



Department of
Education

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Leeman Primary School

Public School Review

March 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Leeman Primary School is located 300 kilometres north of Perth in the Shire of Coorow, with students travelling from the coastal towns of Leeman and Greenhead. The school is within the Midwest Education Region and became an Independent Public School in 2012.

There are currently 18 students enrolled from Kindergarten to Year 6, who are taught across two multi-aged classes (Kindergarten to Year 2 and Year 4 to Year 6). The local population has become more transient in recent years due to the nature of the fishing and mining industries, impacting on student numbers, which have declined since 2017. The school has an Index of Community Socio-Educational Advantage of 928 (decile 9).

Leeman Primary School has the support of an enthusiastic Parents and Citizens' Association (P&C) and a dedicated School Board.

School self-assessment validation

The Principal submitted a school self-assessment outlining evidence and judgements of the school performance.

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

- Information was provided in the Electronic School Assessment Tool (ESAT) for each domain. The information was limited.
- In addition to the ESAT submission, further evidence was provided on the validation day by staff and school community members.

The following recommendations are made:

- Use the guidelines and information provided in the ESAT to embed practices of ongoing school self-assessment.
- Select evidence aligned to foci in each domain of the Standard to support the judgements made in future ESAT submissions.

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Relationships and partnerships

Guided by a strong moral purpose, staff are united and passionate about fostering positive relationships, with the intent of improving learning outcomes for all students.

Commendations

The review team validate the following:

- The school is highly regarded within the community for its welcoming atmosphere and the individualised support provided to students and their families.
- High levels of parent and community engagement is evident, with a wide range of community members supporting and participating in school events and activities.
- The Leeman/Eneabba collaboration program is valued by staff and parents as it provides students with additional opportunities for social and academic interaction.
- Establishment and support of a playgroup within the school has strengthened community confidence in the school.
- Collegial relationships have been developed amongst the staff leading to a positive and cohesive working environment.

Recommendations

The review team support the following:

- Discuss with parents a shared understanding of what quality teaching looks like in a small school setting.
- Complete training for all School Board members to ensure role clarity.

Learning environment

Leaders and staff are aware of the importance of the wellbeing of every student. Organisational structures that promote an inclusive and positive learning environment, and encourage students to take responsibility for their own learning and behaviour, are being developed.

Commendations

The review team validate the following:

- The school provides a welcoming, safe and calm learning environment for students.
- School grounds are well maintained and student work on display throughout the school expands the learning spaces.
- Student behaviour management processes focus on developing student self-regulation.
- Long-term stability of teaching staff gives confidence to parents in the school's ability to care for their children's wellbeing.
- There is visible acknowledgement and recognition of Aboriginal culture through displays, activities and events.

Recommendation

The review team support the following:

- Revisit and review the school's response to the National Quality Standard elements to further strengthen the quality of the early years' learning program.

Leadership

Following the recent change of leadership, an open and inclusive style has reaffirmed staff commitment to improving student performance.

Commendations

The review team validate the following:

- Community confidence in the Principal and his ability to drive school improvement initiatives is evident.
- The School Board and P&C have strong community representation and are powerful advocates for the school.
- The new leadership has brought 'joy' back into the school, particularly to classroom teaching.
- All staff are actively engaged in whole-school decision making processes and indicate they now have a voice that is valued and respected.
- There is an awareness of the need to review current operational practices to suit the context of a small school and to better align school programs and policy with the business plan.

Recommendations

The review team support the following:

- Review and reflect upon whole-school planning to ensure it is meaningful and relevant to the school's changing needs.
- Improve the alignment between the business plan and classroom practices to ensure sustainable whole-school approaches across the curriculum.

Use of resources

The Principal has responded in a timely way to identify and access professional learning to strengthen his knowledge, understanding and skill in financial and budget management.

Commendations

The review team validate the following:

- The Principal has made connections with the Department's Finance and Commercial Services and is acting on the advice provided. A number of financial issues have been addressed and the school is now in a better financial position.
- Areas of concern relating to financial and budget management have been identified by the Principal and MCS, who have commenced addressing these issues.
- Provision of professional learning and establishment of support structures for the newly appointed manager corporate services, have been prioritised by the Principal.

Recommendations

The review team support the following:

- Principal and manager corporate services to continue to access system support and professional learning.
- Create explicit links between operational plan strategies and school budgets, with alignment to cost centres.

Teaching quality

Staff are committed to the school's improvement journey and understand that quality teaching directly impacts on student outcomes and engagement in learning.

Commendations

The review team validate the following:

- Teachers are aware of the importance of establishing the pre-conditions for effective teaching and learning.
- The school has set programs in literacy and numeracy, such as Jolly Phonics and ORIGO mathematics, to direct learning progress and gauge student performance.
- Common teaching and learning practices are emerging across the school.
- Education assistants demonstrate a high level of independence and a firm understanding of their role in supporting students to learn.

Recommendations

The review team support the following:

- Establish consistency in the delivery, teaching and assessment of learning areas across the school.
- Explore further opportunities to enhance the delivery and teaching for multi-aged groups.
- Work with staff to develop a whole-school pedagogical framework, ensuring current programs align to this framework.

Student achievement and progress

There is a positive disposition expressed by staff that classroom planning should be based on evidence, both direct and indirect, to meet the targeted needs of each student.

Commendations

The review team validate the following:

- The school has an assessment schedule based on the current programs used within classrooms.
- Student and performance data, from programs such as Brightpath writing, are being used within the classroom to inform teaching programs and to support targeted teaching.
- Staff have engaged in moderation processes within their network to improve consistency in teacher judgement.

Recommendations

The review team support the following:

- Implement tracking of individual student achievement and progress longitudinally.
- Refine assessment practices to enable the school to make comparisons of individual student progress and achievement against State and national data.
- Explore alternative means to provide more regular moderation opportunities for staff to engage with other schools and their teachers.

Reviewers

Lou Zeid
Director, Public School Review

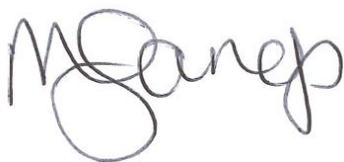
Scott Tapper
**Principal, Lake Grace District High School
Peer Reviewer**

Endorsement

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

The timeframe for the next review process, focusing on the Use of Resources, Teaching Quality and Student Achievement and Progress domains only, will be Term 1, 2022.

The next Public School Review, inclusive of all domains, will be scheduled in Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools