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# Leeming Senior High School Education Support Centre

## Public School Review

# Public School Review

## Purpose

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

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Leeming Senior High School Education Support Centre is located 17 kilometres south of the Perth central business district in the South Metropolitan Education Region.

Opening in 1996 Leeming Senior High School Education Support Centre became an Independent Public School in 2017.

The school currently enrolls 146 students ranging from Year 7 to Year 12 and has an Index of Community Socio-Educational Advantage of 1036 (decile 3).

Leeming Senior High School Education Support Centre is supported by a School Board.

The first Public School Review of Leeming Senior High School Education Support Centre was conducted in Term 1, 2022. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The school review preparation process involved the systematic collection and analysis of data from multiple sources across the school community to identify the school's performance against the Standard.
- Senior leadership team members met regularly to monitor progress across each domain, using a structured process to ensure a collaborative and strategic approach to review preparation.
- Ongoing cycles of school self-assessment are embedded in a strong culture of robust data analysis, collaborative problem solving and commitment to using student outcomes as the basis for determining improvement priorities to optimise school improvement.
- The use of longitudinal data has strengthened the school's capacity to evaluate the impact of initiatives on student outcomes.
- Leaders and staff valued the review process as an opportunity to highlight the school's significant strengths and achievements while also illuminating opportunities for ongoing growth.
- During the validation phase, a broad range of students, staff, parents and community members contributed to the validation day discussion, offering insights and elaborations on the school's performance, demonstrating high levels of support for the school.

The following recommendation is made:

- In preparation for future school reviews broaden the opportunities for staff to engage more deeply with the Standard and to provide feedback on the school's performance across each domain.

## Relationships and partnerships

The critical importance of positive staff, student, family and community relationships as the foundation for student success is well understood by leaders and staff. A culture of trust, collaboration and open communication is clearly evident, contributing to a highly connected and supportive school community.

### Commendations

The review team validate the following:

- Propelled by an unwavering belief in students' strengths and commitment to student centred planning, a dynamic transitions and pathways team play a pivotal role in building and sustaining partnerships that support meaningful post-school outcomes for students.
- School culture survey data is systematically analysed and responded to through strategic planning and decision making with feedback evidence indicating a highly positive and inclusive school culture.
- Building and sustaining partnerships is a key school focus, evidenced in the inclusive relationship with co-located Leeming Senior High School and the leveraging of TAFE<sup>1</sup> and university partnerships to build education assistant and teacher training. Additionally, partnerships with Registered Training Organisations and local business, including Good Sammy have provided valuable work experience and pathway opportunities for students.
- Families value the layered and effective communication processes in place at the school, particularly the use of Seesaw to support regular access to information on student's daily activities.
- A skilled, diverse and committed School Board demonstrate a clear understanding of their governance role and have an appreciation for transparent decision making and opportunities to contribute to the school's strategic direction and oversight of school performance.

### Recommendation

The review team support the following:

- Progress plans to strengthen connections with local Aboriginal Elders, families, and community groups to support culturally responsive practices across the school.

## Learning environment

A safe, supportive and inclusive environment is underpinned by a student centred, strengths-based approach with high expectations guiding the school's commitment to understanding and meeting the individual needs of students, in partnership with families and key stakeholders.

### Commendations

The review team validate the following:

- A school-wide approach to supporting positive student behaviour is underpinned by clear expectations, consistent language, the encouragement of positive behaviours, and explicit teaching of social skills aligned with the school's values, with positive behaviour and engagement trends evident.
- Support from an external psychologist has been initiated to provide specialist support for behaviour and social skills development, including staff professional learning and targeted support for education assistants to enhance consistent practices aligned to student's social development needs.
- Student wellbeing is monitored through a range of data sources with support evident in the explicit teaching of protective behaviours and social and emotional learning complemented by chaplaincy support.
- Effective systems and processes support the identification and monitoring of students at educational risk, including close collaboration with the school psychologist and clear triaging and referral processes.
- Staff wellbeing is prioritised through proactive strategies to reduce workload and strengthen communication, informed by a psychosocial assessment that affirmed the school's positive culture.
- Aboriginal cultural responsiveness is developing through a joint Aboriginal Cultural Standards Framework Committee, development of a Reconciliation Action Plan, and connections with the Aboriginal community.

### Recommendation

The review team support the following:

- Further strengthen behaviour support and consistent practices through the continuation of the education assistant training program, classroom support, and creation of visuals and scripts.

## Leadership

Led by the valued Principal, a cohesive executive team is advancing a clearly defined improvement agenda underpinned by high expectations and a commitment to developing high quality teaching and learning aligned to students' individual needs.

## Commendations

The review team validate the following:

- Distributed leadership is embedded through the executive and senior leadership teams and committees with operational plans, aligned effectively to the Business Plan, utilised to drive ongoing improvement. Clear structure and feedback loops are promoting a sense of shared ownership, accountability, and collective responsibility for strategic decision making across the school.
- Leaders are intentionally developed through professional learning, mentoring and opportunities to undertake leadership responsibilities. Education assistants are recognised and developed as leaders, contributing to training, mentoring, whole-school initiatives, and instructional consistency.
- Support for staff instruction is well established through engagement with the Quality Teaching Strategy as a Lead School, the development of the LEARN<sup>2</sup> instructional model, as well as staff collaboration and classroom observation focused on consistent pedagogical practices.
- School planning is data-driven with school improvement facilitated through business and operational plan monitoring and systematic data collection and analysis using tools such as the Whole School Self-Assessment Schedule, National School Improvement Tool, and School Culture Surveys.
- Staff value performance management and development processes for the opportunity to have a voice, reflect on professional practice and identify goals for improvement.

## Recommendation

The review team support the following:

- Progress intentions to further develop instructional coaching opportunities to support the implementation of consistent practices across classrooms.

## Use of resources

The Principal and manager corporate services work collaboratively to provide oversight of school finances and ensure that resources are allocated in alignment with students' needs.

## Commendations

The review team validate the following:

- The Finance Committee monitor budget allocations and school expenditure, engaging in transparent decision making, including regular financial reporting to the School Board.
- A Memorandum of Understanding has been established with the co-located senior high school setting out costings based on shared site usage. Joint planning for future site development is also a current focus.
- Reserve planning and information and communications technology resource replacement planning have been established to ensure sustainability of resources across classrooms.
- Disability Resourcing System checklist data indicate increased funding levels, reflecting accurate identification of needs through individual education plans, assessments, and staff input.
- School funding is allocated to support student wellbeing through increased school psychologist and chaplaincy time, as well as wellbeing initiatives such as Be You and Peaceful Kids.
- Targeted Initiatives funding is deployed to ensure that students have access to VET<sup>3</sup> options and are supported in a range of training opportunities in line with their individual needs.

## Recommendations

The review team support the following:

- Progress the implementation of an action plan to further strengthen purchasing, payment processes, and asset management systems, ensuring continued accountability and efficient use of resources.
- Engage in workforce planning to ensure resources from unexpended budgets are utilised to deliver on school priorities.

## Teaching quality

Driven by high expectations, evidence-based practice and a quest to understand students' individual learning needs, staff are committed to delivering high quality teaching focused on consistent practices, supported by the agreed LEARN instructional model .

### Commendations

The review team validate the following:

- Teachers engage in explicit instruction and have clear expectations for communication of learning intentions and success criteria. Ongoing professional learning is strategically aligned to whole-school programs and agreed practices and staff exhibit high levels of accountability for their professional practice and impact on student progress.
- Differentiated teaching in HASS<sup>4</sup> and science is based on year level content aligned to the Western Australian Curriculum, adjusted for individual needs. Senior school students access a range of curriculum pathways, including ASDAN<sup>5</sup>, VET, workplace learning, and School Curriculum and Standards Authority endorsed courses, supporting engagement, choice and successful post-school transitions.
- A Communication Committee has been established to build staff capacity to develop students' communication competency and amplify student voice and agency in their own learning.
- Graduate teachers are well supported through structured induction processes, mentoring arrangements, and targeted access to professional learning, ensuring a strong foundation for effective classroom practice and ongoing development.
- Staff consistently use data to inform teaching and learning planning, including purposeful engagement with the school's data platform to track student progress, identify learning gaps, and plan targeted interventions.

### Recommendations

The review team support the following:

- Further develop an agreed approach to teaching reading comprehension in line with identified needs.
- Progress plans to refine the school's approach to teaching writing.

## Student achievement and progress

Data informed decision making and a commitment to identifying students' incremental progress is facilitated through school-wide processes for the collection and analysis of student achievement and progress data, with information used to inform school and classroom decision making.

### Commendations

The review team validate the following:

- Staff demonstrate an exemplary commitment to individualised pathway planning enabled through student My Way Plans, robust systems and processes and clear collaborative processes that actively engage students, families and key stakeholders in authentic transition and pathway planning.
- Year 12 students achieve strong outcomes across ASDAN, VET and workplace learning, with success evident through micro-enterprise projects aligned to students' passions, skills and post-school pathways.
- The school's assessment schedule outlines a range of assessments and provides staff with clear timelines and responsibilities.
- A commitment to more precise identification of skill gaps, particularly for students using Augmentative and Alternative Communication, has informed the school's transition from ABLEWA<sup>6</sup> to the Joondalup Foundational Skills and Maths Assessments.
- Staff draw on a range of assessments and information from therapy providers and families to develop individual education plan targets, with progress monitored and reported to parents through the school's formal reporting process.

### Recommendation

The review team support the following:

- Progress plans to use OLNA<sup>7</sup> data to inform planning for Years 7, 8 and 9 in the explicit teaching of literacy and numeracy.

Reviewers	
Kim McCollum <b>Director, Public School Review</b>	Johanna Van Der Plas <b>Principal, Newton Moore Education Support Centre Peer Reviewer</b>

## Endorsement

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

Your next school review is to be scheduled for 2031. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Technical and Further Education
- 2 Lesson engagement, Explicit goals, Activities are modelled and differentiated, Release, Neat ending
- 3 Vocational Education and Training
- 4 Humanities and social sciences
- 5 Award Scheme Development and Accreditation Network
- 6 Abilities Based Learning Education, Western Australia
- 7 Online Literacy and Numeracy Assessment