



Department of
Education

Shaping the future

Leda 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

Context

Leda Primary School is located in a suburb of Kwinana, approximately 40 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

Opened in 1992, the school is co-located with Leda Education Support Centre, and has a purpose-built Early Learning Centre onsite. The school gained Independent Public School status in 2015.

Currently, there are 600 students enrolled from Kindergarten to Year 6. Leda Primary School has an Index of Community Socio-Educational Advantage of 938 (decile 8).

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

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- The Principal involved staff in discussions to unpack the Standard in the context of the school's business plan.
- All staff contributed to discussions on self-assessment of the school's performance.
- The process was viewed positively, as an opportunity for staff to reflect on and analyse the school's performance, identifying agreed areas for improvement.
- During the validation visit, members of the School Board, P&C representatives and Year 6 student leaders provided insights that added value to the review process.

The following recommendation is made:

- Consider using the ESAT on an ongoing basis to record performance evidence as part of the ongoing school self-assessment process.

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Relationships and partnerships

The leadership is committed to building positive relationships and is aware of the contribution community partnerships make to improving connections for families and educational outcomes for students.

Commendations

The review team validate the following:

- Longstanding partnerships with numerous organisations and groups provide additional opportunities and support for students and families.
- Communication processes keep families well informed about what is happening in the classroom and school. Communication is principally through digital platforms, with alternative methods available for families without access.
- The school has a positive reputation in the community. Parents and community members describe the learning environment as welcoming and culturally inclusive.
- The School Board supports the direction and work of the school. Board members report that their relationships and communication with the Principal are open and transparent. Further, that School Board meetings allow opportunities for questions and to provide informed feedback.
- Relationships among staff are collaborative. They recognise and utilise each other's areas of expertise and strength.

Recommendation

The review team support the following:

- Identify and explore alternative modes of communication to increase the level of family engagement in school surveys.

Learning environment

The school demonstrates a commitment to providing an inclusive, safe and caring environment for students and staff, and promotes an ethos that supports positive behaviours and quality learning.

Commendations

The review team validate the following:

- High priority is placed on student and staff wellbeing. The school has developed a Health and Wellbeing Operational Plan that promotes the implementation of Friendly Schools Plus, Be You and mindfulness activities.
- The school learning environment is reported as being culturally safe and inclusive. Aboriginal families, through the Institute of Indigenous Wellbeing and Sport's survey, reported a 95.5 per cent satisfaction with the school. Staff are open to adapting their teaching methods and programs to accommodate the cultural needs of their students.
- Through the learning support coordinator, Aboriginal and Islander education officer, school psychologist and chaplain, there is a high level of support available to assist students and families.
- Positive Behaviour Support has created consistency in language around behaviour expectations across the school and is connected to layers of student support.
- Staff are committed to strengthening student engagement. Before and after school activities provide students with additional learning opportunities and experiences to which they would not normally have access.
- Education assistants are proactive and take responsibility for the welfare of students. They actively seek out those students requiring support in getting settled and ready for the school day.

Recommendations

The review team support the following:

- Continue to prioritise the identification and development of programs to build and maintain students' resilience and mental health.
- Continue to monitor and explore ways to support Aboriginal student attendance.

Leadership

The leadership team articulates a vision for the essential elements of school improvement. Whole-school planning processes are established and staff have a clear voice in the direction of the school.

Commendations

The review team validate the following:

- There is a commitment to ongoing improvement and change, with staff engaged in decision making through consultative processes. New initiatives are implemented systematically, and staff understand change management and where they are in their journey.
- A distributed leadership model provides opportunities for staff to undertake instructional leadership roles. Instructional leaders facilitate the development of operational plans and see their role as articulating, for staff, the coherence and connectedness between operational plans and classroom practice.
- Established induction processes support new staff to become familiar with the requirements and expectations of the school and business plan.
- Students are provided with leadership opportunities and take their roles as student leaders seriously. Year 6 leaders facilitate a range of activities, including morning fitness and assemblies, while selected Year 5 students promote sustainability as members of the Eco-Action Team.

Recommendations

The review team support the following:

- Examine the Future Leaders Framework to consolidate the school's current leadership development model and to identify and extend staff leadership capabilities.
- Pursue the development of a coaching model to support staff development and the provision of critical feedback to teachers on their practice.
- Continue implementation of the phase of learning leadership structure.

Use of resources

Deployment of resources is underpinned by evidence-based decision making. Established protocols ensure resource allocations relate specifically to the improvement of student outcomes.

Commendations

The review team validate the following:

- Finance Committee membership is representative of the school organisational and staffing structure. Finance Committee members are well informed and assess all cost centre submissions against the school's business plan priorities.
- The manager corporate services provides cost centre managers and staff with detailed financial management guidelines and places a priority on maintaining staff awareness of their financial responsibilities. Staff are continuously upskilled through the provision of regular updates and quizzes.
- Cost centre managers are required to present comprehensive budget submissions to the Finance Committee, detailing all contingency and associated staffing costs.
- The school workforce plan has been well considered, giving careful consideration to the potential changes to staffing requirements, due to the planned opening of a new school within the current local intake area.
- The manager corporate services regularly updates the School Board with a well-designed spreadsheet, ensuring Board members have a clear understanding of the school's financial position.
- A strategic approach has been taken to the management of the school's ICT¹, with an assessment made on purchasing and leasing of equipment based on the longevity and use of the equipment.

Teaching quality

There is a research-based approach to pedagogical change. The school encourages collaboration between teachers and school support staff to achieve the best outcomes for students.

Commendations

The review team validate the following:

- Teachers engage in collaborative meetings for the purpose of planning, moderation and feedback on student performance and teaching practice.
- In recent years, the leadership has emphasised upskilling education assistants to support student learning in the classroom, with a particular focus on the use of technology.
- A whole-school pedagogical framework has been developed and staff are engaging with it to enhance the consistency of classroom practice across the school.
- Talk for Writing has been implemented across the school with a commitment from all staff to adapt the program to meet the needs in their phase of learning.
- Early Childhood teachers are reviewing the learning program with a focus on incorporating intentional play centres within the classroom. Staff are working together to establish agreed practices by undertaking classroom walkthroughs.
- The school is building staff understanding of explicit teaching. A selected staff member is working as an intern with Curtin University at the Centre for Excellence in the Explicit Teaching of Literacy, to lead the implementation of explicit teaching.

Recommendations

The review team support the following:

- Continue to build staff understanding of the teaching of mathematics through the implementation of Back-to-Front Maths.
- Consolidate and articulate the alignment of the school's pedagogical framework and teaching programs.

Student achievement and progress

Leda Primary School is consolidating its approach to the collection and analysis of student data. Teachers understand the importance of consistent judgements and the clear communication of student progress to parents.

Commendations

The review team validate the following:

- The introduction of Talk for Writing is credited for the improvement in Year 3 writing in 2018 and 2019.
- The school has a schedule for the collection of a range of data to monitor and assess student achievement and progress.
- School data are shared with teachers and used to guide school planning, with a focus on continuous improvement.
- Staff have commenced using Brightpath and School Curriculum and Standards Authority achievement standards to moderate teacher judgement and grade allocation.
- The school is exploring the use of student achievement and progress data to assess the effectiveness of school programs on student learning.

Recommendations

The review team support the following:

- Continue to promote high expectations for student success among staff.
- Continue to work with staff to implement processes and lead professional conversations regarding student performance data, to guide planning for targeted groups of students.

Reviewers

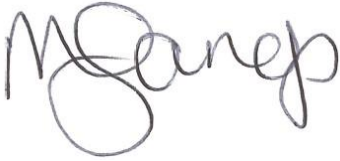
Lou Zeid
Director, Public School Review

Heather Fallo
Principal, Ashburton Drive 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 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology