

WEST LEEMING PRIMARY SCHOOL



Department of
Education



Annual School Report 2020



Principal's Message

I am pleased to share key information about West Leeming Primary School's academic and non-academic performance for the 2020 school year. This annual report details the school's achievements, our focus areas and importantly our progress against the improvement targets as outlined in the West Leeming Business Plan 2020-2022.

West Leeming's motto is 'aspire' and we are committed to achieving this through creating an academically challenging and emotionally supportive learning environment for all the children in our care. In 2020, following the creation of a new school vision the previous year, this statement was realised by guiding the development of a new Business Plan and school improvement initiatives. Our school vision, *empower and embrace a culture of opportunities for success* captures the importance we place on focusing on 'the whole child' and the provision of a high-quality educational program for each and every student in our care. Alongside academic excellence, our dedicated teachers and support staff also understand that children need to learn in an environment that supports positive mental health. This is achieved through a comprehensive approach to student wellbeing.

An important achievement for West Leeming in 2020 was attaining Independent Public School (IPS) status. After consultation with the community and school staff, West Leeming made the decision to participate in the IPS development program for the first time. This program included working closely with our School Council/Board to engage in an extensive community consultation process through the implementation of a school culture survey. A detailed analysis of the results of this survey is included in this Annual Report, including identified school strengths and areas requiring improvement. The actions the school has undertaken to respond to the feedback provided are also detailed in this report.

In 2020, the school's new Business Plan was developed and the process of implementing West Leeming's identified improvement directions over the next three years commenced. The West Leeming Primary School Business Plan 2020 – 2022 defines the following four strategic themes as part of our commitment to continuous improvement:

Area 1: Learning – Students are successful learners and prepared for their future

Area 2: Teaching and Leading: Exemplary teachers, allied professionals and school leaders

Area 3: Environment - Safe, inclusive, flexible, contemporary and engaging learning environment

Area 4: Community Engagement – Community collaboration to achieve positive outcomes for the school.

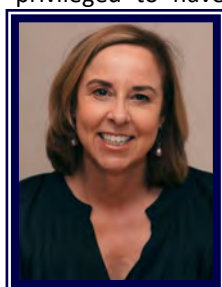
An annual self-assessment of our progress toward meeting the achievement targets and improvement strategies in the West Leeming Business Plan 2020-2022 is outlined in this Annual Report.

The continued success of West Leeming Primary School is due to the outstanding efforts of the whole school community. This is a community orientated school, with both staff and parents working in partnership to deliver the best educational opportunities for each child.

Thank you to the West Leeming School Council/Board Chair, Ben Ash and all members of the Council/Board for their support of the school throughout the year. As Principal, the School Council/Board is an important governance group who are invaluable in ensuring school leadership decisions reflect not only the requirements of the public education system, but also importantly the context of this school community. Thank you also to Sarah Twomey, P&C President, the P&C Executive and members of the P&C for their continued hard work and dedicated support of our school.

I would like to acknowledge the exceptional work of school staff. The role of an educator in today's society is both rewarding and challenging, and West Leeming has a team of professional, knowledgeable and dedicated teachers, education assistants and support staff who are committed to providing the best possible educational experience for all the students who attend our school.

2020 was my second year as Principal of West Leeming Primary School and was a year that was defined, alongside the rest of the world, by the COVID-19 pandemic. The impact of this pandemic meant that changes were necessary to the way our school operated, particularly in our readiness to adapt flexibly between face to face and online learning, the incorporation of physical distancing parameters and the organisation of school events. Although many of these changes will continue into the 2021 school year, this challenge has also provided us with the impetus to think more strategically and find innovative ways to ensure our students experience the range of school experiences that makes West Leeming unique. I feel privileged to have the opportunity to lead this dynamic school and look forward to the next stage of our school improvement journey and continued success in 2021.



Lisa Tucker
B.A , B.Ed , MSL.
2020 Principal



School Board Chair's Report

2020 - Expect the Unexpected

A Year of Uncertainty

2020 had been expected to be the year to consolidate the many gains West Leeming has made over recent years with the application to become an Independent Public School providing an appropriate culmination of our work to build quality governance structures. Constantly changing guidelines and uncertainty about the future have been consistent themes throughout the year.

Resilient Systems

Key to the school's success in navigating the challenges of 2020 were the systems that have been built over previous years. The distributed leadership model, smart financial planning, engaged staff and effective communication channels have all allowed West Leeming to emerge from a period of deep uncertainty into an enviable position. Our teachers have been spectacular in their efforts to continue providing quality education under challenging conditions and we have strong support from parents and the wider community.

"2020 was expected to be a year of quiet consolidation and rebuilding. In reality, it provided a major test of the school's ability to manage its affairs during difficult times."

2021

West Leeming is continuing to develop as a school and is rapidly regaining its place as the school of choice in our local area. While significant uncertainty remains regarding the future effects of COVID-19, West Leeming is well placed to respond to any and all eventualities and will continue to ensure our kids are given the best educational experience possible.

A full School Board Annual report is available on our school website.

Ben Ash

2020 School Board Chair
West Leeming Primary School



Our School

At West Leeming Primary School, we believe our students learn best when supported with teaching and learning experiences that challenge them to strive to be their very best. The school motto of 'Aspire' illustrates our vision to empower and embrace a culture of opportunities for success. It encapsulates the importance we place on providing a high quality educational program for each and every student in our care. Alongside academic excellence, our dedicated teachers and allied professionals understand that children need to learn in an environment that supports positive mental health. This is achieved through a comprehensive approach to student wellbeing and the development of the social, emotional, psychological and physical needs of every child.

West Leeming Primary School values and encourages strong partnerships with the parents and carers of our students and the community to which they belong. Families at our school are actively engaged in their child's educational journey, as we work together, to provide a school experience that is academically, socially and emotionally rewarding for all students.

Our Values

CARE – At West Leeming we CARE

- Care for Myself
- Care for Others
- Care for Environments

Our Vision



Attendance 2020

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. At this stage, we are still awaiting a decision whether 2020 attendance data will be released to schools in the secure environment of Schools Online. Any data approved for release will be with the caveat that it isn't to be included in annual School Reports or disseminated to the School Council/Board.

Year 6 Cohort/Destination Schools

At the end of 2020, our Year 6 students who left West Leeming Primary School enrolled in 9 different secondary schools. This included several students who received scholarships.

Destination School	Total	Destination School	Total
Leeming Senior High School	57	Willetton Senior High School	2
Kennedy Baptist College	6	Aquinas College	1
All Saints College	3	Christian Brothers College	1
Corpus Christi College	3	Lakeland SHS	1
		Melville SHS	1

Staff Information

The West Leeming staff meets the professional requirements to teach in WA schools and hold current Working with Children Checks. Our highly skilled teachers are committed to ongoing professional development and use the AITSL Professional Standards to guide professional performance reflection and identify areas for improvement. Our teams of dedicated education assistants have multiple roles in the school. This includes whole class support and working with students at educational risk.

West Leeming's office staff are experienced and knowledgeable, including a Manager Corporate Services, School Officer and Library Officer. We have a dedicated support staff consisting of a gardener and cleaning team.

Staff Information			
	No	FTE	ABL
Administration Staff			
Principal	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	2.8	0
Other Teaching Staff	24	18.7	0
Total Teaching Staff	27	21.5	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	8	6.1	0
Total School Support Staff	11	8.9	0
Total	41	33.4	0

Student Academic Performance Summary

NAPLAN (National Assessment Program - Literacy and Numeracy)

NAPLAN is an annual national assessment in English (reading, writing, spelling and grammar) and mathematics. At West Leeming students in Years 3 and 5 participate in this annual testing program. The assessment takes place in May, however, in 2020, the impact on schools of the COVID-19 pandemic meant that NAPLAN did not take place. Therefore, the 2020 NAPLAN results for West Leeming are not included in this Annual Report. The next NAPLAN program is expected to take place in 2021.

2019 Comparative Performance Summary

Although the 2020 NAPLAN program was not conducted, it is relevant to consider results from the previous years, as this provides an indication of the current trajectory of student performance in this national assessment at West Leeming.

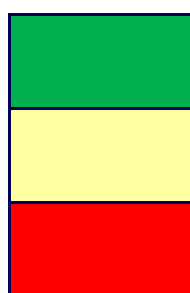
The table below provides a comparative summary of the school's performance in NAPLAN over a three-year period, from 2017 to 2019. This table provides a 'traffic light' display of comparative performance across the test areas for Years 3 and 5. The analysis uses the school mean scores and Index of Community Socio-Educational Advantage (ICSEA) to calculate expected performance, measured against "like" schools. "Like" schools are grouped using the ICSEA index derived from parent background information.

Schools within one standard deviation of the predicted performance are considered to be performing as expected (yellow). Around 70% of schools will be in this category. Approximately 15% of schools will be more than one standard deviation above predicted performance (green). Approximately 15% of schools will be more than one standard deviation below predicted performance (red).

West Leeming's 2019 results demonstrated continued improvement since 2017, with only one test area below expected performance. Students performed very well demonstrated in numeracy, attaining above expected achievement in both Year 3 and Year 5. In the English learning area, students also achieved above expected performance in Year 5 grammar and punctuation. There was improvement across all other domains, with the exception of Year 3 spelling. Whilst there was an improvement in Year 5 spelling it is still below expected and as such spelling instruction continued to be a focus area throughout 2020.

West Leeming's improved performance in NAPLAN over the past three years was acknowledged by the Minister of Education in 2020, with our students performing above and well above the national average of students from similar backgrounds.

	YEAR 3			YEAR 5		
	2017	2018	2019	2017	2018	2019
Numeracy	-0.4	0.1	1.0	-0.4	-0.1	1.1
Reading	-1.0	-0.2	1.0	-1.5	-0.9	0.6
Writing	-0.9	-0.0	0.8	-1.3	-0.6	0.8
Spelling	-0.3	0.2	0.1	-1.1	-1.6	-1.0
Grammar & Punctuation	-0.4	0.4	1.0	-0.8	-1.4	1.3



Above Expected—more than one standard deviation above the predicted school mean

Expected—within one standard deviation of the predicted school mean

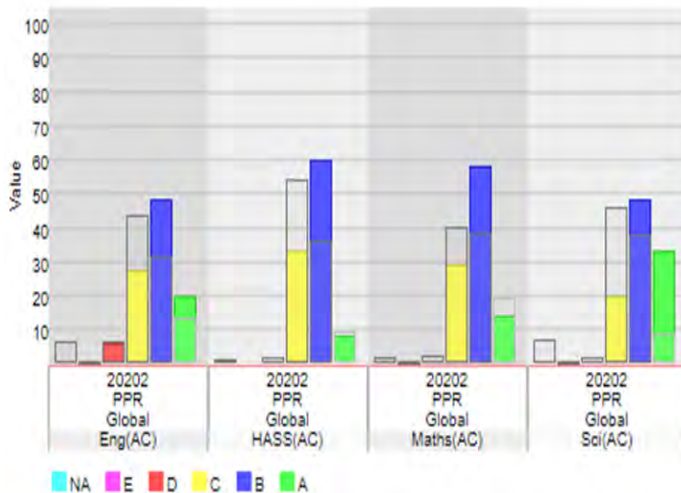
Below Expected—more than one standard deviation below the predicted school mean

Teacher Judgements

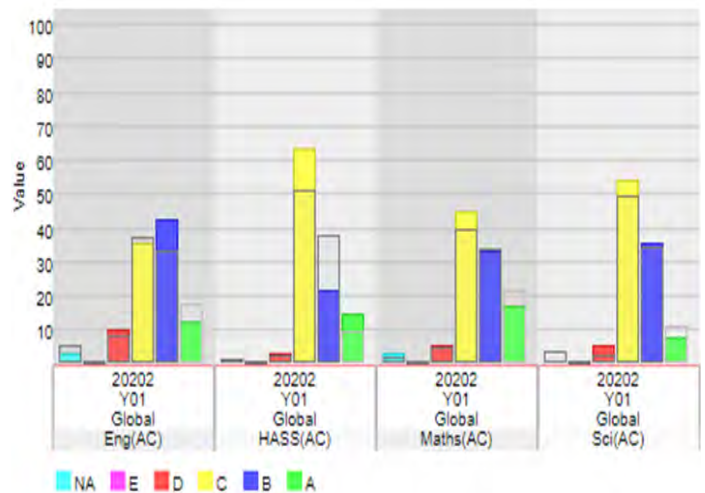
Teachers usually determine learning area grades for our students twice per year. However in 2020, due to the effects of COVID-19, teachers were only required to assign grades in semester two. These teacher judgements are compared against 'like' schools to refine alignment of learning area grades.

In 2020, graphs depicting grade alignment against like schools were available in English, Humanities and Social Sciences, Mathematics and Science. These graphs demonstrate that teacher judgements of A-E grades in the 2020 semester 2 student reports are in general alignment with "like schools" (grey box outline). It is recognised, however, that there are some differences between the 2020 reporting grade provisions and therefore, this will remain a focus in 2021. Strategies to support teachers in allocating grades have been put in place. These include moderation of student work samples, shared cohort assessment tasks and school leaders working collaboratively with teachers in determining grade allocations.

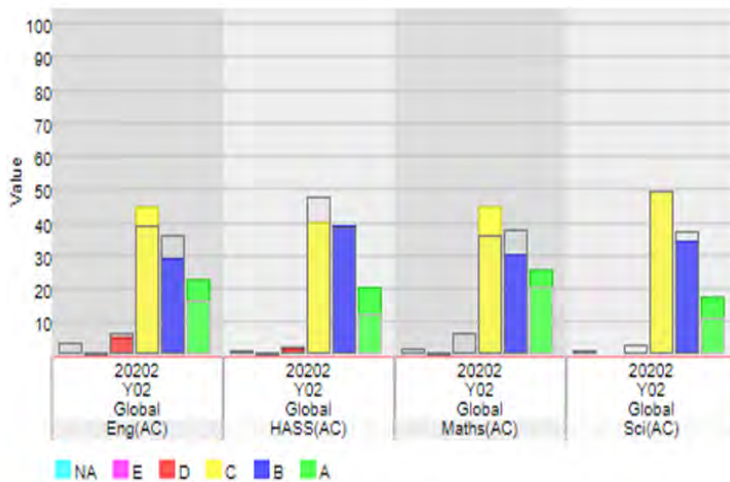
Year 1



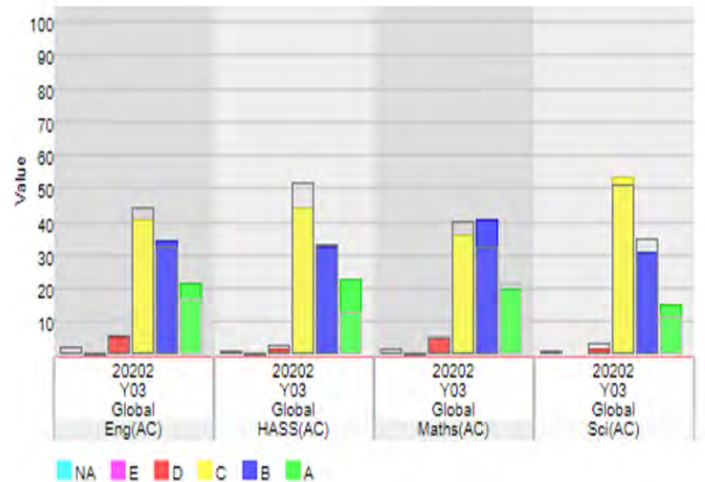
Year 2



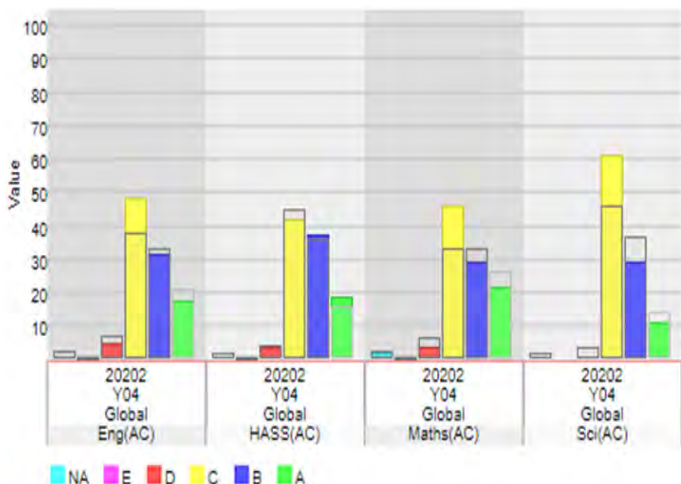
Year 3



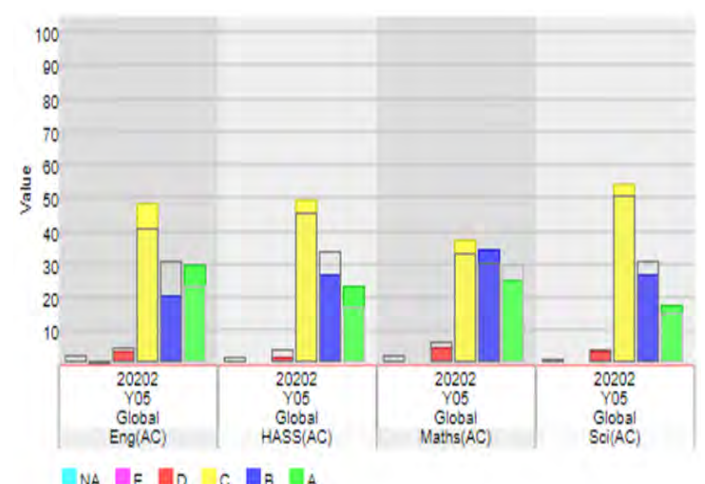
Year 4



Year 5



Year 6

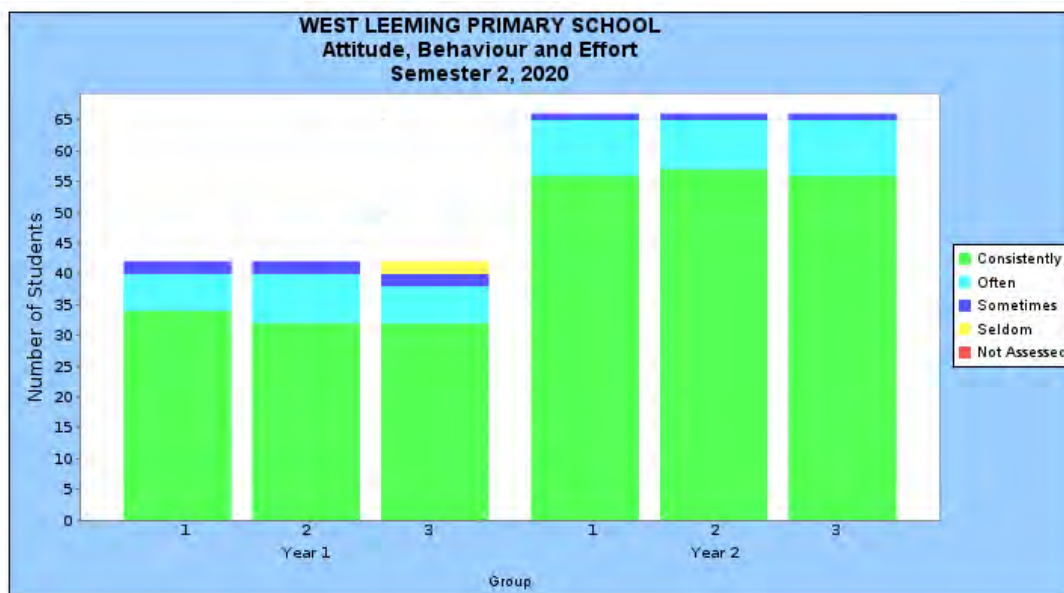


Student Non- Academic Performance Summary

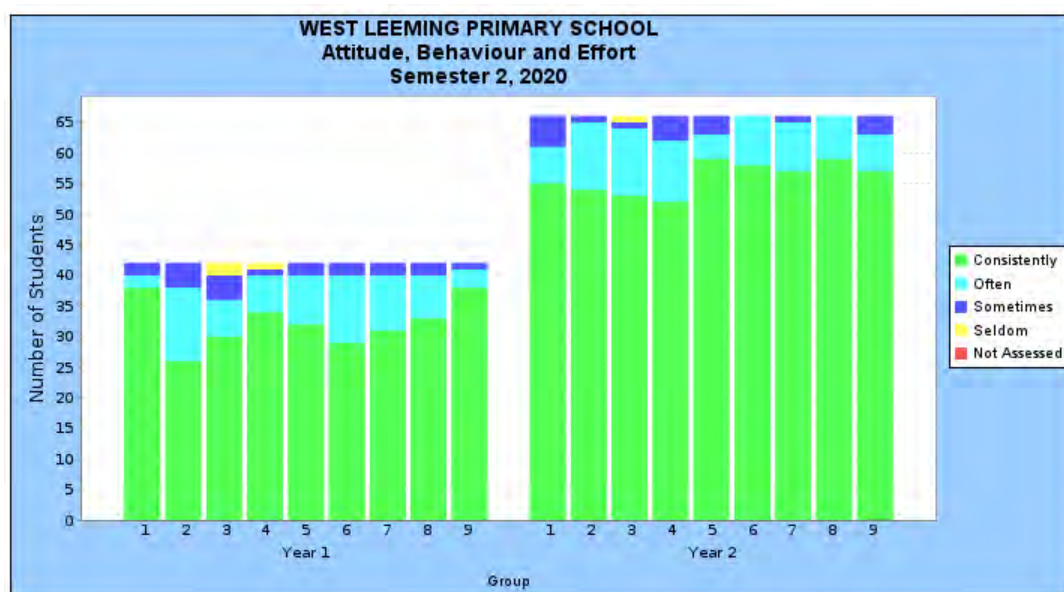
Student Attitude, Behaviour and Effort

The attitude, behaviour and effort of students at school are formally reported to parents twice a year as part of their semester one and two formal reports. The following graphs demonstrate the performance of students in semester two 2020 from Pre-primary to Year 6.

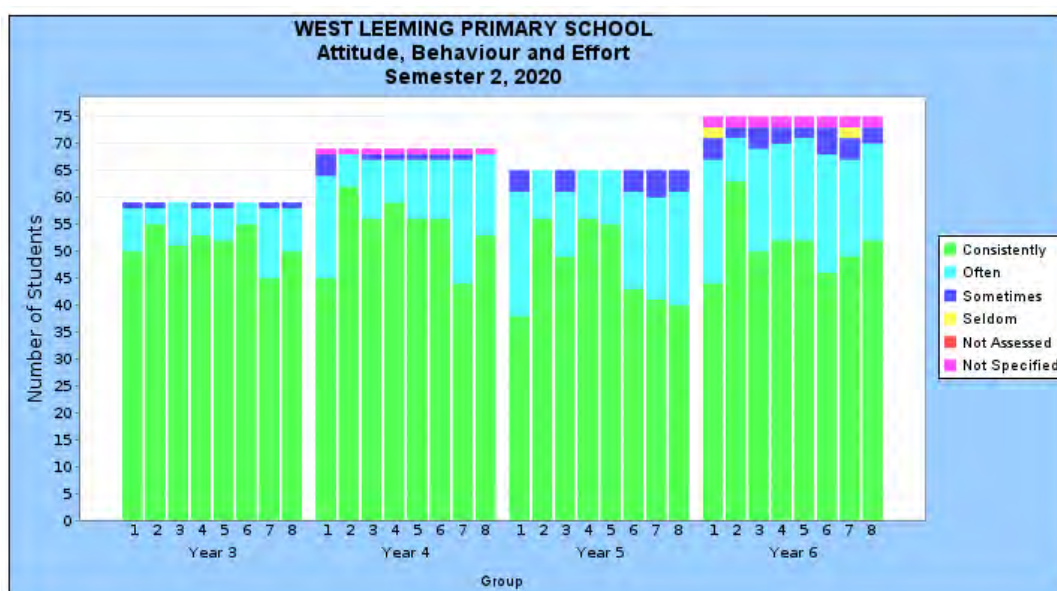
As indicated in the graphs, students at West Leeming Primary School continued to demonstrate high levels of engagement with school in all year levels. This was evident across the attitude, behaviour and effort domains.



Attitude, Behaviour and Effort Key	
1	Is enthusiastic about learning
2	Participates responsibly
3	Sets goals and works towards them



Attitude, Behaviour and Effort Key	
1	Displays independence
2	Makes positive choices with confidence
3	Reflects on and talks about own learning
4	Displays perseverance
5	Expresses emotions appropriately
6	Respects the ideas, feeling and needs of others
7	Resolves conflicts in a positive manner
8	Interacts with peers and adults in acceptable ways
9	Collaborates in group activities



Attitude, Behaviour and Effort Key	
1	Works to the best of his/her ability
2	Shows self- respect and care
3	Shows courtesy and respect for the rights of others
4	Participates responsibly in social and civic activities
5	Cooperates productively and builds positive relationships with others
6	Is enthusiastic about learning
7	Sets goals and works towards them with perseverance
8	Shows confidence in making positive choices and decisions

Health and Wellbeing - Supporting our Students

Intervention and Support Strategies

West Leeming has a comprehensive Student Services team that support the social and emotional development of our students. The team, led by the Deputy Principals, comprises the school psychologist, school chaplain, and representative teachers and education assistants. In response to COVID-19 and the possibility of our students learning from home, an Offsite Student Services Plan was developed and implemented throughout the dual learning platform time. The team has a process in place to be actioned if offsite learning is required again in the future.

Care Strategy

In 2019 we implemented the Care Strategy, based on positive education and implementing restorative processes, moving away from a culture of rules to a culture of care. The Care Strategy supports our school vision: "Empower and embrace a culture of opportunities for success". The Care Strategy incorporates 'Care for Myself, Care for Others and Care for Environments'. Processes for managing behaviour have been simplified with roles and responsibilities clearly outlined. The Care Strategy was embedded across the school in 2020.

Social Engagement Strategies

These strategies focus on acknowledging positive behaviour, both in the classroom and the playground. Teachers regularly refer to the Care Strategy and positive behaviours are acknowledged informally, and formally through merit certificates and Aussie of the Month awards.

Be You Framework

Be You is a national resource that provides a comprehensive mental health and wellbeing framework for primary schools. Our staff implement these evidence-based methods, tools and strategies to support students, and assist their parents, in the development of positive mental health and wellbeing in children.

Zones of Regulation

The Zones of Regulation is a program designed to foster self-regulation and emotional control. The Zones creates a system to categorise how the body feels and divides emotions into four coloured zones with which students can easily identify. In 2019 the Zones were successfully trialled in several classes, with the support of our School Psychologist. Games and resources were purchased and the Zones continued to be used across the school in 2020.

Friendly Schools Plus Resource

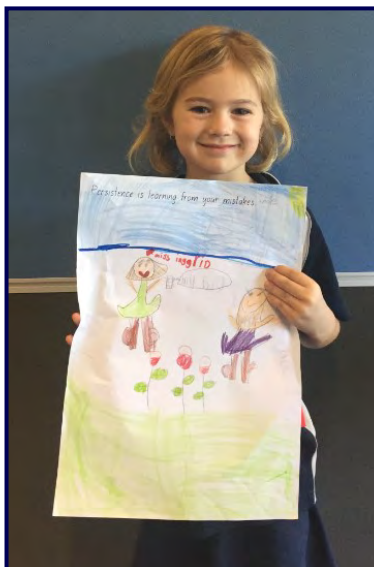
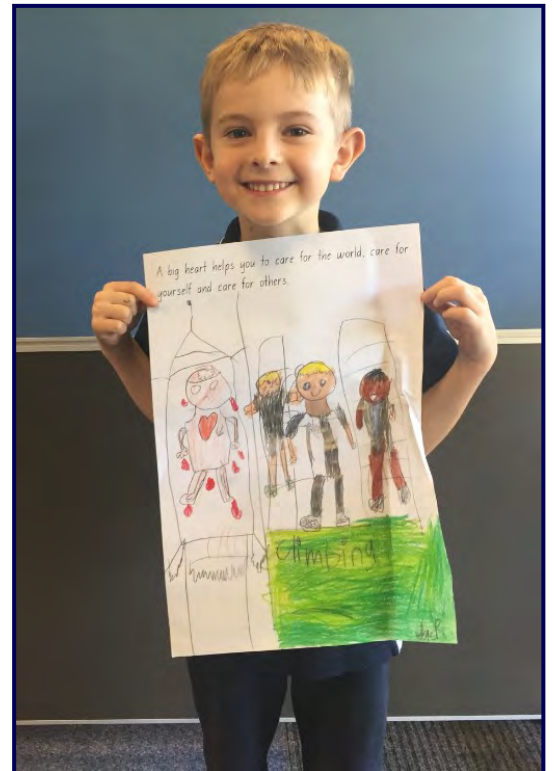
This program is implemented across the school to explicitly teach social skills at an appropriately developmental level for our students.

Chaplain and Student Services Education Assistant

Our School Chaplain and Student Services education assistants provide an additional level of support for students. Intervention and support can be one on one, small group, or supporting in the whole class, according to need.

Ingrid Jansen-Neeling

Deputy Principal



West Leeming Business Plan 2020-2022

In 2020, a new business plan was developed, outlining the school's school improvement directions for the next three years. This plan incorporates strategic directions, performance targets and improvement strategies and was collaboratively developed by West Leeming staff and the School Board. West Leeming's school improvement directions were identified using comprehensive self-assessment mechanisms including student performance data, both academic and non-academic as well as community feedback. The recommendations from the 2019 independent school review were also incorporated into this Business Plan.

The new West Leeming Primary Business Plan 2020-2022 defines four strategic themes as part of our commitment to continuous improvement. These are:

Area 1: Learning – Students are successful learners and prepared for their future

Area 2: Teaching and Leading: Exemplary teachers, allied professionals and school leaders

Area 3: Environment - Safe, inclusive, flexible, contemporary and engaging learning environment

Area 4: Community Engagement – Community collaboration to achieve positive outcomes for the school.

The following information summarises the school's progress in 2020 against the improvement targets and key performance milestones outlined in the plan.

Area 1 Learning Students are successful learners and prepared for their future	Improvement Strategy Progress			Improvement Strategy	Key Performance Milestones	Milestone Progress
	2020	2021	2022			
Our Improvement Strategies and Key Performance Milestones	In Progress	Pending	Pending	Strengthen use of the West Australian Curriculum (WAC) in all learning areas, including learning area content, the general capabilities and cross-curriculum priorities.	<ul style="list-style-type: none"> Teachers work collaboratively to plan, teach, assess and report using the West Australian Curriculum (WAC) in all learning areas. 	In Progress
	In Progress	Pending	Pending	Embed aligned teaching strategies in literacy and numeracy for cohorts and phases of learning levels.	<ul style="list-style-type: none"> Collaborative planning processes support the implementation of focus areas outlined in school operational planning. Key improvement strategies are embedded in classroom practices. <p>English:</p> <ul style="list-style-type: none"> Reading – guided instruction Writing – instructional model Spelling – differentiated instruction <p>Mathematics:</p> <ul style="list-style-type: none"> Explicit teaching using the gradual release model Concrete, Representational, Abstract (CRA) instruction Open-ended tasks Mathematics block structure 	In Progress
	In Progress	Pending	Pending	Continue to develop high quality teaching, learning and assessment practices in the early years (kindergarten to year 2).	<ul style="list-style-type: none"> Collaborative planning processes support the implementation of the National Quality Standard (NQS), Early Years Learning Framework (EYLF), Kindergarten Guidelines, West Australian Curriculum (WAC) and school operational planning. Child directed learning strategies that promote making choices and decisions through open-ended, play-based investigations are implemented. 	In Progress
	Pending	Pending	Pending	New work capabilities including teamwork, innovation and entrepreneurial, creative and critical thinking are incorporated into teaching and learning programs.	<ul style="list-style-type: none"> Science, Technology, Engineering, Arts and Mathematics (STEAM) skills that promote cooperative learning, problem solving and independent thinking are taught through other curriculum areas. An inquiry approach that includes the 4Cs (collaboration, communication, critical thinking, creativity) and higher order thinking skills is incorporated into learning experiences. Teaching strategies that focus on innovative digital and design learning experiences are developed, evaluated and shared. Student leadership roles incorporate new work capabilities. 	Pending
	In Progress	Pending	Pending	Support students to become knowledgeable, confident, responsible and adaptive users of technology.	<ul style="list-style-type: none"> Students have access to technologies that enables them to become familiar with a range of devices, including computers and tablets. Technology is used for differentiated learning. Cyber safety strategies are incorporated into digital literacy learning. 	In Progress
	In Progress	Pending	Pending	Curriculum provision is differentiated to include: <ul style="list-style-type: none"> Students at risk of not meeting the West Australian Curriculum (WAC) achievement standards in literacy and numeracy Academic extension opportunities. 	<ul style="list-style-type: none"> Identified students at academic risk are supported through: <ul style="list-style-type: none"> The implementation of a case management approach Documented educational plans that are developed and reviewed twice a year Small group instructional intervention. An academic extension program focusing on Science, Technology, Engineering, Arts and Mathematics (STEAM) and higher order thinking strategies (HOTS) is implemented. 	In Progress
						Pending
						Pending

Area 2

Teaching and Leading
Exemplary teachers, allied professionals and school leaders

Our Improvement Strategies and Key Performance Milestones

Improvement Strategy Progress			Improvement Strategy	Key Performance Milestones	Milestone Progress
2020	2021	2022			
In Progress	Pending	Pending	Staff understanding and engagement in the use of data to inform teaching/learning programs is embedded.	<ul style="list-style-type: none"> Data analysis processes are strengthened as part of ongoing school self-assessment. Assessment tools outlined in the school assessment schedule are administered and collaboratively analysed to examine impact and inform teaching and learning programs. National Quality Standard (NQS) self-assessment processes demonstrate ongoing improvement against the seven quality areas. Student progress, alongside achievement, is measured to examine the impact of teaching strategies. 	In Progress In Progress In Progress In Progress
In Progress	Pending	Pending	The impact of teaching is examined to support high quality learning experiences in all classrooms.	<ul style="list-style-type: none"> A culture of collaboration is strengthened to support collective responsibility for student progress. Performance management and development processes include alignment with the Australian Institute for Teaching and School Leadership (AITSL) standards and school priorities. Teachers participate in peer observation and feedback processes linked to school and personal development focus areas. Student feedback procedures are developed. 	In Progress Completed In Progress Pending
Pending	Pending	Pending	Visible teaching and learning strategies are implemented into classroom practices.	<ul style="list-style-type: none"> Students demonstrate their understanding of instructional focus areas by articulating collaboratively developed learning intentions and success criteria. Provision of student feedback across three levels (task, process, self-regulation) is evident in all classrooms. 	Pending Pending
In Progress	Pending	Pending	Develop the capacity of staff to implement high quality learning experiences using digital technologies.	<ul style="list-style-type: none"> A connected approach, where technology is utilised in authentic and dynamic learning environments, is expanded across the school. Key staff are identified to lead a sustainable, aligned and innovative approach to digital technology. Professional development of staff is ongoing, including the implementation of a coaching model. A 1:1 device model is expanded in classrooms to increase student access to technology. 	In Progress In Progress Completed In Progress
In Progress	Pending	Pending	Instructional leadership opportunities are strengthened to support the implementation of school wide improvement.	<ul style="list-style-type: none"> A distributed leadership model is embedded to build staff capacity in identified school priorities. Educational Leadership Team (ELT) and key staff lead school improvement initiatives through professional learning, coaching and collaborative practices. Teacher capacity is enhanced through authentic leadership opportunities for aspiring staff including: <ul style="list-style-type: none"> School leadership Level 3 Classroom Teacher Senior teacher 	Completed Completed In Progress In Progress In Progress
In Progress	Pending	Pending	Department of Education and school improvement planning processes are aligned.	<ul style="list-style-type: none"> School improvement and learning area operational plans are developed, implemented and reviewed annually. Ongoing monitoring of the Department of Education's strategic directions demonstrate progress against priority areas. 	Completed In Progress
In Progress	Pending	Pending	Staff wellbeing is supported through a range of opportunities that promote physical, social and emotional health.	<ul style="list-style-type: none"> "How do staff work best" values are embedded to support positive and respectful relationships. Staff wellbeing is promoted through the provision of opportunities for individual growth and personal development. 	In Progress In Progress

Area 3

Environment
Safe, inclusive, flexible, contemporary and engaging learning environment

Our Improvement Strategies and Key Performance Milestones

Improvement Strategy Progress			Improvement Strategy	Key Performance Milestones	Milestone Progress
2020	2021	2022			
In Progress	Pending	Pending	A coordinated approach to student services and social and emotional development supports school engagement and the physical and mental health needs of our students.	<ul style="list-style-type: none"> The five components of the Be You Framework are implemented across the school community. Individual student needs are addressed in a timely manner by the student services team. 	In Progress Completed
In Progress	Pending	Pending	The school campus reflects an adaptive, purposeful and sustainable environment for learning.	<ul style="list-style-type: none"> School Board subcommittee supports a consultative approach to grounds development. Sustainability initiatives are evident across the school. Flexible learning spaces, including indoor and outdoor areas, are widely used as learning tools. 	In Progress In Progress In Progress
In Progress	Pending	Pending	Student wellbeing, self-efficacy and empowerment is promoted through clear and connected school values.	<ul style="list-style-type: none"> The three values of the Care strategy are embedded across the school: <ul style="list-style-type: none"> Care for Myself Care for Others Care for Environments Student leadership responsibilities are linked to the Care strategy and school priorities. Care values support student engagement through explicit links to classroom and school procedures. Strategies to strengthen culturally inclusive classrooms are implemented through school and cohort planning. 	Pending Completed Completed Completed Completed In Progress
In Progress	Pending	Pending	The development of Information and Communicative Technology (ICT) is planned and coordinated to meet the needs of current and future students.	<ul style="list-style-type: none"> School resourcing targets identify infrastructure requirements. Student access to technology is expanded through the implementation of a BYOD (bring your own device) program. 	In Progress In Progress
In Progress	Pending	Pending	Learning environments in the early years are designed to be sensory learning spaces that promote student engagement through investigative and authentic play-based learning.	<ul style="list-style-type: none"> Indoor and outdoor spaces incorporate built and natural environments to promote purposeful play. Collaborative processes support a connected approach to environment design and resourcing. 	In Progress In Progress

Area 4

Community Engagement
Community collaboration to achieve positive outcomes for the school

Our Improvement Strategies and Key Performance Milestones

Improvement Strategy Progress			Improvement Strategy	Key Performance Milestones	Milestone Progress
2020	2021	2022			
In Progress	Pending	Pending	School Board governance processes are strengthened to maximise effectiveness.	<ul style="list-style-type: none"> Self-assessment processes are implemented to identify gaps and enhance governance skills. School Board subcommittee established to advise on short and long-term grounds and facilities development planning. The expertise of Board members is utilised and where necessary, community members co-opted, to support school improvement focus areas. 	In Progress In Progress Completed
In Progress	Pending	Pending	School autonomy, flexibility and distinctiveness is strengthened to support school improvement processes as an Independent Public School (IPS).	<ul style="list-style-type: none"> Participation in the Independent Public School (IPS) development program in 2020 and where applicable, beyond to achieve IPS status. A school culture self-assessment tool is implemented and analysed to determine IPS readiness and school improvement directions. Strategies that support community engagement, empowerment and participation are developed and implemented. 	Completed Completed In Progress
In Progress	Pending	Pending	Relationships that support the educational opportunities for students are developed with the wider community.	<ul style="list-style-type: none"> Student leadership is supported through opportunities to engage in community service activities in a planned and coordinated approach. Additional learning opportunities are available to students through the expansion of school facility use outside of school hours. Links with network schools, educational institutions, charities and government agencies are extended to enhance the learning opportunities provided for our students. 	Pending In Progress In Progress
In Progress	Pending	Pending	Positive and authentic relationships between all members of the school community are promoted.	<ul style="list-style-type: none"> Communication guidelines are developed and procedures implemented to align school and classroom processes. Parent information about the learning program is strengthened using a range of methods, including the Connect platform at class and school level. Regular parent feedback is encouraged using informal and formal processes. School, P&C and Board work collaboratively to implement strategies to foster community engagement. 	Completed In Progress In Progress In Progress

Finance Summary 2020

With the impact of COVID-19 affecting schools more or less from the start of the school year, there were concerns that this would create financial difficulties for school operations. We were extremely fortunate at West Leeming Primary School that we have a supportive and committed parent community who continued to pay their contributions and charges to the school, which is reflected in the summary of revenue below.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 23,927.00	\$ 23,865.00
2	Charges and Fees	\$ 117,076.00	\$ 76,354.55
3	Fees from Facilities Hire	\$ 29,364.00	\$ 28,702.30
4	Fundraising/Donations/Sponsorships	\$ 14,400.00	\$ 5,485.33
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,655.00	\$ 1,654.55
8	Other Revenues	\$ 7,491.00	\$ 6,431.12
9	Transfer from Reserve or DGR	\$ -	\$ 13,916.88
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 193,913.00	\$ 156,409.73
	Opening Balance	\$ 78,733.00	\$ 78,733.11
	Student Centred Funding	\$ 307,489.00	\$ 307,489.13
	Total Cash Funds Available	\$ 580,135.00	\$ 542,631.97
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 580,135.00	\$ 542,631.97

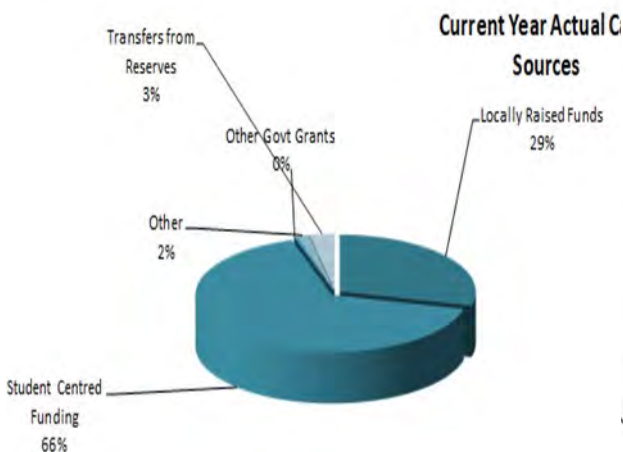
The school budget is overviewed by the Finance Committee. This committee meets twice a term to discuss financial planning and operational expenditure in alignment with the School Business Plan. The school's main source of funding is received through Student Centred Funding and is allocated based on Semester 1 school census figures.

Salaries

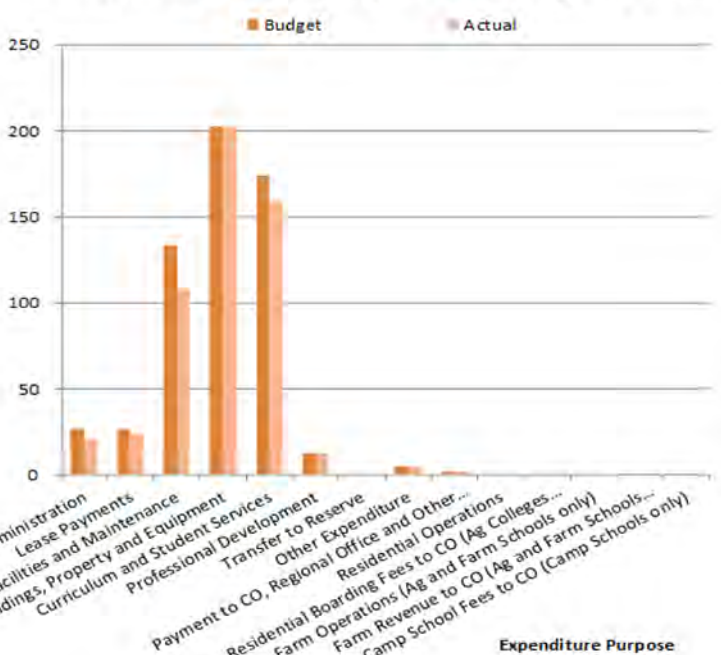
Carry Forward	\$66,327
Student-Centred Funding	\$3,870,154
School Transfers	-\$262,720
Department Adjustments	\$0
Total Funds	\$3,673,761
Period Spend	\$289,258
YTD Spend	\$3,611,116
YTD Balance	\$62,644
Projected Expenditure (HRMIS)	\$3,611,116
Future Planned Expenditure (Planning)	\$0
Forecast Expenditure	\$3,611,116
Forecast Variance	\$62,644

Cash

Carry Forward	\$78,733
Student-Centred Funding	\$42,769
School Transfers	\$264,720
Department Adjustments	\$0
Locally Raised Funds	\$193,913
Total Funds	\$580,135
YTD Spend (Goods and Services)	\$531,700
YTD Balance	\$48,435
Forecast Expenditure	\$580,135
Forecast Variance	\$0



Goods and Services Expenditure - Budget vs Actual



Summary of Financial Position

West Leeming Primary School		Operational - As at 31/Dec/20			
Summary of Financial Position		Cash Verified - Dec 2020			
Operating Accounts		2019 Full Year Actual	2020 Forecast Full Year	2020 Year to Date (YTD) Actual	% YTD Actual of FY Forecast
Funding Allocation					
Total Funding		\$4,204,664	\$4,108,836	\$4,057,416	98.7%
96.0% of Total Funding Allocation		\$4,036,477	\$3,944,483	\$3,895,119	
10.0% of Opening Balance		\$0	\$0	\$0	
Minimum Expenditure Required		\$4,036,477	\$3,944,483	\$3,895,119	
Minimum Expenditure Required as a percentage of Total Funding		96.0%	96.0%	96.0%	
Expenditure					
Total Expenditure		\$4,043,441	\$4,191,251	\$4,142,817	98.8%
Expenditure as a percentage of total funding		96.2%	102.0%	102.1%	
Variance to Minimum Expenditure Requirement		\$6,963	\$246,769	\$247,697	
Operating Surplus		\$161,223	-\$82,415	-\$85,401	
Surplus if Minimum Expenditure Requirement met		\$168,187	\$164,353	\$162,297	
Balance of Funds		2019 Full Year Actual	2020 Forecast Full Year	2020 YTD Actual	
Opening Balance					
Salaries		-\$47,355	\$66,327	\$66,327	
Cash		\$31,192	\$78,733	\$78,733	
Reserves - Cash		\$22,060	\$22,060	\$22,060	
		\$5,897	\$167,119	\$167,119	
Movement (Operating Surplus, Salary Transfers, Reserve Transfers)		\$161,223	-\$82,415	-\$85,401	
Closing Balance					
Salaries		\$66,327	\$62,644	\$62,644	
Cash		\$78,733	\$0	\$10,931	
Reserves - Cash		\$22,060	\$22,060	\$8,143	
		\$167,120	\$84,704	\$81,719	
Closing Balance as a percentage of Total Funding Allocation		4.0%	2.1%	2.0%	
Additional expenditure requirement for following year		\$0	\$0	\$0	

The budget for 2020 was apportioned to salaries and cash. Cash accounted for 7% of expenditure with the remaining 93% spent on salaries. Priority areas for cash expenditure were provided to curriculum and student services, resources and equipment. Purchasing of new iPads to support the implementation of a 1:1 device program as well as new classroom whiteboards, and replacement of middle block student chairs and desks were the most notable acquisitions for 2020.

English Learning Area

In 2020 we continued to embed aligned teaching strategies in English literacy for cohorts and phases of learning levels. Collaborative planning processes were also introduced to support the implementation of focus areas outlined in English operational planning, being:

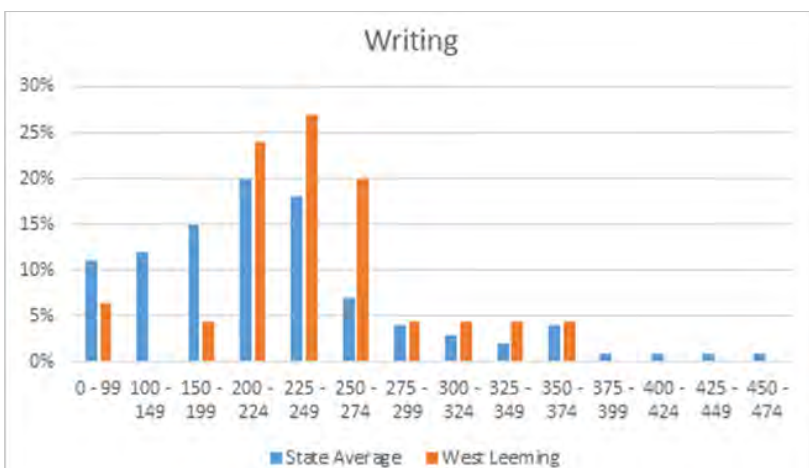
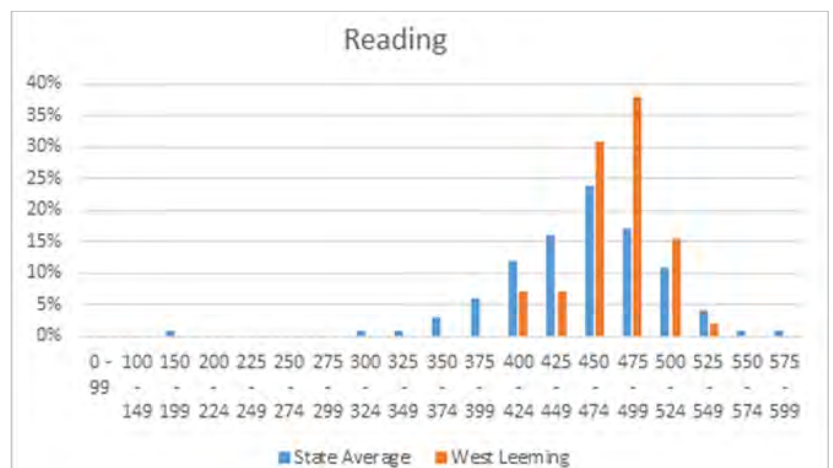
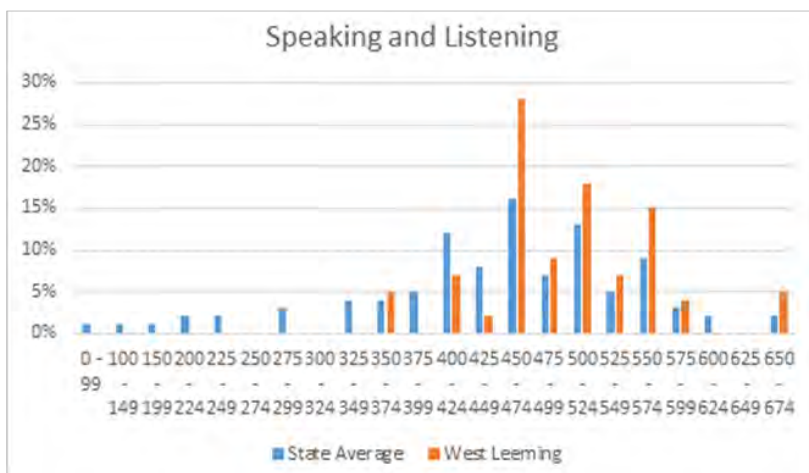
- Reading - guided instruction
- Writing - instructional model
- Spelling - differentiated instruction

We are continuing to embed guided reading instruction and have introduced a coaching model to support the writing instructional model across the school. As outlined in the 2019 Annual Report, West Leeming's 2019 NAPLAN results demonstrated that our spelling results were not yet as expected and this continued to be a priority for our school in 2020.

On Entry

On Entry Data (Pre-Primary assessment at the start of the school year) shows that our children are coming into Pre-Primary with good literacy understanding, higher than the state average.

Our individual tracking of students helps to ensure that targeted intervention supports students at point of need.



Reading: A connected approach is embedded

Guided reading has been implemented across the school, incorporating amongst other strategies, the Cars and Stars reading program. This program is used to develop reading comprehension skills, with teachers using a consistent approach to the terminology introduced to students through this resource. School formative assessment data, along with 2019 NAPLAN results indicate this resource and approach is having a positive impact on student performance and progress in reading.

In 2020 West Leeming investigated a connected approach to data analysis to examine the impact of different teaching strategies on student progress. The school's assessment schedule for reading includes Letters and Sounds tracking, Cars and Stars assessment, PM Benchmarks, Probe Reading, and PAT Reading, in addition to class based assessments. This work will continue in 2021, increasing data literacy and ensuring that all teachers have the capability to deliver evidence based practices in their classroom.

Writing: A connected approach is embedded

In 2019 English leaders attended a four-day Department Of Education professional learning course to refine their knowledge of high-quality teaching and learning strategies in all aspects of writing instruction, including spelling and grammar and punctuation. In order to further support the school's improvement focus in this area, English leaders also worked collaboratively with a Department of Education literacy consultant, to develop and facilitate a professional learning plan for all teachers.

Supported by the English team, teachers began to implement an aligned approach to the teaching of writing using the Writing Instructional Framework. This included the six instructional procedures: Familiarising, Analysing, and Modelled, Shared, Guided and Independent Writing. Opportunities were provided for teachers to work collaboratively at year and phase of learning levels to develop teaching and learning programs and assessment strategies, using the Writing Instructional Framework with explicit links to the West Australian Curriculum year level content.

In 2020, lead teachers provided one to one support for teachers, to enable them to embed the Writing Instructional Framework into their teaching practice. The supported collaborative planning in year levels has been well-received by teachers. A coaching model including classroom observation and feedback processes will be introduced in 2021.

Spelling

NAPLAN longitudinal data and school based assessments identified student achievement in spelling as an ongoing area of development. The school has made some progress in strengthening our approach to teaching spelling, however, further work continues to be required in this area in this area.

In the early years, (Kindergarten to Year 1) teachers are implementing the Letters and Sounds resource to develop students' phonological knowledge through explicit teaching and a range of multisensory activities. The Early Years Learning Framework, Western Australian Curriculum (Pre-primary to Year 1) and the Kindergarten Guidelines (Kindergarten) guide teacher planning for early literacy programs. Alongside establishing the foundations for functional literacy skills, these key documents incorporate learning experiences that develop student interests and assists them to construct their identity and understanding of the world around them.

Year 2 to Year 6 staff underwent professional learning on the Words Their Way program in 2018 and again in 2020 to ensure the provision of a structured, systematic approach when developing spelling skills with our students. Teachers use the program to differentiate spelling instruction and provide teaching at the identified point of need for each student. Teaching strategies that further incorporate differentiation in spelling learning experiences are also used in classroom practices to support students at educational risk, as well as those requiring extension. Further analysis of spelling data will be undertaken in 2021 with other approaches being researched if required.

Grammar and Punctuation

2019 NAPLAN performance demonstrated significant improvement in grammar and punctuation, with our achievement moving into the high progress-high achievement quadrant zone. Teachers continue to teach grammar and punctuation within the context of writing and reading lessons, as well as providing explicit instruction in language conventions in line with the West Australian English curriculum.

Summary

The work that commenced in English in 2018 with guided reading has begun to be reflected in the achievement of our students in the English learning area. In 2019 and 2020, writing has been an identified priority area. The focus of this priority area is on building staff capacity in delivering aligned writing and spelling instruction.

The implementation of a consultative, data driven and systematic approach to school improvement has seen an increase in student engagement within the classroom. Teaching knowledge, confidence and expertise in collaborative processes has also shown considerable growth. This places the school in a good position to improve and sustain school development strategies in the English learning area.

Mathematics Learning Area

In 2020, enhancing the use of evidence and researched based teaching practices and embedding pedagogical changes was the focus in the mathematics learning area. All teaching staff participated in an observation and feedback cycle honing in on using the Concrete, Representational, Abstract (CRA) model. Teachers continued to implement open-ended tasks to enhance learning experiences and extend students thinking.

Student Achievement

Due to NAPLAN being cancelled in 2020 we are unable to compare our data with like schools. We do however use a standardised test known as PAT Mathematics (PAT M). The mathematics committee have begun tracking how our children are progressing in the area of financial literacy, as previous NAPLAN and PAT M data shows that this is an area requiring improvement. Below is a table outlining student progress in financial literacy in 2019-2020.

PAT Mathematics: Financial Literacy

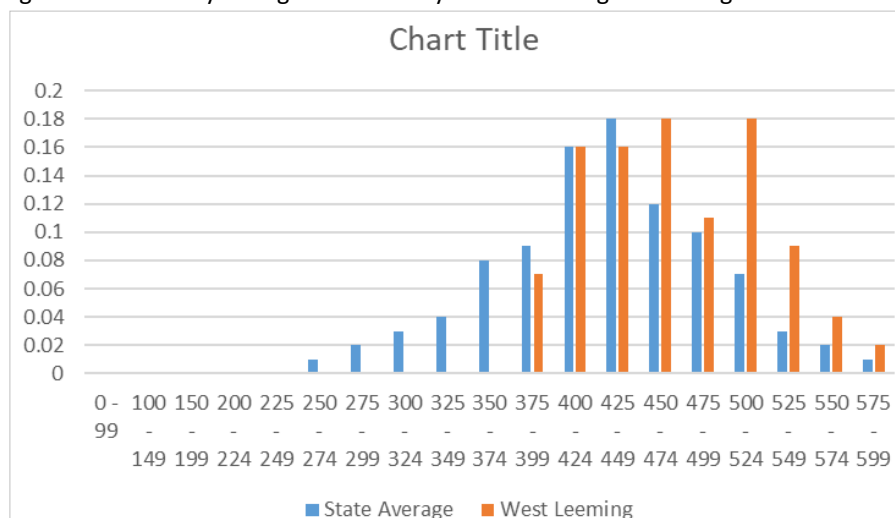
Questions correct by percentage - 2019 and 2020

Year Level	% end 2019 Number of Questions	% beginning 2020 Number of Questions	% end 2020 Number of Questions
2	23%	33%	48%
3	83% and 42%	21%	95%/57%
4	81% and 46%	65%	61%
5	64%	57%	63%
6	No Money Questions	No Money Questions	NA

Generally, we can determine that there has been some growth between the end of 2019 and 2020, however we believe there is room for further improvement.

On-entry Data

On-entry is a Pre-primary literacy and numeracy assessment implemented at the start of the school year. Our data shows that our children are coming into Pre-Primary with good numeracy understanding. This is higher than the state average.



Teaching and Learning

In 2020 our emphasis was on whole staff development of aligned pedagogical practices in Mathematics. The mathematics committee led an observation and feedback cycle focusing on the implementation of the CRA model. Teachers were provided opportunities to observe, plan with our specialists and finally be observed by one member of the mathematics committee who provided feedback. The committee then sought feedback from the staff to determine the success of the cycle and what further supports and training may be beneficial in 2021.

Additionally the mathematics committee trialled the use of two financial literacy programs to determine their suitability for West Leeming Primary School. The MoneySmart program designed by the Barefoot Investor for ASIC was piloted in Years 1 to 4 whilst the BANQUER program, developed in New Zealand and widely used in both primary and high schools in Australia and New Zealand, was used in Years 5 and 6. Staff training in financial literacy as well as a review of the two programs will occur in 2021.

Summary

Strengthening and solidifying pedagogical change in mathematics has occurred throughout 2020. There has been a continued focus of financial literacy and open ended problem solving approaches using a gradual release approach. Further alignment in Mathematical process has occurred by teaching students how to approach word problems. Years 1 and 2 have used C.U.B.E.S (Circle the numbers, Underline the question, Box the key words, Evaluate and draw and Solve and check) whilst Years 3 to 6 have used the R.U.C.S.A.C. (Read, Understand, Choose, Solve, Answer, Check) method.

Focussed Learning at West Leeming Primary School

SCIENCE 2020

What an eventful and different year 2020 proved to be! It was, despite the lock down and online learning, a very productive and fruitful year and all our students rose to the occasion.

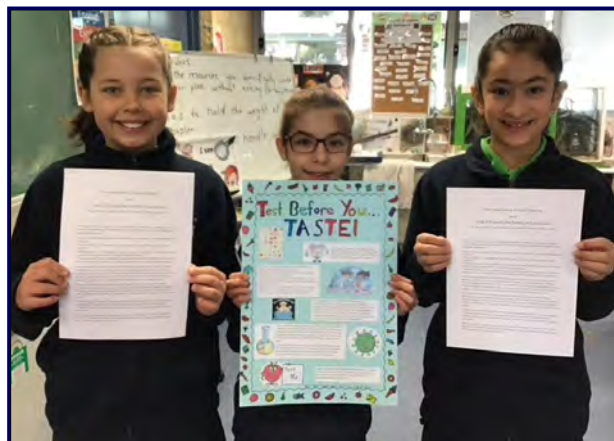
The year started out normally but soon Science Lab at West Leeming became a virtual classroom for students and a new way of teaching and learning was undertaken. All Year 1 to Year 6 students continued to participate in hands-on, inquiry based, engaging, inspiring and innovative lesson activities on a weekly basis, following the West Australian Curriculum for Science using ACARA guidelines.

The planning of the Science programs, supported by the use of Primary Connections. International websites like Discover E, Science buddies and NASA Space place were used to provide students with various opportunities to build and extend on their prior- knowledge. The critical thinking and problem-solving approach to learning and acquiring 21st century skills of communication, collaboration and creativity was further enhanced by using '5E' model (engage, explore, explain, elaborate and evaluate), preparing our students to be fully equipped to embrace the new work capabilities for the future. This planning also allowed the students to be exposed to all four core areas of Science: Biological sciences, Earth and Space sciences, Chemical sciences and Physical sciences and the three inter-related strands (Science Understanding, Science as a Human Endeavour and Science Inquiry Skills).

For the first time, West Leeming participated in the NATA Young Scientist of the Year competition 2020, where all entries were sent digitally, and 4 groups of our participating students (from Year 3 to Year 6), made it to the top 10 finalists. The topic for the competition was '*Why is food testing important and how does it protect the safety of Australians?*' Due to the relevance of the topic in the current scenario of Covid-19, all students were highly motivated and engaged throughout the competition and learnt the very important skills of teamwork, collaboration and effective communication.

The students, staff and parents together play a vital role in enriching the science teaching and learning at West Leeming. The resources available enhance the Science program and make it possible for a high quality, hands on learning and teaching environment which is built-in not bolted-on.

Charu Sharma
Science Specialist



Focussed Learning at West Leeming Primary School

PHYSICAL EDUCATION 2020

Term one kicked off with our Interhouse Swimming Carnival which was held at Riverton Leisureplex. Competitors again did themselves proud with their efforts in the pool. A big turn out of parent helpers and supporters created a great atmosphere. Final results were:

1st: Canning – 326 points, 2nd: Murdoch – 271 points, 3rd: Hackett – 255 points, 4th: Curtin – 216 points.

Unfortunately, the Interschool Summer and Winter Carnivals, usually held during term one and two respectively, were both cancelled in 2020 due to the coronavirus pandemic.

A popular initiative that continued during second term was Walk To School Day, which was taken up by a large proportion of the school population, including parents. It's always encouraging to see students walking to school whenever possible.

Term three is the Cross Country running term. Students at West Leeming do a once a week "Long Run" which is around the Cross Country course. This has them fit and ready for the Interhouse Cross Country Carnival.

The elite runners of the school then went on to compete in the Interschool Cross Country Carnival held at Piney Lakes. The team's skill and determination got them to first place to take home the winners shield. West Leeming runners have now won this Interschool event for the past 14 consecutive years, a magnificent achievement!

Federal government funding enabled us to bring in some outside sporting providers this year. These included coaches from athletics, cricket and squash. Expert coaches from these sports have been invaluable to our students. We also had clinics provided by coaches in other sports including basketball, rugby and netball.

Third term was very busy preparing teams for fourth term's Interhouse Athletics Carnival. Teams and individuals are chosen and trained for the running, team games, jumps and throws. Competition was very keen and spirited on the day with Hackett (1095 points) running out eventual winners, followed by Canning (1022 points), Murdoch (800 points) and Curtin (615 points).

The top athletes then went to the Interschool Athletics Carnival where the team won the outright shield. Again, a magnificent effort in itself but all the more so in the fact that West Leeming is competing against schools with much bigger student numbers. One school has more than twice the number at our school.

Thanks must go to all of the parents and the P&C for their continued support throughout the year. Thanks also to the many parent helpers who have consistently supported the students and the Physical Education department.

Scott Biddle (on behalf of Alan Placanica)
Physical Education Specialist



Focussed Learning at West Leeming Primary School

MUSIC 2020

Music at West Leeming Primary School continues to aim to stimulate the imagination, and engage and challenge students to reach their creative potential while developing music skills.

Change happened at the start of 2020 with a new music teacher, Ms Amy Hall, teaching Years 4 to 6 and Pre-primary students while Mrs Rosemary Mathie continued to teach the Years 1 to 3. Classroom music allowed students to explore and respond to music and songs from different times and cultures, including Australian Indigenous culture. Skills were introduced and consolidated in reading, writing, playing and improvising music using a variety of instruments, including xylophones, ukulele, buckets, percussion instruments and ipads. Singing is a core component of the music program, allowing children to understand pitch and apply it to all parts of music.

Term 1 saw another intake of instrumental students from Years 3 to 5 begin their journey into the art and practice of learning an instrument, with percussion being introduced for the first time. West Leeming Primary School was selected to pilot a new Rhythm Program through the Instrumental Music Schools Service aiming to improve retention rates of instrumental learning when moving onto high school. This will continue into 2021. The school was able to purchase a new drum kit and a 3 ½ octave xylophone to support the percussion program.

With the Covid-19 pandemic at the end of Term 1, both music teachers developed online lessons for all years for the start of Term 2. Fortunately, students were able to return to the classroom after a few weeks but the usual teaching program had been disrupted.

With the Anzac Day service being cancelled, there were limited performance opportunities for choir and instrumental students. With some creative thinking, these students entertained others with mini-concerts in the amphitheatre at lunchtimes in Term 3.

The annual Recital Night, normally held at Leeming Senior High School, changed into a Recital Day in Term 4, giving students, parents and friends the chance to listen to all instrumental students and the school choir. They performed in 2 concerts in the school's Undercover Area. It was an especially important event for the Year 6 students as they gave their last performances at primary school. Everyone enjoyed the experience and it was good to hear the progress that these students had made in learning their instruments during a difficult year.

As always, the Music Program was dependent on the support of parents, even with limited access to the school. Students came to rehearsals on time in the mornings, and parents and family attended the few concerts that the school was able to conduct.

Thank you for taking time to make music at West Leeming Primary School an essential part of every child's learning.

Rosemary Mathie
Music Specialist



Focussed Learning at West Leeming Primary School

LANGUAGES - FRENCH 2020

Bonjour à tous.

Despite the difficulties we've encountered this past year, the West Leeming students have continually remained focused and worked hard to progress their French. I would especially like to congratulate all students for submitting excellent work all year round.

Due to the Covid-19 restrictions, we could not participate in language competitions organised by the MLTWA or Alliance Française this year, however, we are looking forward to this in the future. To replace these events, we organised an online Duo Lingo competition which was thoroughly popular among the students. Congratulations to Kereen who managed to reach the amazing score of more than 120 crowns!

In 2020 we also implemented the new Year 5 West Australian curriculum and further developed the curriculum for our Year 3 and 4 students.

A great importance was given to learning conversation through role plays such as: 'The French Restaurant' in Year 4, 'At the Pâtisserie with the Year 5s and 'The Weather Forecast for French TV' for the Year 6s. The students were up to the challenge eagerly writing their scripts, practicing and performing. It was also an opportunity to see some fantastic achievements.

Gilles Robveille
French Specialist



Community Feedback

National School Opinion Survey

Every two years, the National School Opinion Survey (NSOS) is distributed to parents, staff and students in Years 5 and 6. The purpose of this survey is to gather confidential feedback from the community to inform school decision-making and improvement. The NSOS was scheduled to be distributed in 2020, however, in consultation with the School Board, the survey was delayed until 2021 with results published in next year's Annual Report.

Independent Public School (IPS) Culture Survey

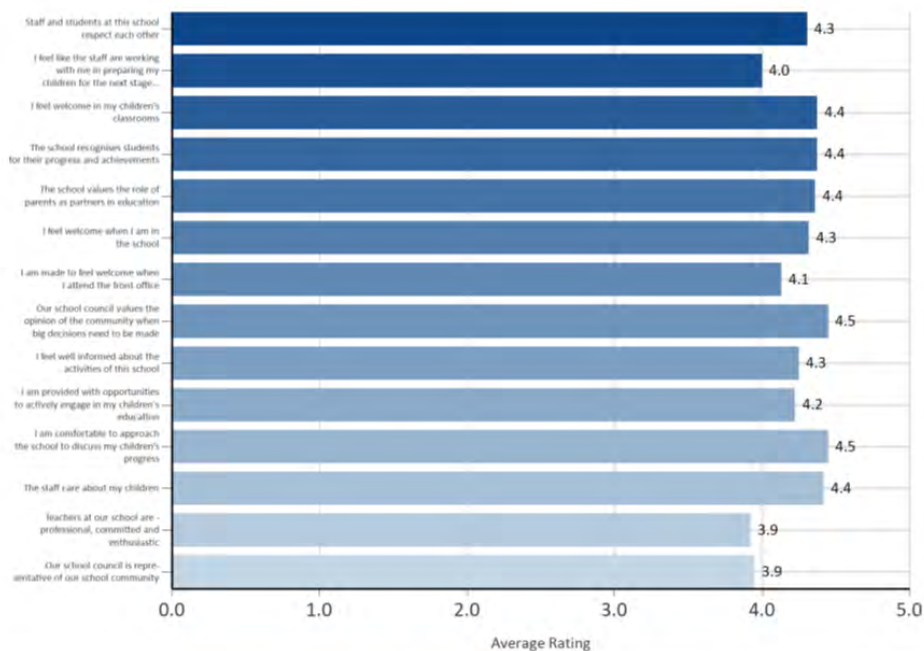
A major reason for this delay was the distribution of comprehensive community survey in Term 1, as part of the school's participation in the Independent Public School (IPS) development program. Feedback was sought from school leadership, staff, parents and community members as part of this consultation process, with results analysed to inform school improvement directions. The survey focused on school culture and sought community feedback in the following six areas:

1. Teaching Quality
2. Learning Environment
3. Resources
4. Leadership
5. Relationships
6. Student Achievement and Progress

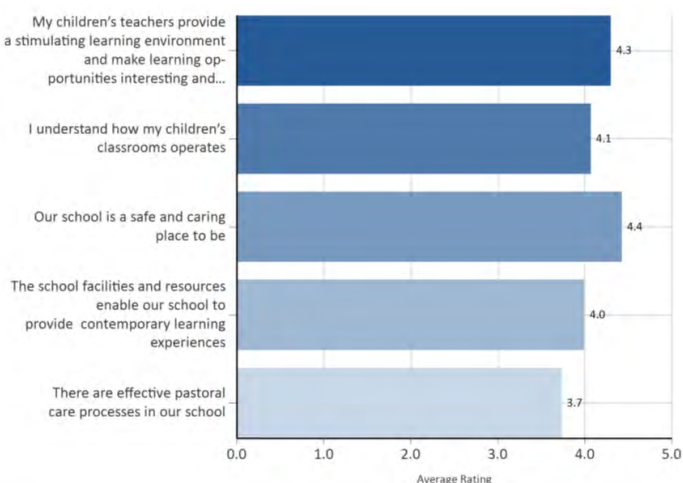
West Leeming Parent/Community Survey

The results of the parent/community survey are detailed below, including graphs highlighting both areas of strength as well as those requiring feedback. The importance of achieving IPS status is indicated in the large number of families that took the time to provide their feedback through this survey process. Responses were received from 160 parents/community members, equating to approximately 50% of parents who attend our school.

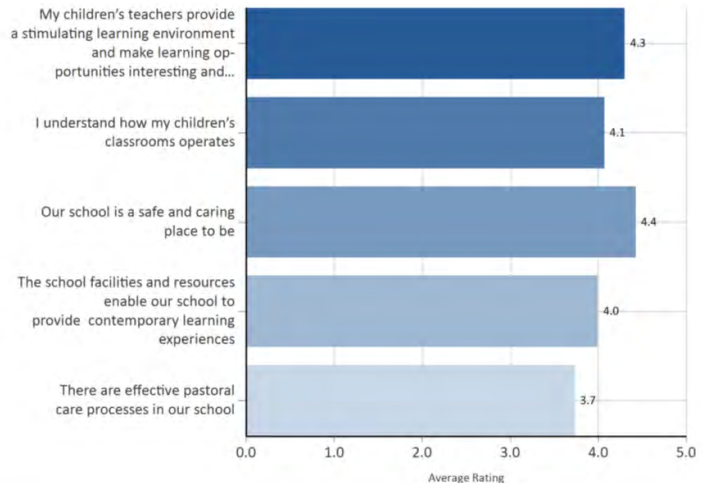
Relationships

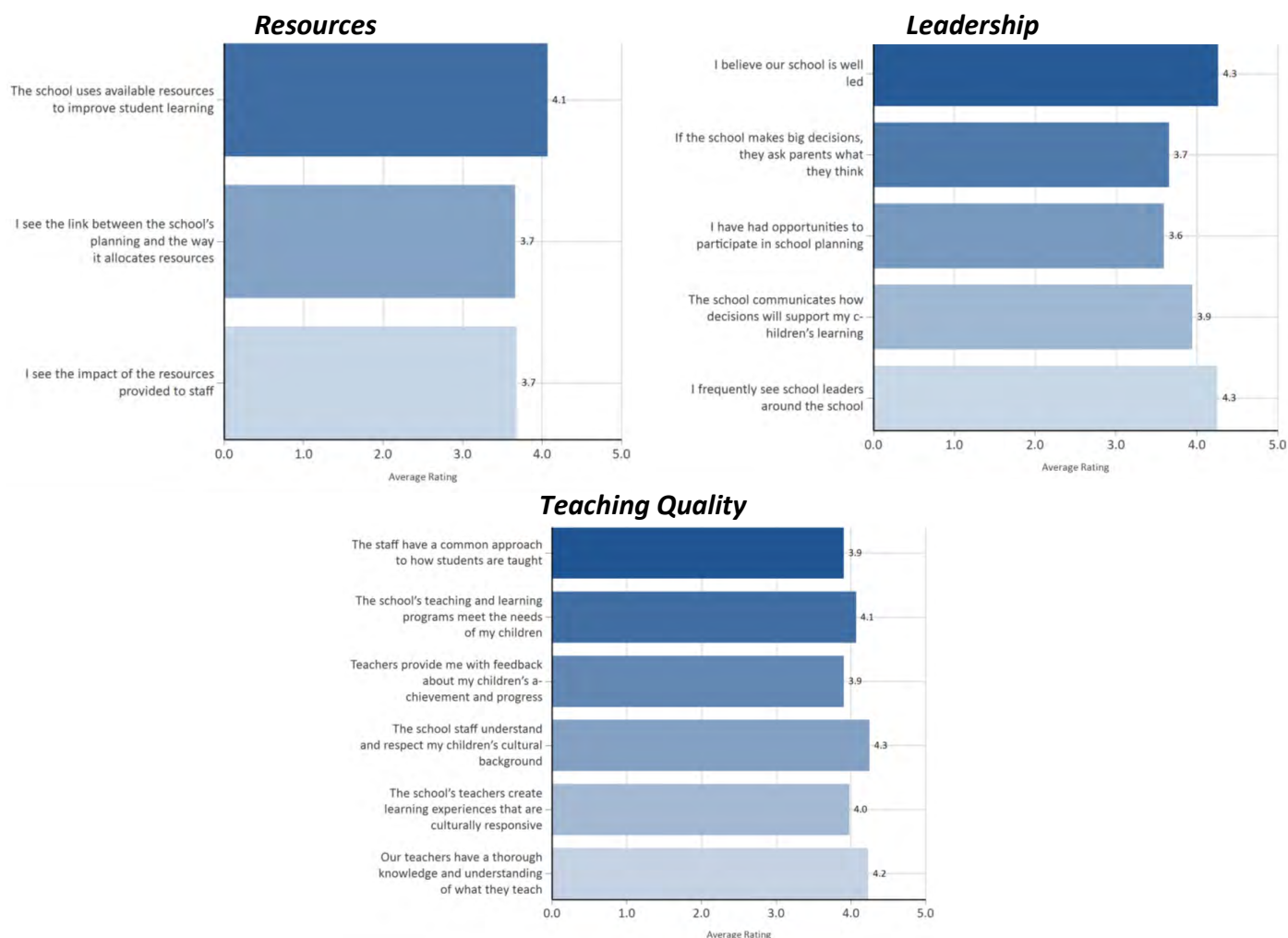


Student Achievement and Progress



Learning Environment





West Leeming Strengths

As indicated in the graphs above, the West Leeming community highlighted areas of strength in five of the six school improvement areas. Questions that received very positive responses include:

- Our School Council/Board values the opinion of the community when big decisions need to be made
- I am comfortable to approach the school to discuss my children's progress
- I feel welcome in my children's classrooms
- The school recognises students for their progress and achievements
- The school values the role of parents as partners in education
- The staff care about my children
- Our school is a caring place to be.

Areas requiring improvement

All three surveys were analysed by the school leadership team as well as the West Leeming School Council/Board to determine areas requiring improvement. The following three main areas were identified:

1. Student achievement and progress particularly in sharing with parents how the school uses evidence when planning for school improvement;
2. Communication and the need for greater alignment in the way classroom teachers communicate with parents about their children's learning program;
3. Technology, particularly access to digital tools to support the provision of a contemporary learning environment.

All three of these improvement directions have been incorporated into our current Business Plan 2020-2022 with strategies, targets and milestones put in place to address these identified areas.

Summary

The West Leeming community, through this survey about our current school culture identified three key areas of improvement. In analysing the survey responses, the School Council/Board determined that our community, both parents and staff, are engaged and committed to ensuring the best possible educational environment for our children. They indicated that they would like to have greater understanding about how school improvement directions are decided at our school and want to know how they can increase their influence in school decision-making. In addition, parents are keen to contribute to our school and would like a wider range of avenues to support their child's primary school experience.

These three key themes that emerged from this school self-assessment process and our commitment to putting strategies in place to address these identified improvement areas, formed the basis of the school's application to successfully achieve IPS status in 2020.

Buildings and Grounds 2020

Although 2020 brought many challenges we were still very fortunate to progress with the extended program of building works being carried out throughout the school. The grant funding received through the Federal funded High Priority Maintenance and Minor Works was expended as follows:

MAINTENANCE GRANT FUNDING \$1,799,797

Phase 1 Grant Funding of \$52,000 – Managed by School

- Relocation of junior playground and remodelled fencing to move within school boundary
- Data wiring and connection to undercover area
- Upgrade to junior mezzanine to become literacy resource area
- Painting to undercover area
- Middle block kitchen upgrade

Phase 2 Grant Funding of \$1,747,797 – Managed by BMW/Programmed

- Toilet refreshment program – kindy/pre-primary/staff/junior/middle block areas
- Classroom painting – Library, middle & senior blocks
- Tennis court resurfacing
- Parent car park resurfacing
- Replacement RCDs
- New carpets to 11 classrooms
- New vinyl to wet areas – junior/middle/senior blocks
- New carpet and vinyl in the Library
- Junior playground refreshment works
- Installation of operable walls – S3/S4/J1/J2/M5/M6/M2/M3/J3/J4
- Administration area – complete upgrade
- Upgrade undercover staging
- Upgrade to senior mezzanine to become curriculum resource area
- Replace tiles to wet area kitchens – senior/junior/pre-primary
- Painting – areas not included in first round
- Upgrade senior store area to become work/office area.
- **Staffroom refurbishment**
- **Early Childhood and Senior Playground upgrade works**

Note: Bolded items are to be completed end of Term 1 2021

With the support of the Buildings and Grounds committee we were also able to successfully complete the projects detailed below:

- New shade sail to junior playground
- Purchase and installation of new turf to junior playground area
- Whole school Care signage
- Purchase of Triple PA Sound System
- Purchase and installation of outdoor table tennis tables

Buildings and Grounds 2020



Highlights of the 2020 School Year

2020 was another rewarding year for West Leeming Primary School and all associated with the school should feel a sense of achievement.

School Highlights

- West Leeming achieved IPS status.
- GRIP Leadership conference for Year 6 students
- Year 6 camp and graduation activities
- Parent-Teacher Interviews
- 1:1 Device Classroom Pilot Program for M2
- Book Fair
- Wellbeing 4 Kids
- Wellbeing Dance lessons r Pre-Primary to Year 6 culminating in the end of year Performance Evening
- The P&C was successful in securing a defibrillator through the Lotterywest Heart Grant
- Sport:
 - ◊ Very successful House Cross Country and Athletic Carnivals
 - ◊ First place at the Interschool Athletics Carnival
 - ◊ First place at the Interschool Cross Country Carnival (14th year in a row)
- Music:
 - ◊ Lunchtime concerts by Year 6 instrumental students
- Premier's Education Funding—Maintenance and Minor Works Program for public schools
 - ◊ Resurfacing of netball and tennis courts
 - ◊ Junior playground relocated and refreshed
 - ◊ Junior, Middle and Pre-Primary toilet areas refreshed, including replacement of floor tiles
 - ◊ Staff and Early Childhood carpark resurfaced
 - ◊ Administration Block upgrade
 - ◊ New carpetting and vinyl for library and block wet areas
 - ◊ Middle and senior blocks repainted and recarpetted



Community Highlights

- P&C events including "Let's Go Wild" student disco, Father's Day gift stall and Outdoor Movie Night.

Buildings and Grounds

Our school has seen so many improvements over the 2020 school year, and we have been very fortunate in the funding we have received through both the Federal Priority Maintenance Funding and Department of Education Grants. This funding has provided us with the opportunity to refresh many areas across the school needing an upgrade, which can be summarised in a brief snapshot as follows:

TERM 1 2020

- New shade sail to junior playground
- Upgrade middle block kitchen in wet area (MG)
- Create literacy resource area including industrial racking – junior block mezzanine (MG)
- New student chairs and desks to 5 classrooms – Senior Block
- Purchase and installation of new turf to junior playground area
- Purchase of new xylophone
- Purchase and installation of new smartboard in Music room
- Purchase of additional 5 iPad Pro's to support Naplan Online
- Purchase and installation of new smartboards to J1/M2

TERM 2 2020

- Purchase and installation of new smartboards to EC4/J4/M5/M3
- Purchase of class set of iPads to pilot 1:1 device program
- Toilet refreshment program – Kindy/Pre primary/Junior/Middle (MG)
- Classroom painting – middle & senior blocks (MG)
- Tennis court resurfacing (MG)
- Parent car park resurfacing (MG)

TERM 3 2020

- New carpets to 11 classrooms (MG)
- New vinyl to all block wet areas (MG)
- New carpet and vinyl to the Library (MG)
- Purchase and installation of new smartboard in Science room
- Purchase Triple PA Sound System

TERM 4 2020

- Aluminium bag racks for Pre Primary Classes
- Outdoor Table Tennis Tables x2
- SWIVL C Series Robot C3 Kit
- Purchase of 5 new WAPs
- New student chairs and desks to 6 classrooms – Middle Block
- Junior playground refreshment works (MG)
- Installation of operable walls – S3/S4/J1/J2/M5/M6/M2/M3/J3/J4 (MG)
- Administration area – complete upgrade (MG)
- Upgrade undercover staging (MG)
- Upgrade to senior mezzanine to become curriculum resource area (MG)
- Replace tiles to wet area kitchens – senior/junior/pre-primary (MG)
- Painting – areas not included in first round to include Canteen (MG)