



# 2024 ANNUAL SCHOOL REPORT



**Easter Hat  
Parade**



**Walk to  
School Day**



**Stay and  
Play  
Sessions**



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## INTRODUCTION

Dear Parents, Carers and School Community

The Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year.

## RELATIONSHIPS & PARTNERSHIPS

Parent and carer and community relationships are of great importance in the success of our school. We continue to maintain strong links with community organisations who work closely with Leda PS to support our students. I would like to acknowledge and thank the following groups for their support of our students and families in 2024:

The Smith Family – Wendy Hill

Ethan Chadd – Institute of Indigenous Wellbeing and Sport of WA

Koya Aboriginal Corporation – Lisa Garlett

Ed Connect Mentors – Sue and Richard Baldwin, Sandra Hird and Robyn Aspinall

Lunchtime Club - Jared Butler

Breakfast Club - Sharyn Ruback

Suppliers - Foodbank (Breakfast Club supplies), Eat Up! (Sandwiches), Rotary ( Bread - OzHarvest and Crunch and Sip Fruit).

We once again provided opportunities for families to come into the school to discover more about their child's learning. We held parent meetings in Term 1 with an online booking system available. 162 parent/teacher meetings were booked which was an increase on 2023. We took the opportunity to survey parents on two questions. We had 50 participants. Firstly, *I have received helpful feedback about how my child is going at school.* 100% of respondents agreed. The second question sought feedback on other ways to be involved in their child's learning: *How would you like to be more involved in your child's learning?* Responses were:

Opportunities to volunteer – 17%

Take home learning pack – 50%

Homework – 23%

## BUILDINGS & GROUNDS

In 2024 we received a Science resource Funding Grant from the State Government for classroom refurbishment. We have refurbished Room 1 to include updated storage, flooring, sink and bench space. This provides a more versatile space that can be used for Art and a range of Science and Technologies learning. The grant also provided sufficient funding to upgrade the furniture as well as some additional science and technology equipment to support student learning.

Throughout 2024, stage 3 of the reticulation was installed. This has allowed gardens and lawns to be watered automatically rather than by hand.

The Block 4 kitchen had an upgrade, with new cabinets and sink providing a more modern and functional space for staff and students.

## SCHOOL BOARD CHAIR

2024 was a significant year with many pressures impacting our community and families. The board and staff worked hard to ensure that school remained a safe and supportive environment where students could learn and succeed.

Our School Board is a formal body established to provide guidance and oversight to the school. Being new to leading a school board I participated in a Board Training program delivered by the Department of Education alongside the Principal. A strong focus of this training was the importance of having great relationships and a culture which supports effective decision making and discussions which benefit the students and school as a whole. It was also highlighted that we needed greater clarity on the role of the board and its responsibilities.

As such, all board members have participated in a number of training programs and we have developed our code of conduct to align with the Code of Conduct of the Education Department.

In recent years Leda Primary School has been identifying specific areas in which our students need additional support. These have included introducing a supported reading program - MacqLit and a Phonics Program - Letters and Sounds. The Bond Blocks program was introduced across the school during 2024. This is a Mathematics program with a focus on addition, subtraction and counting skills. It can be used both as a whole class and also as an intervention. In 2024 the focus was on implementing these programs and we have begun to see the results in student outcomes.

In 2024 we applied for a place in the Action Respect Program which is an approach to strengthening respectful relationships. The school will receive \$20 000 over a two-year period. The aim of the program is to to 'strengthen students' understanding of respectful relationships and consent in order to equip children and young people with the life skills needed to develop healthy, safe relationships and to help them avoid harmful situations.'

A strong focus for the school has been on how to support greater parent, family and community engagement in the school. With a great P&C, open evenings and other events we look forward to continuing to support our students and families in having an excellent time at Leda.

A number of Board members have completed their time with us on the board including: Pip Greaves and Kerry Paniora. We thank both Pip and Kerry for their time and commitment to the school board. We welcomed new members Ethan Chadd and Katherine Gray.

It has been a wonderful opportunity to serve on the board of Leda Primary and I want to extend my appreciation to all board members (past and present) and staff for their care and commitment.

Jaime Yallup Farrant  
School Board Chair

## **P & C PRESIDENT**

In 2024, Leda Schools P&C had a successful year. We continued reaching more families and community members in the community and it was pleasing to welcome new members.

Throughout the year, our school community came together and we experienced remarkable support from both the school's students, parents, staff, and the wider communities. This had a major impact on our fundraising results. This year the executive team has had some changes and we have worked on our communication within the community to allow parents to feel more comfortable attending and reinstated office processes to ensure incoming committees have the resources to effectively run the P&C.

We had many successful fundraising events this year including our: arts fundraiser; the sports carnival lunch order days; various stalls and raffles not to mention our most successful and exciting event, the Colour Run.

The proceeds from these events allowed us to contribute donations towards transportation for sporting events and the Year 6 Graduation ceremony. Experiencing the joy of our children as they participated in the P&C run events gave us a meaningful impact of our collective efforts and the P&C are excited to continue this work in the years to come.

I would like to extend heartfelt gratitude to the teachers, EAs, Principals, administrative staff, and leadership teams of Leda Primary and Leda Education Support Centre for their unwavering support throughout the year.

Additionally, I would like to express my sincere appreciation to every member of the P&C committee and the numerous volunteers who generously dedicated their time, creativity, and boundless energy towards the P&C's goals for 2024. I look forward to continuing the wonderful work of Leda P&C in the years to come.

Thank You

Lauren Verner - Leda Schools P&C President



# CURRICULUM

## ENGLISH

### 2024 Strategies and Milestones

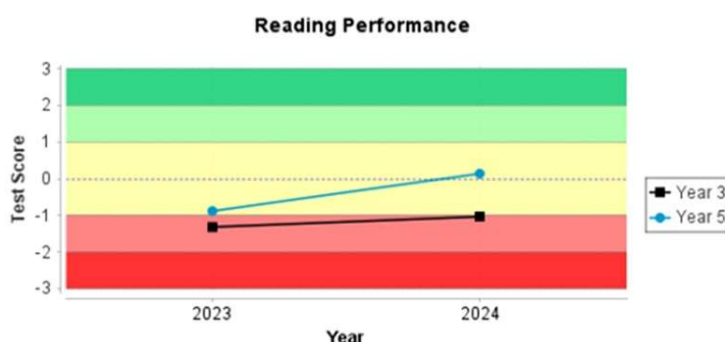
- Appointment of an English Instructional Coach two days per week to support staff to implement whole school reading, writing and spelling programs.
- Professional learning for staff on guided reading and the development of an observation and feedback rubric to strengthen our whole school approach.
- Data analysis in year levels to identify learning gaps to inform teaching. The formation of year level targets for Reading, Spelling and Phonics which are displayed as posters in classrooms.
- Professional learning provided to staff on guided reading in the English block.
- English kits were made and provided to each classroom. These kits contain resources to support children's literacy skills such as games and flash cards.
- Professional learning in the Sound Waves Spelling Program was provided to Year 2 – 6 staff.
- The MacqLit Reading Intervention Program continued for the second year to support reading for students in Year 3-6. These consisted of Four, one-hour intensive sessions per week. We have seen significant improvements for children who attended regularly.
- The Letters and Sounds Phonics Intervention Program for students in PP-2 continued for the second year to support phonics knowledge. Children who participated in the program have made significant gains.
- Staff received professional learning on teaching students with English as an Additional Dialect or Language (EAL/D) which included cultural considerations, second language acquisition and using the EAL/D Progress Maps.

## NAPLAN COMPARATIVE REPORTS

### Reading

| Reading | Performance |      | Students |      |
|---------|-------------|------|----------|------|
|         | 2023        | 2024 | 2023     | 2024 |
| Year 3  | -1.3        | -1.0 | 54       | 45   |
| Year 5  | -0.9        | 0.1  | 57       | 53   |

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| 1 | Above expected - more than one standard deviation above the predicted school |
| 2 | Expected - within one standard deviation of the predicted school mean        |
| 3 | Below expected - more than one standard deviation below the predicted school |
| 0 | If blank, then no data available or number of students is less than 6        |

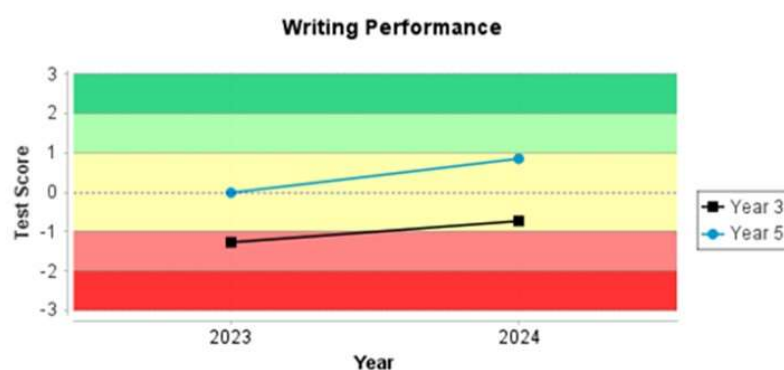


In Reading, Year 3 students are below like schools but have shown improvement. Year 5 students are similar to like schools.

## Writing

| Writing | Performance |      | Students |      |
|---------|-------------|------|----------|------|
|         | 2023        | 2024 | 2023     | 2024 |
| Year 3  | -1.3        | -0.7 | 54       | 44   |
| Year 5  | -0.0        | 0.8  | 57       | 53   |

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| 1 | Above expected - more than one standard deviation above the predicted school |
| 2 | Expected - within one standard deviation of the predicted school mean        |
| 3 | Below expected - more than one standard deviation below the predicted school |
| 0 | If blank, then no data available or number of students is less than 6        |



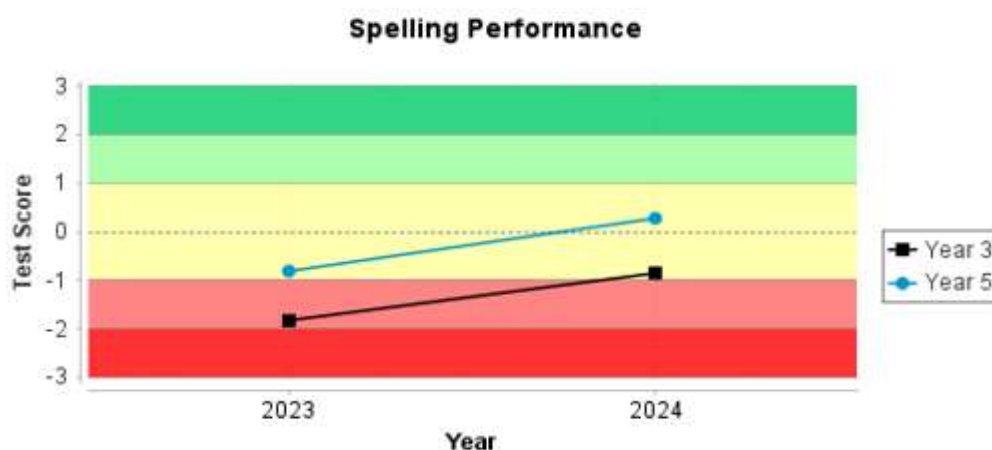
The writing performance of both Year 3 and 5 students has shown improvement.

Strong progress in lifting students into the 'Strong' category and reducing the proportion of students in needing additional support.

## Spelling

| Spelling | Performance |      | Students |      |
|----------|-------------|------|----------|------|
|          | 2023        | 2024 | 2023     | 2024 |
| Year 3   | -1.8        | -0.9 | 54       | 45   |
| Year 5   | -0.8        | 0.3  | 57       | 53   |

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| 1 | Above expected - more than one standard deviation above the predicted school |
| 2 | Expected - within one standard deviation of the predicted school mean        |
| 3 | Below expected - more than one standard deviation below the predicted school |
| 0 | If blank, then no data available or number of students is less than 6        |

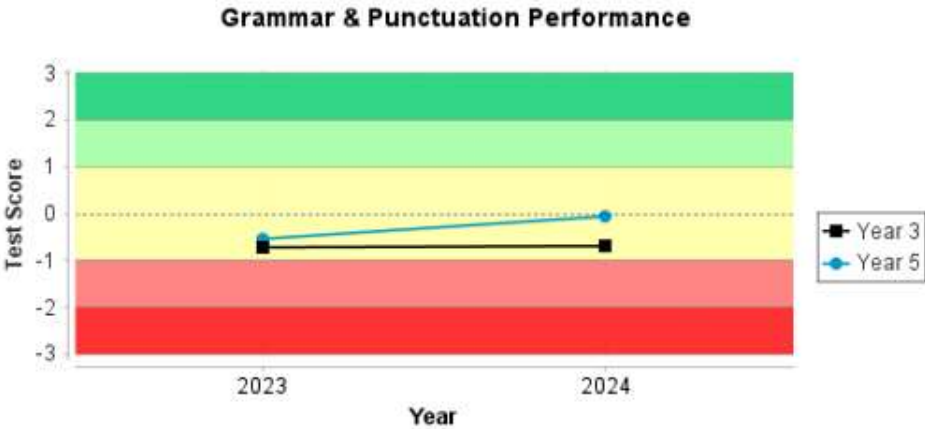


The spelling performance of both Year 3 and 5 students has improved significantly. Year 5 students are exceeding like schools in the top two proficiencies.

Grammar and Punctuation

| Grammar & Punctuation | Performance |      | Students |      |
|-----------------------|-------------|------|----------|------|
|                       | 2023        | 2024 | 2023     | 2024 |
| Year 3                | -0.7        | -0.7 | 54       | 45   |
| Year 5                | -0.5        | -0.1 | 57       | 53   |

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| 1 | Above expected - more than one standard deviation above the predicted school |
| 2 | Expected - within one standard deviation of the predicted school mean        |
| 3 | Below expected - more than one standard deviation below the predicted school |
| 0 | If blank, then no data available or number of students is less than 6        |



In Grammar & Punctuation, Year 3 students have remained the same and there has been a slight increase in the performance of Year 5 students.

NAPLAN PROFICIENCY LEVELS

Reading

| Proficiency Level | NAPLAN Score Range | Year 3 Reading |      |              |      |                   |      |
|-------------------|--------------------|----------------|------|--------------|------|-------------------|------|
|                   |                    | School         |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023           | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 481 and above      | 4%             | 4%   | 8%           | 8%   | 16%               | 16%  |
| Strong            | 368 - 480          | 26%            | 29%  | 38%          | 41%  | 45%               | 44%  |
| Developing        | 282 - 367          | 31%            | 33%  | 28%          | 28%  | 24%               | 22%  |
| NAS               | 281 and below      | 39%            | 33%  | 26%          | 23%  | 14%               | 16%  |

| Proficiency Level | NAPLAN Score Range | Year 5 Reading |      |              |      |                   |      |
|-------------------|--------------------|----------------|------|--------------|------|-------------------|------|
|                   |                    | School         |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023           | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 555 and above      | 5%             | 6%   | 11%          | 9%   | 18%               | 17%  |
| Strong            | 448 - 554          | 42%            | 42%  | 44%          | 42%  | 51%               | 48%  |
| Developing        | 377 - 447          | 30%            | 32%  | 27%          | 24%  | 18%               | 21%  |
| NAS               | 376 and below      | 23%            | 21%  | 18%          | 25%  | 11%               | 13%  |

## Writing

| Proficiency Level | NAPLAN Score Range | Year 3 Writing |      |              |      |                   |      |
|-------------------|--------------------|----------------|------|--------------|------|-------------------|------|
|                   |                    | School         |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023           | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 503 and above      | 4%             | 2%   | 3%           | 4%   | 9%                | 7%   |
| Strong            | 370 - 502          | 46%            | 55%  | 59%          | 62%  | 65%               | 66%  |
| Developing        | 296 - 369          | 17%            | 23%  | 24%          | 19%  | 14%               | 17%  |
| NAS               | 295 and below      | 33%            | 20%  | 15%          | 15%  | 10%               | 9%   |

| Proficiency Level | NAPLAN Score Range | Year 5 Writing |      |              |      |                   |      |
|-------------------|--------------------|----------------|------|--------------|------|-------------------|------|
|                   |                    | School         |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023           | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 570 and above      | 5%             | 8%   | 5%           | 6%   | 10%               | 9%   |
| Strong            | 455 - 569          | 46%            | 53%  | 45%          | 46%  | 54%               | 53%  |
| Developing        | 385 - 454          | 21%            | 23%  | 30%          | 27%  | 22%               | 25%  |
| NAS               | 384 and below      | 28%            | 17%  | 20%          | 21%  | 12%               | 11%  |

## Spelling

| Proficiency Level | NAPLAN Score Range | Year 3 Spelling |      |              |      |                   |      |
|-------------------|--------------------|-----------------|------|--------------|------|-------------------|------|
|                   |                    | School          |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023            | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 489 and above      | 2%              | 7%   | 9%           | 8%   | 15%               | 14%  |
| Strong            | 380 - 488          | 26%             | 31%  | 34%          | 38%  | 42%               | 44%  |
| Developing        | 294 - 379          | 31%             | 22%  | 34%          | 32%  | 28%               | 27%  |
| NAS               | 293 and below      | 41%             | 40%  | 23%          | 22%  | 13%               | 14%  |

| Proficiency Level | NAPLAN Score Range | Year 5 Spelling |      |              |      |                   |      |
|-------------------|--------------------|-----------------|------|--------------|------|-------------------|------|
|                   |                    | School          |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023            | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 553 and above      | 11%             | 11%  | 11%          | 13%  | 20%               | 19%  |
| Strong            | 451 - 552          | 33%             | 51%  | 42%          | 41%  | 48%               | 46%  |
| Developing        | 378 - 450          | 32%             | 15%  | 28%          | 27%  | 20%               | 21%  |
| NAS               | 377 and below      | 25%             | 23%  | 19%          | 20%  | 11%               | 11%  |

## Grammar & Punctuation

| Proficiency Level | NAPLAN Score Range | Year 3 Grammar & Punctuation |      |              |      |                   |      |
|-------------------|--------------------|------------------------------|------|--------------|------|-------------------|------|
|                   |                    | School                       |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023                         | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 523 and above      | 6%                           | 0%   | 3%           | 4%   | 8%                | 9%   |
| Strong            | 404 - 522          | 24%                          | 24%  | 33%          | 32%  | 42%               | 40%  |
| Developing        | 312 - 403          | 30%                          | 31%  | 35%          | 34%  | 30%               | 28%  |
| NAS               | 311 and below      | 41%                          | 44%  | 29%          | 30%  | 18%               | 21%  |

| Proficiency Level | NAPLAN Score Range | Year 5 Grammar & Punctuation |      |              |      |                   |      |
|-------------------|--------------------|------------------------------|------|--------------|------|-------------------|------|
|                   |                    | School                       |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023                         | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 582 and above      | 5%                           | 0%   | 5%           | 4%   | 13%               | 12%  |
| Strong            | 470 - 581          | 30%                          | 42%  | 41%          | 41%  | 46%               | 48%  |
| Developing        | 397 - 469          | 33%                          | 32%  | 30%          | 31%  | 26%               | 24%  |
| NAS               | 396 and below      | 32%                          | 26%  | 23%          | 24%  | 14%               | 14%  |

## MATHEMATICS

2024 Strategies and milestones:

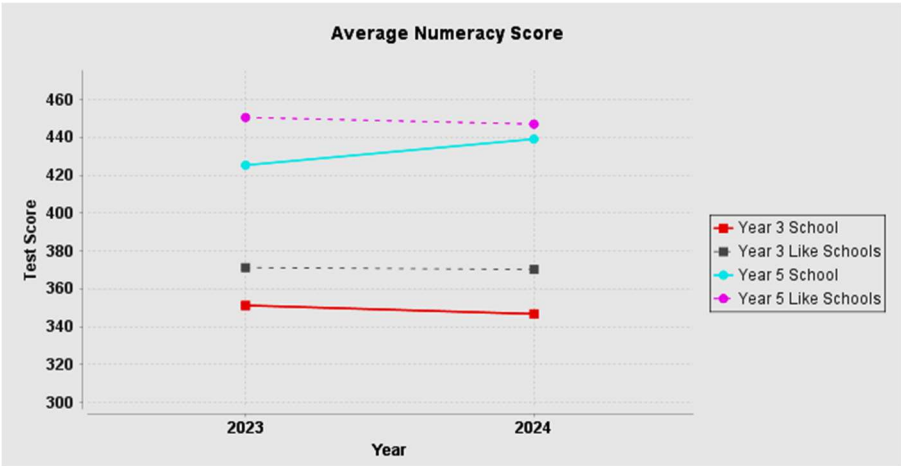
- Bond Blocks was implemented as a whole class program in Kindy through to Year 3 and as a Response to Intervention program in Years 4 to 6.
- All teaching staff and full-time education assistants received training in Bond Blocks and whole school approach to Problem Solving using Polya's method.
- The Mathematics Instructional Coach provided staff support with implementing Bond Blocks through additional training, observations and demonstrations of Bond Blocks lesson. Assisted staff with analysing the data collected throughout the year and tracking student progress.
- Introduced Stay and Play Maths sessions after school to engage our families in mathematics at home. Students and their caregivers stayed to play maths related games to engage families in activities that have a mathematics focus to assist them in practising maths in the home in a fun way. Each family that attended received a take-home pack to continue playing the games at home.
- The 2024 Kindergarten orientation pack included maths activities for caregivers to use in the lead up to their child starting Kindergarten in 2025. The Mathematics Instructional Coach also ran an orientation afternoon where the caregivers and their child engaged in mathematics activities their children would be doing when they started Kindergarten.
- Increased resources in classroom Mathematics Kits to include phase of learning mathematics board games for students to increase their mathematics fluency.
- Development of Mathematics Curriculum Overviews for each year level for implementation in 2025. Staff from each year level spent time with the Mathematics Coach to create the scope and sequence for the year, term planners, integration of Bond Blocks into planning as well as choosing moderation tasks for each term.
- Student engagement in '100 days of school' whole school Mathematics activities and focus.
- Staff engaged in Data analysis sessions to check student progress and to ascertain focus areas for 2025 using PAT-Maths, Brightpath Maths, Westwood Test and Bond Blocks Assessment.

The student performance for numeracy currently shows that Leda PS students are below like schools, however the Year 5 cohort made significant progress towards closing the gap between Leda Primary and like schools, this was also seen in PAT-Maths. In PAT-Maths, all year levels made improvements on the group mean in 2024, except for the Year 4 group which remained the same.

Comparative Performance for Numeracy

| Numeracy | Performance |      | Students |      |
|----------|-------------|------|----------|------|
|          | 2023        | 2024 | 2023     | 2024 |
| Year 3   | -0.7        | -1.0 | 54       | 45   |
| Year 5   | -1.2        | -0.2 | 57       | 52   |

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| 1 | Above expected - more than one standard deviation above the predicted school |
| 2 | Expected - within one standard deviation of the predicted school mean        |
| 3 | Below expected - more than one standard deviation below the predicted school |
| 0 | If blank, then no data available or number of students is less than 6        |



| Proficiency Level | NAPLAN Score Range | Year 3 Numeracy |      |              |      |                   |      |
|-------------------|--------------------|-----------------|------|--------------|------|-------------------|------|
|                   |                    | School          |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023            | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 493 and above      | 7%              | 2%   | 6%           | 4%   | 11%               | 8%   |
| Strong            | 378 - 492          | 33%             | 29%  | 43%          | 42%  | 50%               | 50%  |
| Developing        | 311 - 377          | 20%             | 36%  | 27%          | 34%  | 24%               | 27%  |
| NAS               | 310 and below      | 39%             | 33%  | 23%          | 20%  | 14%               | 13%  |

| Proficiency Level | NAPLAN Score Range | Year 5 Numeracy |      |              |      |                   |      |
|-------------------|--------------------|-----------------|------|--------------|------|-------------------|------|
|                   |                    | School          |      | Like Schools |      | WA Public Schools |      |
|                   |                    | 2023            | 2024 | 2023         | 2024 | 2023              | 2024 |
| Exceeding         | 577 and above      | 2%              | 2%   | 4%           | 5%   | 11%               | 11%  |
| Strong            | 451 - 576          | 35%             | 37%  | 47%          | 42%  | 53%               | 53%  |
| Developing        | 386 - 450          | 28%             | 46%  | 30%          | 33%  | 23%               | 23%  |
| NAS               | 385 and below      | 35%             | 15%  | 20%          | 21%  | 12%               | 12%  |

| Yr | PAT-Maths            |                      |                      |                            |
|----|----------------------|----------------------|----------------------|----------------------------|
|    | 2024 Leda PS Average | 2023 Leda PS Average | 2022 Leda PS Average | National Normative Average |
| 2  | 101.5                | 97.4                 | 96.5                 | 108.3                      |
| 3  | 106.1                | 102.6                | 107.5                | 115.4                      |
| 4  | 113.4                | 113.4                | 110.4                | 121.1                      |
| 5  | 117                  | 112.6                | 114.6                | 125.5                      |
| 6  | 123.1                | 121.9                | 120.6                | 128.9                      |

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EALD)

In 2024, all teaching staff participated in professional learning focused on English as an Additional Language or Dialect (EAL/D), delivered by Jan West from Highgate Primary Intensive English Centre through Statewide Services. This initiative aimed to strengthen teacher capacity and promote a whole-school approach to EAL/D best practice.

The professional learning covered:

- Cultural considerations for EAL/D students
- Principles of second language acquisition
- Introduction to using the EAL/D Progress Maps

Teachers brought student work samples and engaged in hands-on mapping activities to better understand student progression.

Our school principal also attended dedicated EAL/D professional learning, which provided insights into:

- Best practice strategies for supporting EAL/D students
- The role of Intensive English Centres (IECs)
- Stages of enrolment for EAL/D students

Ongoing support has also been provided by the school's EAL/D Coordinator, including:

- Guidance on mapping students on the EAL/D Progress Maps
- Analysis and moderation of student work samples
- Training in the use of Reporting to Parents
- Assistance in working with EAL/D families and accessing interpreters
- Translation of school documentation into community languages
- Coordination of targeted English Intervention Programs for EAL/D students

This comprehensive approach continues to build staff expertise and enhance outcomes for our EAL/D students.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

In 2024, staff used a cross curricular approach to HASS, integrating Science, Italian, Mathematics, English, and Technology.

We maintained our commitment to the Aboriginal Cultural Standards Framework, recognising NAIDOC week and Reconciliation week.

We celebrated the cultural diversity of our school community during Harmony Week with a whole school dress up, craft, art projects and a school Bocce competition. The whole school participated in events for Harmony Week, NAIDOC Week, ANZAC Day, and Remembrance Day.



## ABORIGINAL EDUCATION

In 2024, Aboriginal students at Leda Primary School were supported by a 0.4 AIEO for a Semester and our HASS Committee. The Artwork that the school commissioned Rosie Paine to paint in 2023 sits proudly in our front office on display. This Artwork continues to form the background for new signage around the school.

We have continued our Community Partnerships with KOYA and The Institute of Indigenous Wellbeing and Sport. Programs include KEP girls groups (Year 4-6) and YAC boys group (Year 4-6) that ran twice a week in school time. Our Aboriginal Students in Year 1-6 also had the opportunity to participate in Koya Club (after school homework group for students in Year 1-6).



This year for NAIDOC, we celebrated the theme “Keep the fire burning! Blak, loud and proud” with our community. The celebrations included a Smoking Ceremony and performance by Wadumbah Aboriginal Dance Group. The school also sang two songs in Noongar at this performance.

Throughout NAIDOC week, lunch time activities were held. These included Rock Painting, braiding and stories. This year we also cooked damper and kangaroo sausages for students to sample. We changed our Deadly Door competition to a Creative Canvas Competition which was very successful.

Our school continued to support Students’ Health and Wellbeing through collaboration with Moorditj Koort (health checks) and the EarBus organisation (ear health).

Year 5 and 6 Aboriginal and Torres Strait Islander students once more had the opportunity to participate in the Polly Farmer Foundation STEM Program. Three of our students participated in the program and explored Science and Maths which included Aboriginal cultural perspectives in a range of Science areas.

## HEALTH

In 2024 the Health Committee researched and chose the Friendly Schools Plus resources as our Social and Emotional Learning Program.

The Curriculum Leader developed a School Based Scope and Sequence that links PBS (where possible), the Health Curriculum, Protective Behaviours and Friendly Schools into a yearly lesson overview across the school.

Students from Year 2-6 participated in the PAT Social and Emotional Wellbeing (SEW) testing. This data was reviewed with staff in Term 3 where teachers looked at data in their own year levels and noted trends and patterns. From this data, two areas of focus were identified – feelings and behaviour domain and internal strengths domain. This testing will be repeated in 2025 to gain some longitudinal data around this area.

Staff were provided with professional learning on the changes to the Health Curriculum.

In 2024 we applied for and were successful in gaining an Action Respect grant of \$20 000. This is a two-year project. The purpose is “*Strengthening respectful relationships education in schools with primary aged students.*”

## PHYSICAL EDUCATION

In 2024, Physical Education remained a specialist subject, with all students from Kindergarten to Year 6 engaging in developmentally appropriate physical activity each week. Students participated in a broad range of activities, encompassing both sporting and leisure pursuits.

### Early Childhood Education:

In early childhood, educators delivered Physical Education lessons that included a variety of gross motor activities designed to develop skills in running, balancing, climbing, hopping, and jumping.

### Years 1-6

Fundamental Movement Skills, game strategies, and movement concepts were taught through a range of sports and activities, including Cricket, Soccer, Netball, Lacrosse, Basketball, Athletics, Tee-Ball, Cross-Country, traditional Indigenous games, and senior sports for Years 4–6.

Students in years P–6 took part in intraschool events such as the Cross-Country Races and Athletics Carnival. Congratulations to Blue Faction for winning the 2024 Leda Athletics Carnival and to Gold Faction for claiming the 2024 Spirit Shield.

Sporting School Grants were secured to enhance the school’s physical education program, allowing for upgrades and replacements of essential sporting equipment. In Term 1, Mrs. Augustin utilised a Sporting Schools Grant to create individual equipment bags for each class, promoting active play during playtime.



Selected students represented Leda in various interschool events organised by the Kwinana Sporting Schools Association (KSSA), including the Cricket Carnival, Cross-Country, Winter Sports Carnival (Netball, Soccer, AFL, and Hockey), and the Athletics Carnival. Leda celebrated standout

achievements, with one student placing first in the Year 3 boys' Cross-Country race and another finishing first in the Year 4 boys' race. At the KSSA Athletics Carnival, a Leda student earned the Runner-Up Champion Boy title for Year 4, and the school placed sixth overall.

The Boys' Cricket Team excelled in their division at the intraschool carnival and advanced to the WA Cricket Regional Final Cup with Mr. Lewis as their coach.

Mrs. Augustin engaged in several collaborative sessions with fellow KSSA PE teachers, sharing and learning contemporary teaching strategies, coordinating school and interschool events, and supporting other PE teachers in deepening their knowledge of physical literacy and the Physical Education Curriculum.

Faction Captains trialled new roles and responsibilities, providing valuable feedback that will inform the development of these leadership roles in the upcoming year.

Swimming Lessons were conducted for the entire school in Term 3, with participation numbers increasing from the previous year.

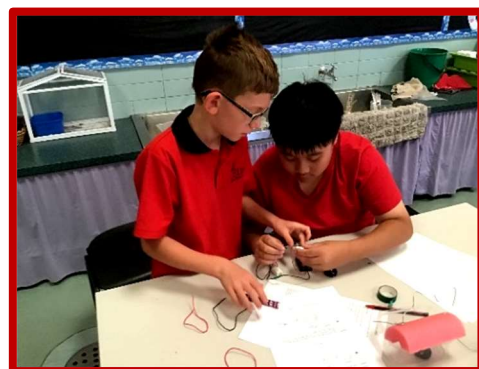
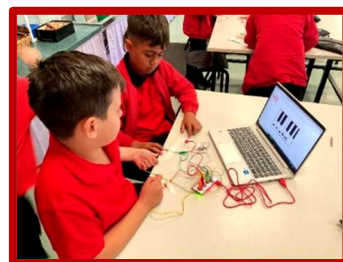
## TECHNOLOGIES



The Technologies learning area encompasses both Digital Technologies and Design and Technologies. In Digital Technologies, students developed their skills in computational thinking and information systems as they defined, designed, and implemented digital solutions. These classes were delivered by a specialist teacher, who also supported staff in building capacity to effectively integrate ICT across all learning areas.

A strong emphasis was placed on the safe use of technology, with a whole-school focus on eSafety and responsible digital citizenship. Students had regular access to a wide range of digital tools and resources, including iPads, laptops, and robotic devices, to support and enhance their learning. High-achieving students were extended through participation in the Robotics Club, where they explored programming and engineering concepts by designing, building, and coding robots to complete a variety of challenges.

In Design and Technologies, students worked with their classroom teachers to apply design thinking and use a range of materials and technologies to generate and produce solutions that address authentic needs and real-world opportunities. Across various contexts, students were actively engaged in hands-on learning experiences that encouraged innovation, problem-solving, and creativity. Highlights of the year included the Year 6 students participating in the Makers Empire Kids in Space program, where they followed the design process to create and 3D print solutions that utilised space technology to help people on Earth. Another highlight was the Year 5 students involvement in the Western Power Circuit Breakers program, where they explored how Western Power uses technology to deliver electricity to homes. As part of this program, students designed and built a future city, powered and coded using MicroBits.



## MUSIC

In 2024, the Music program at Leda Primary School continued to thrive, offering high-quality, engaging lessons aligned with the WA Curriculum. With a consistent colour coding system to learn notes on the recorder, ukulele and xylophones, more students experienced success with their playing.

Ten high-achieving students in Year 5 received specialised lessons through the IMSS programme to develop their musical talents further and ten year 6 students continued their clarinet and brass lessons. Open-ended lesson design supported all learners, ensuring students at different levels could progress appropriately. The teacher engaged in ongoing professional development to maintain a contemporary and dynamic program.

Students had regular opportunities to perform within and beyond the school community, building their confidence and promoting Leda Primary School to a wider audience. The choir performed a musical drama on the Crown Theatre stage as part of WAGSMS. Cultural connections were strengthened through the teaching of songs in Aboriginal language. The program successfully fostered a love of music, supported positive behaviour through the PBS Matrix, and created an inclusive and supportive environment where all students could thrive.



## SCIENCE

In 2024, across all year levels, students developed their science inquiry skills by actively planning and conducting investigations designed to answer scientific questions, analyse data, and communicate findings. High-achieving students were extended through enrichment tasks and inquiry-based projects, including participation in the Synergy Solar Car Challenge, where selected groups planned, designed, and raced solar-powered vehicles. Science learning was integrated across other curriculum areas, providing meaningful and engaging connections to students' broader learning experiences. Students used scientific equipment safely and responsibly, learning to identify and manage risks. We maintained consistent delivery of whole-school frameworks and incorporated Aboriginal and Torres Strait Islander perspectives to create culturally responsive programs that deepened students' understanding of the world around them. ICT was used throughout the year to enhance science teaching and learning experiences. We celebrated Science Week in Term 3 with a range of fun, hands-on activities and experiments that sparked curiosity and excitement across the school.

## LANGUAGES – ITALIAN

In 2024 the Year 3 to 6 students participated in an engaging and immersive Languages (Italian) Programme.

Features of the 2024 Italian Programme included:

- Interacting and socialising in Italian using simple modelled language (Yr 3-6).
- Regularly practising how to ask and answer questions in Italian (Yr 3-6).
- Engaging in games and songs to build on Italian vocabulary (Yr 3-6).
- Using Reference sheets and other resources to locate information (Yr 3-6).
- Listening to stories in Italian language to enhance comprehension (Yr 3-4).
- Looking at maps to identify Italy's location and its cities, regions and landscapes (Yr 3-6).
- Bocce competitions and learning about special celebrations in Italy such as Easter and Christmas (Yr 3-6).
- Viewing clips to discuss and compare similarities between Italian culture and Australian culture. (Yr 3-6).
- Performing role-plays about family in Italian language and making Pinocchio puppets after some background work on this very well-known children's character and its creator, Carlo Collodi (Year 3).
- Learning how to make statements about daily activities and interests in Italian language and reading Italian cartoons from the 'Avanti' series (Year 4).
- Learning how to label and describe features of various homes in Italian language and creating Roman Mosaics after some background work on Ancient Rome (Year 5).
- Learning how to make statements about free time/holiday activities and creating Carnival masks after some background work on the famous 'Carnival of Venice' (Year 6).

\*Learning how to use bilingual (Italian/English) dictionaries to further support building on vocabulary and develop more independence as learners. (Yr 5-6).



## LEARNING ENVIRONMENT

### POSITIVE BEHAVIOUR SUPPORT (PBS)

We continued to implement our whole school approach to providing a positive and inclusive learning environment. The teaching schedule was updated to include the addition of the Learner expectation and lessons were explicitly taught to set a focus each week.

Our PBS expectations are:

- We are respectful
- We are responsible
- We show self-control
- We are learners



When students demonstrated the expectations, they were acknowledged with behaviour tokens. When each faction reached the set targets students were rewarded with a variety of activities including:

- Icy pole day
- Magic show
- Giant games
- Sausage sizzle

The school continued to use the Good Standing Policy. students who maintained their good standing were eligible to participate in the PBS rewards.

### STUDENTS AT EDUCATIONAL RISK

Students at Leda are supported by the Student Services Team. This team is made up of the Principal, Deputy Principals, Learning Support Coordinator, AEO, Chaplain and School Psychologist. This team meet fortnightly to share information and make plans to support Students at Educational Risk.

During 2024, the Student Services team:

- \* Provided the extensive use of school support staff to support children with Documented Plans.
- \* Provision of on-going professional learning for teachers who teach children with special needs.
- \* Enabled the utilisation of the expertise of the School Psychologist and the School Chaplain across the school.

The school continued to use a data base for tracking students at Educational Risk with the aim of tracking students with the most recent and up to date information.

We accessed support from other Education Department providers such as SSEN:BE, SSEN:D and SSEN:Sensory.

### STUDENT ATTENDANCE AND ENGAGEMENT

During 2024 the Student Services team supported:

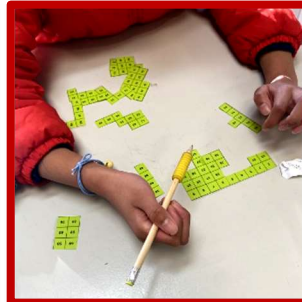
- \* The on-going communication to families regarding appropriate attendance.
- \* The continuation of badges to reward students with 90% and above attendance at school.
- \* The introduction of attendance trophies at assembly for classes with the highest attendance and the most improved attendance.
- \* In 2024 student attendance at Leda PS was higher than like schools. Data shows that each year we are slowly increasing in percentage and getting closer to aligning with the WA Public Schools total. In 2024 we were 2.1% below the WA Public Schools Total (compared to 2.2% in 2023 and 3% in 2022).
- \* Our Aboriginal Students attendance has again improved to 81.6%. This is an increase of 1.7% from 2023 and 11.4% from 2022. Compared to Like Schools our Aboriginal Student attendance is 5% above these and compared to WA Public Schools we are above by 7.3%.

This reflects the ongoing commitment to education and positive contribution of our Aboriginal families to Leda PS.

## Attendance Overall

### Primary Attendance Rates

|      | Non - Aboriginal |              |                   | Aboriginal |              |                   | Total  |              |                   |
|------|------------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
|      | School           | Like Schools | WA Public Schools | School     | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2022 | 85.6%            | 85.9%        | 88.3%             | 70.2%      | 73.1%        | 69.5%             | 83.6%  | 83.8%        | 86.6%             |
| 2023 | 88.1%            | 88.4%        | 90.3%             | 79.9%      | 74.8%        | 74.3%             | 86.7%  | 86.4%        | 88.9%             |
| 2024 | 88.5%            | 89.2%        | 91.0%             | 81.6%      | 76.6%        | 74.3%             | 87.3%  | 86.9%        | 89.4%             |



## 100 Days of School





NAIDOC Week



Nom! Incursion



Solar Car Challenge



## 2024 School Year

- ANZAC Day Ceremony
- National Simultaneous Storytime
- Faction and Interschool Athletics
- Leda Futsal Club
- Leda Eco Action Club
- 100 Days of School
- NAIDOC Week
- Nom! Schools Incursion
- Yr 6 Big Days Out
- Harmony Day
- Bocci Competition
- Easter Hat Parade
- P & C Colour Fun Run
- Walk to School Day
- Solar Car Challenge
- Book Week Parade
- Boys Regional Cricket Finals
- After school Stay and Play Sessions



Futsal World Cup



Boys  
Regional  
Cricket



Year 6  
Big Days  
Out



# 2024 Financial Summary

| INCOME - Dec 2024 ( Verified Dec Cash)             |                     |                  |
|----------------------------------------------------|---------------------|------------------|
|                                                    | Current Budget (\$) | Actual YTD (\$)  |
| Carry Forward (Cash)                               | 704,701             | 704,701          |
| Carry Forward (Salary)                             | 455,914             | 455,914          |
| <b>STUDENT-CENTRED FUNDING</b>                     |                     |                  |
| Per Student                                        | 3,463,366           | 3,463,366        |
| School and Student Characteristics                 | 1,353,187           | 1,353,187        |
| Disability Adjustments                             | 62,596              | 62,596           |
| Targeted Initiatives                               | 193,756             | 193,756          |
| Operational Response Allocation                    | 33,172              | 33,172           |
| <b>Total Funds:</b>                                | <b>5,106,077</b>    | <b>5,106,077</b> |
| <b>TRANSFERS AND ADJUSTMENTS</b>                   |                     |                  |
| Regional Allocation                                | 0                   | 0                |
| School Transfers – Salary                          | (217,794)           | (217,794)        |
| School Transfers - Cash                            | 280,000             | 280,000          |
| Department Adjustments                             | 0                   | 0                |
| <b>Total Funds:</b>                                | <b>62,206</b>       | <b>62,206</b>    |
| <b>LOCALLY RAISED FUNDS (REVENUE)</b>              |                     |                  |
| Voluntary Contributions                            | 5,884               | 5,937            |
| Charges and Fees                                   | 44,566              | 49,914           |
| Fees from Facilities Hire                          | 0                   | 0                |
| Fundraising/Donations/Sponsorships                 | 33,641              | 33,699           |
| Commonwealth Govt Revenues                         | 1,780               | 1,780            |
| Other State Govt/Local Govt Revenues               | 0                   | 0                |
| Revenue from CO, Regional Office and Other scho    | 70,000              | 34,087           |
| Other Revenues                                     | 51,185              | 53,640           |
| Transfer from Reserve or DGR                       | 47,144              | 47,144           |
| Residential Accommodation                          | 0                   | 0                |
| Farm Revenue (Ag and Farm Schools only)            | 0                   | 0                |
| Camp School Fees (Camp Schools only)               | 0                   | 0                |
| <b>Total Funds:</b>                                | <b>254,200</b>      | <b>226,201</b>   |
| <b>TOTAL</b>                                       | <b>6,583,098</b>    | <b>6,555,099</b> |
|                                                    | Current Budget (\$) | Actual YTD (\$)  |
| <b>SALARIES</b>                                    |                     |                  |
| Appointed Staff                                    | 4,242,076           | 4,242,076        |
| New Appointments                                   | 0                   | 0                |
| Casual Payments                                    | 391,199             | 391,199          |
| Other Salary Expenditure                           | 5,294               | 5,294            |
| <b>Total Funds:</b>                                | <b>4,638,569</b>    | <b>4,638,569</b> |
| <b>GOODS AND SERVICES (CASH EXPENDITURE)</b>       |                     |                  |
| Administration                                     | 42,640              | 33,150           |
| Lease Payments                                     | 69,518              | 67,565           |
| Utilities, Facilities and Maintenance              | 228,310             | 180,418          |
| Buildings, Property and Equipment                  | 353,509             | 136,068          |
| Curriculum and Student Services                    | 291,991             | 227,318          |
| Professional Development                           | 70,704              | 27,186           |
| Transfer to Reserve                                | 100,000             | 100,000          |
| Other Expenditure                                  | 15,789              | 8,466            |
| Payment to CO, Regional Office and Other schools   | 0                   | 0                |
| Residential Operations                             | 0                   | 0                |
| Residential Boarding Fees to CO (Ag Colleges only) | 0                   | 0                |
| Farm Operations (Ag and Farm Schools only)         | 0                   | 0                |
| Farm Revenue to CO (Ag and Farm Schools only)      | 0                   | 0                |
| Camp School Fees to CO (Camp Schools only)         | 0                   | 0                |
| <b>Total Funds:</b>                                | <b>1,172,461</b>    | <b>780,171</b>   |
| <b>TOTAL</b>                                       | <b>5,811,030</b>    | <b>5,418,740</b> |