



Leda 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 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 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

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 367 students enrolled from Kindergarten to Year 6. Leda Primary School has an Index of Community Socio-Educational Advantage of 912 (decile 9).

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

The first Public School Review of Leda Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of improvement.

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:

- In preparation for the review, the school leadership strategically utilised school development days and staff meetings to implement structured systems and processes for staff reflection and feedback, enabling efficient data collection and analysis with minimal disruption to learning and an accurate representation of school performance
- A culture of trust, transparency and collaboration underpinned the school's self-assessment process. This was modelled by the leadership team and embraced by the staff to formulate meaningful and impactful planned actions.
- The structure, presentation and summaries of evidence in the Electronic School Assessment Tool clearly aligned with the key foci across each domain of the Standard.
- During the validation visit students, staff, leaders and community members contributed to validation discussion, elaborating on evidence submitted to further enhance the school's self-assessment submission.
- A student-led tour offered reviewers authentic insights into the school's culture, facilities and learning environment, through the eyes of its students.

The following recommendation is made:

- Consider synthesising the number of planned actions and prioritising those that will have the greatest potential for impact in the next planning cycle.

Relationships and partnerships

Leda Primary School fosters strong, collaborative relationships among staff, students, and families, and cultivates strategic community partnerships to strengthen student engagement, wellbeing, and academic success.

Commendations

The review team validate the following:

- The Principal's steady and inclusive leadership has developed a culture of trust, collaboration, and mutual respect amongst staff, families and the wider community.
- Strategic partnerships with organisations including The Smith Family, City of Kwinana, Koya Aboriginal Corporation, the Institute of Indigenous Wellbeing and Sport, YouthCARE, the Polly Farmer Foundation, and more recently the Stephen Michael Foundation, work collectively to enhance outcomes for students and their families.
- The School Board and P&C are active and engaged partners in school life. Their support and contributions enhance the learning opportunities for students and assist in shaping the school's strategic direction.
- As one of a select group of schools participating in the Action Respect initiative (Respectful Relationships and Consent Education) within the Department of Education, staff are actively working to strengthen respectful relationships and extend their positive influence into the broader community.

Recommendations

The review team support the following:

- Develop a longitudinal database to track parent, staff, and student satisfaction, providing objective insights into school culture and informing ongoing strategic planning and improvement.
- Enhance the effectiveness and governance of the School Board through targeted self-assessment and capacity-building initiatives, ensuring its membership reflects the demographic diversity of the community.

Learning environment

With a significant focus being placed on inclusivity and addressing the needs of a diverse group of students, the staff have created a learning environment that is safe, supportive and welcoming to all.

Commendations

The review team validate the following:

- Positive Behaviour Support leadership, structures, and processes are embedded in the school's ethos and play a vital role in fostering a safe, inclusive, and supportive learning environment.
- Processes for supporting students at educational risk, such as the database, assist staff in identifying needs, planning appropriate adjustments, and efficiently monitoring student progress.
- Whole-school, evidence-based programs such as MacqLit, implemented and overseen by allied professionals, are having a positive impact on the learning outcomes of student engaging with Tier 2 and Tier 3 strategies.
- A shared case management approach for students at educational risk has been adopted to provide comprehensive support for both students and staff.

Recommendations

The review team support the following:

- Develop and embed an Aboriginal Education Conversations strategy that provides meaningful, ongoing opportunities for Aboriginal families to actively participate in school planning, decision making, staff capacity building and cultural inclusion initiatives.
- Undertake a comprehensive psychosocial audit of the school to identify risks and develop targeted mitigation strategies.

Leadership

A united and collaborative leadership team have developed a shared vision with a focus on empowering and supporting staff through clear directions and expectations, developing a culture of trust, respect and collaboration throughout the school community.

Commendations

The review team validate the following:

- A culture of empowerment within the school's leadership encourages staff to take responsibility for problem solving in their teams, which leads to a meaningful, purposeful, collaborative and positive work environment.
- The Principal's ability to manage the staff re-deployment process with integrity and transparency, has maintained staff morale during a period of change.
- The school leadership team is highly visible, fully engaged, and collectively accountable, demonstrating strong commitment to supporting staff in providing learning opportunities for students. Their responsiveness to the needs of students, families and the community is highly valued and reflects best practice.
- Strategic alignment of the 2024-2026 Business Plan with operational planning and classroom practice has created cohesion and provided clear direction for staff across curriculum areas.
- Staff receive timely, constructive feedback and ongoing development opportunities within a supportive and professional environment.

Recommendations

The review team support the following:

- Develop a sustainable instructional coaching model to support the consistent implementation and fidelity of whole-school approaches and programs amongst teaching staff.
- Explore implementing the Western Australian Future Leaders Framework to enhance the identification, development, and support of emerging and team leaders within the school.

Use of resources

Resource planning, management and monitoring processes are aligned with school operations, demonstrating a clear commitment to deploying resources that optimise conditions for student success.

Commendations

The review team validate the following:

- Strategic allocation of financial, human, and physical resources strengthens educational programs and directly advances the targets outlined in the 2024-2026 Business Plan.
- The Principal and manager corporate services (MCS) work collaboratively to implement clear systems and processes that support sound financial management and informed decision making for the school.
- The P&C has consistently provided significant funding over several years, enhancing school resources and subsidising school costs for families, ensuring equitable access to learning opportunities for all students.
- Considerable research into purchasing and leasing equipment by the MCS has been achieved in creating a sustainable information and communications technology management plan that ensures the school has contemporary equipment that is accessible for all students.
- Workforce planning is responsive to changing enrolments and has been managed with strategic foresight and empathy for staff.

Recommendation

The review team support the following:

- Explore and evaluate a contemporary library and resource management system to enhance the organisation of student resources and improve accessibility and efficiency of resources for staff.

Teaching quality

Passionate, dedicated, and collaborative staff value opportunities to work together as a team to promote high quality teaching and strengthen the implementation of consistent, whole-school pedagogical practices.

Commendations

The review team validate the following:

- Staff stability, continuity, and expertise provide a strong foundation for a collaborative culture, sustained school improvement, consistent instructional practice, and a learning environment where student progress is closely monitored.
- Professional learning is purposefully aligned with whole-school priorities and system-wide directions, such as Teaching for Impact, offering meaningful development opportunities for teachers and allied professionals.
- Staff deeply value collaboration as a vital process for reflective practice and the sharing of best teaching strategies across the school.
- In addition to twice-yearly formal reports, staff conduct scheduled parent interviews, effectively utilise Connect to provide updates on individual education plans and participate in case management meetings. This multi-layered approach ensures parents receive a clear, ongoing picture of their child's progress.

Recommendations

The review team support the following:

- Complete an audit on the consistency and impact of current whole-school programs being implemented across the school.
- Embed shared beliefs and key learnings from the Teaching for Impact framework into the Leda Way playbook, establishing it as a foundational guiding artefact for the school's teaching and learning practices.

Student achievement and progress

A commitment to improving the academic achievement and progress of all students drives a focused approach on teaching, assessment, and reporting to inform a clear understanding of student growth.

Commendations

The review team validate the following:

- Disciplined dialogue processes promote data-driven teaching and learning. Staff routinely analyse data to guide planning, differentiation and school-wide improvement. The school's data systems and professional learning schedule support continuous reflection and informed decision making.
- The school employs a diverse range of assessments and standardised testing such as Bond Blocks, Sound Waves, Letters and Sounds, MacqLit, On-entry Assessments, Swan Language Development Centre's Phonological Awareness screening, Progressive Achievement Tests, Brightpath, and NAPLAN¹, integrating teacher judgement and classroom observations to effectively evaluate student progress.
- School leadership plays a vital role in ensuring the infrastructure, time, and resources needed for staff to effectively complete and analyse student assessments is efficient and fit for purpose.
- Staff demonstrate a strong commitment to student progress and uphold high expectations for all learners, fostering a culture of aspiration and achievement across the school.
- The Department's data management tools are used extensively to enhance data analysis processes.

Recommendation

The review team support the following:

- Develop and implement additional disciplined dialogue templates to facilitate structured moderation across year levels and in partnership with like schools, promoting consistency in teacher judgment, grade alignment and a shared understanding of student achievement.

Reviewers	
Matthew Osborne Director, Public School Review	Stephen Matthews Principal, Forrestfield 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson
Deputy Director General, Schools

Reference

- 1 National Assessment Program – Literacy and Numeracy