>• Research-informed, whole-school programs, such as Talk for Writing, Talk for Reading, UFLI<sup>1</sup> Foundations phonics, and Origo Education Slate, are implemented across the school, supported by professional learning, shared scope and sequence documents, teacher collaboration, and adequate resourcing.</li> <li>• Targeted phonics intervention through the Westie Club provides additional literacy support to students requiring assistance.</li> <li>• Dedicated collaboration time is prioritised, enabling staff to engage in professional learning, joint planning, moderation, and data analysis.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Finalise and clearly document the school's instructional model, including an implementation timeline for whole-school high impact teaching strategies, to ensure consistency and shared understanding.</li> <li>• Develop and articulate a shared, evidence-based early childhood philosophy to guide consistent practice and align approaches across the school.</li> <li>• Build staff capability in data-informed differentiation to effectively meet diverse student needs and provide targeted, in-class extension and enrichment opportunities for high-achieving students.</li> </ul>
Student achievement and progress
The school is becoming increasingly intentional in its use of data to guide effective teaching practices and improve student outcomes.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The assessment schedule is regularly reviewed to ensure data collection is purposeful and manageable.</li> <li>• Dedicated time during staff meetings and school development days is allocated for data analysis, enabling teachers to evaluate the impact of whole-school approaches, inform classroom groupings and identify concepts for reteaching.</li> <li>• Student progress in DIBELS<sup>2</sup>, UFLI, PhOrMeS and Origo assessments is closely monitored, allowing timely identification of students who may benefit from targeted intervention or extension programs.</li> <li>• Writing moderation processes, using Talk for Writing 'hot tasks' and Brightpath, support teachers to make consistent judgements and align achievement to grade allocation.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Embed structured cycles of disciplined dialogue to strengthen data literacy and enhance staff capability in using system and school-based achievement and progress data to inform planning for classrooms and individual students.</li> <li>• Refine data collection and analysis through targeted longitudinal tracking of identified cohorts, subgroups, and individual students, with a clear focus on progress and achievement.</li> <li>• Monitor the progress of students from On-entry Assessment testing in Pre-primary through to Year 3 NAPLAN<sup>3</sup> results to evaluate the impact of early years approaches.</li> </ul>

Reviewers	
Melanie Langley <b>Director, Public School Review</b>	Benjamin Parkin <b>Principal, Mount Pleasant Primary School</b> <b>Peer Reviewer</b>

## Endorsement

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

The next review process focusing on the student achievement and progress domain only, is scheduled for Term 4, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 University of Florida Literacy Institute
- 2 Dynamic Indicators of Basic Early Literacy Skills
- 3 National Assessment Program – Literacy and Numeracy