



Department of
Education

Shaping the future

Leda Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

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

The school opened in 1992 and gained Independent Public School status in 2015. It is co-located with Leda Primary School.

Currently, there are 77 students enrolled from Kindergarten to Year 6. Leda Education Support Centre has an Index of Community Socio-Educational Advantage of 979 (decile 6).

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 Education Support Centre was conducted in Term 3, 2021. This 2024 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a school self-assessment through the Electronic School Assessment Tool (ESAT).

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

- The school provided an honest and authentic reflection of its performance with input into the ESAT by key program leaders.
- Fogarty EDvance surveys such as Tell Them from Me and the Organisational Health Index were used throughout the ESAT submission as key evidence sources.
- The National School Improvement Tool was used by the administration team and staff to support the school's self-assessment process.
- Collaborative meetings, school development days and staff meetings were used to enhance staff understanding of the Standard, including the domain foci and elaborations.
- Staff engaged in collaborative activities throughout the year to assess progress against the 2021 Public School Review recommendations, while identifying areas for further improvement.
- A broad selection of students, staff and parents participated in the validation day discussions.
- A student-guided tour of the campus deepened the review team's understanding of the care provided by staff, the students' sense of security, and the supportive physical learning environment.

The following recommendations are made:

- For future school review submissions, explicitly align evidence with each domain of the Standard.
- Integrate the Standard, its domains, and elaborations more deeply into ongoing self-assessment processes to promote continuous reflection and improvement.

Relationships and partnerships

The school is committed to working alongside parents and carers and cultivating partnerships with community groups and industry to enhance learning experiences for students.

Commendations

The review team validate the following:

- Staff receive regular communication through strategies such as a weekly bulletin, Leda's Latest, staff meetings and termly education assistant meetings.
- Families value the school's open communication and view staff as going above and beyond expectations to meet the needs of the students.
- Staff sense of psychological safety is demonstrated by their confidence in providing feedback to administrators and trust that feedback will be responded to appropriately.
- The Family and Community Engagement (FACE) group works to maintain relationships between the school and home through events such as Mothers' and Fathers' Day activities, Books and Blankets during Book Week and end of year family days.

Recommendations

The review team support the following:

- Increase the impact of phase of learning collaborative practices by clearly defining their purpose, establishing consistent meeting schedules, and setting expectations for structured meeting agendas that are focused on teaching, learning and student achievement.
- Collaboratively develop a partnership agreement with the co-located school to support campus-wide events, staff professional learning, student integration opportunities and equitable financial arrangements.
- Strengthen the School Board's understanding of their role through targeted induction and Department training and implement plans to raise the School Board's profile and its role within the broader school community.

Learning environment

Staff reflect a positive approach towards providing a safe and supportive learning environment that is focused on the individual needs of each child. Efforts are made to create an appealing physical environment to engage students inclusive of a sensory playground and vegetable garden.

Commendations

The review team validate the following:

- Attendance concerns are addressed in a timely manner with families, reflecting understanding and consideration to individual family circumstances.
- Positive Behaviour Support (PBS) with the core values of respect, responsibility and self-control, guides the school's approach to behaviour, with Zones of Regulation delivered to support student self-regulation.

Recommendations

The review team support the following:

- Collaboratively develop and embed a school strategic behaviour plan that provides explicit expectations around strategies, school-wide programs and professional learning to ensure consistency across the school.
- Embed consistent practices for collecting and analysing data to measure the effectiveness of the behaviour plan and use the findings to adjust strategies and direction as needed.
- Revise and enhance the whole-school attendance plan, embedding strategies to ensure consistent staff actions and minimise variability.
- Develop a consistent approach to individual education programs that is inclusive of SMART targets, consultation with stakeholders and review expectations.

Leadership

The leadership team have established a highly consultative approach to leading school improvement, focusing on what is in the best interests of students.

Commendations

The review team validate the following:

- Distributed leadership of priority areas such as English, mathematics, PBS and phase of learning teams provides opportunities for aspirant leaders.
- Tools and resources gained from participation in the Fogarty EDvance School Improvement Program are used by the leadership team to support and inform the school's strategic planning process.
- Culturally responsive practices have been strengthened by the work of the Aboriginal Cultural Standards Framework working party. Collaboration with the co-located primary school has ensured a whole of campus focus.
- All staff participate in performance management and development processes.

Recommendations

The review team support the following:

- Enhance staff understanding of leadership roles by developing clear responsibility statements that clearly articulate each role's purpose and intent.
- Develop operational plans that align with the goals of the business plan, outlining clear targets, strategies, programs, measures and resource allocation.
- Foster a feedback culture through the introduction of agreed coaching and peer observation models to support and enhance teaching practices and incorporate them into performance development processes.

Use of resources

The Principal and manager corporate services work collaboratively to monitor the budget throughout the year.

Commendations

The review team validate the following:

- The school compliance review assured the school and Board that financial management and administrative systems are effective and aligned with Departmental expectations.
- Resource allocations are strategically focused on supporting all students' needs, with funding directed according to targeted plans to enhance outcomes.

Recommendations

The review team support the following:

- Ensure school planning documents clearly reflect alignment of resource allocation with target achievement goals.
- Conduct a thorough audit of teaching resources to maintain accurate records and prevent unnecessary expenditure.
- Revise the workforce plan to address growing enrolments and evolving school needs, incorporating long-term succession planning and strategies for sustaining staff capacity.

Teaching quality
Staff demonstrate a commitment to delivering quality teaching for every student, demonstrating genuine care for the students within the school. However, the school recognised this as an area for ongoing development.
Commendations
The review team validate the following: • The staff have collaboratively identified an instructional model that is being utilised in several classes across the school. • A variety of devices and programs are being introduced and trialled in some classes to support students communicate their needs and demonstrate learning. • School-wide teaching programs include Letters and Sounds, Talk for Writing, Bond Blocks, and Protective Behaviours. • Education assistants have received professional learning in curriculum support, behaviour management, and wellbeing.
Recommendations
The review team support the following: • Co-create a pedagogical statement that reflects Leda Education Support Centre's teaching beliefs and aligns with the Teaching for Impact framework. • Outline expectations for using the instructional model to ensure consistency and minimise variance across the school.
Student achievement and progress
Data is collected to support the identification of individual student needs, to develop appropriate targets and strategies and measure student achievement and progress.
Commendations
The review team validate the following: • School-wide data is collected for Letters and Sounds to measure student achievement and progress. • Abilities Based Learning Education, Western Australia enables teachers to assess students based on their abilities and offers guidance and resources for effective planning and instruction. • The Foundation Skills Assessment Tool and its scope and sequence has been introduced to suit the context and needs of many students at Leda Education Support Centre.
Recommendations
The review team support the following: • Formalise moderation processes to strengthen staff understanding of the alignment between grade allocation and student achievement and progress. • Audit whole-school assessments to ensure they are fit for purpose, provide comprehensive data across the breadth of schooling and are valued as measures of student achievement and progress. • Develop an assessment schedule that embeds robust data collection processes for tracking student progress over time and to inform planning. • Build staff capacity to effectively engage with data and implement a whole-school methodology for discussing, planning and monitoring individual achievement and progress.

Reviewers	
Darren Greaves Director, Public School Review	Christina Maunick-Sallie Principal, East Victoria Park Education Support Centre Peer Reviewer

Endorsement

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

The next review process focusing on all 6 domains, is scheduled for Term 4, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for all 6 domains, a full Public School Review will be scheduled for 2027.



Steven Watson
Deputy Director General, Schools