



Department of
Education

Shaping the future

Leinster Community School

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

Leinster Community School is located approximately 370 kilometres north of Kalgoorlie-Boulder within the Goldfields Education Region and is approximately 900 kilometres north-east of Perth.

Leinster Community School caters for students from Kindergarten through to Year 12. Students from Years 7 to 12 receive a combination of face-to-face teaching and access to the School of Isolated and Distance Education.

Currently there are 68 students enrolled at the school with an Index of Community Socio-Educational Advantage of 919 (decile 9).

Opening in 1977, the school gained Independent Public School status in 2015.

Parents and carers are supportive of the school with an active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Leinster Community School was conducted in Term 1, 2021. This 2025 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 comprehensive and rigorous school self-assessment.

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

- Staff shared their journey and plans for the future in the face of significant industry changes that are impacting the school and the Leinster community.
- Ongoing growth of the school has been informed by a robust self-assessment process involving leaders, staff, the School Board, and the community, who have worked collaboratively to evaluate and refine the school's practices.
- A comprehensive, succinct summary was provided for each entry of the Electronic School Assessment Tool (ESAT), inclusive of well-presented evidence snapshots and annotations that enhanced the review team's understanding of the school's judgments against each domain.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants delivered strong and consistent messages throughout the domain meetings which built on claims made in the submission.

The following recommendation is made:

- Develop an ongoing school self-assessment framework and schedule to support and drive ongoing school improvement, aligned to the Standard, over time.

Relationships and partnerships

Resilient, supportive, collaborative and proactive relationships enable strong connections with students, families, and community partners to thrive and ensure the school is the centre of a changing community landscape.

Commendations

The review team validate the following:

- The school serves as a stable and supportive anchor for the community, providing a calm environment and guidance as it navigates the significant impact of recent changes to the town's core industry operations.
- Compass, Facebook, fortnightly newsletters and face-to-face meetings provide a highly responsive, transparent, and integrated multi-platform communication suite for staff, parents and the wider community.
- Genuine sustainable partnerships with the P&C, Tjiwarl Rangers and BHP, who sponsor the Stephen Micheal Foundation, RLSWA, Chamber of Minerals and Energy and Grok Academy, support the diverse needs of students.
- The School Board plays a pivotal role in the school and works in collaboration with the Principal to strengthen governance, driving discussions around strategic direction through business planning, policy, and data reviews.

Recommendations

The review team support the following:

- Re-survey the changing community to drive the future direction of the school.
- Provide induction and training to new school board members to grow a strong governance profile and advocacy for the school's focus on student learning and engagement.

Learning environment

A strong culture of care, recognition, and inclusion creates an environment where every student and staff member feels valued, supported, and equipped to thrive.

Commendations

The review team validate the following:

- The partnership with Real Schools empowers a restorative culture and the embedding of Positive Behaviour Support (PBS) practices. The behaviour matrix, consistent PBS language, STAR¹ awards, student school ambassadors, commendation letters and student membership on the PBS committee drive and celebrate positive behaviour.
- A comprehensive attendance plan ensures a structured and proactive approach to attendance management. Clear policies, dedicated attendance officers, and strong family engagement initiatives have enhanced awareness, facilitated timely interventions, and strengthened the school's attendance culture.
- A cohesive, whole-school approach aligned with the School Curriculum and Standards Authority fosters consistency in teaching and learning. By resourcing face-to-face teaching for Years 7–9 and strengthening support for secondary students, it enhances engagement and promotes connection from Kindergarten to Year 12.
- Support for academic learning, behaviour, and social-emotional development, is focused on student success. Targeted literacy and mathematics interventions, secondary curriculum support through SIDE², collaboration with SSSEN:D³ and a case management approach reinforce the school's commitment to holistic student support.

Recommendations

The review team support the following:

- Use the Aboriginal Cultural Standards Framework to reflect on and progress re-engagement with the Two-way Science program and a review of the Reconciliation Action Plan to strengthen cultural awareness and connections.
- Make SAER⁴ processes more visible to staff and parents through the development of comprehensive process documentation, supporting consistency of practice and new staff induction.

Leadership

A consultative and collaborative leadership culture encompasses the active seeking of feedback from staff and parents to inform decision making. Strong, trusted and transparent leadership relationships have positioned the school as the hub of the community.

Commendations

The review team validate the following:

- A clear vision, values, and data-driven targets are embedded in the school's decision making processes. Meeting agendas, timelines, and priorities are closely aligned with the Business Plan 2024-2026, ensuring ongoing monitoring and accountability for student progress and achievement.
- Leaders are committed to creating a positive school culture with high expectations and a belief that every student can succeed through the embedding of effective collaborative structures that promote consistent pedagogical approaches.
- A strong commitment to student learning, wellbeing, and engagement through well-aligned business, operational, and curriculum planning is evident. This strategic approach ensures a cohesive and focused effort toward continuous improvement.
- Performance development processes engage staff in reflection, goal setting, peer observations, and review. Goals are aligned to the Australian Professional Standards for Teachers and school planning, including a leadership-designated standard linked to whole-school priorities.

Recommendations

The review team support the following:

- Further develop instructional coaching, peer observations, and feedback processes while strengthening teacher collaboration to ensure consistent pedagogical approaches aligned with Teaching for Impact.
- Ensure explicit links between the business plan, operational plans, and classroom practice using the Leinster Community School Action Plan 2024–2026 to further guide planning and to monitor improvement.

Use of resources

Sound financial management procedures and processes ensure school resources are strategically managed and deployed where they will have the greatest impact on student outcomes.

Commendations

The review team validate the following:

- Budgets are reviewed by the Finance Committee, noted by the School Board, and transparently communicated to staff, ensuring resourcing for differentiated learning and equitable opportunities for all students.
- Partnerships with local and regional organisations, including BHP, Gold Fields, and ISS provided resourcing and support, such as flights, accommodation, trade and labour, financial contributions, and necessary equipment to support students.
- A National Quality Standard assessment identified the need for a nature playground. Resources were allocated to developing a safe, engaging, and accessible play space for the community which is now regularly used on weekends and outside of school hours - enhancing the school's value as a central, safe gathering place for play and social interaction in the community.
- The prudent request for a school compliance audit of the asset management system has driven ongoing school improvement in financial management and compliance.

Recommendations

The review team support the following:

- Build a workforce strategy to grow the talent and leadership capacity of all staff, inclusive of partnerships with universities, to attract teachers in their final year of study to be retained as teaching staff.
- Strengthen the alignment of resource allocation to strategic and operational improvement plans and learning priorities, growing staff understanding of resource management expectations.

Teaching quality

The embedding of sustainable and cohesive practices to address the challenges posed by a transient school population is a priority. Whole-school connected practice strengthens consistency, supports shared pedagogical beliefs, and enhances collaborative work across the school.

Commendations

The review team validate the following:

- A curriculum coordinator ensures evidence-based, Western Australian Curriculum aligned programs are effectively implemented across the school. Consistent programs such as Talk for Writing, Spelling Mastery, Maths Mastery, and Bond Blocks are used school-wide, with an overview shared with families each term.
- Scaffolded learning provides support for individuals and groups of students. Teachers use Elastik and other data sets to identify learning gaps, differentiating teaching through the plan-teach-assess cycle to provide flexible, tailored and targeted instruction.
- Teach Well professional learning has enhanced teaching skills through Instructional Lead Fellowship training for staff to mentor peers via coaching and feedback that is assisting to embed consistent, low variable practice.
- A structured collaboration framework, inclusive of formal agendas and dedicated collaboration time, drives consistency in pedagogical approaches and is supported by instructional coaching, peer observations and performance feedback.

Recommendations

The review team support the following:

- Refine scope and sequence planning to identify core curriculum and collaborative cross-curricular planning in line with the school-wide implementation of Teaching for Impact.
- Continue to provide professional learning to support whole-school programs and instructional best practice.
- Grow the practice of teachers giving and receiving student feedback, using explicit success criteria to improve the impact of teaching and making learning visible.

Student achievement and progress

A structured, data-driven approach ensures tailored instruction, has led to improved student outcomes, and supported the maintenance of a positive school climate.

Commendations

The review team validate the following:

- A range of screening tools are used to provide baseline and progress data on student outcomes. Staff engage in individual, collaborative team, and whole-staff analysis and target setting.
- Intervention data is monitored to measure the teaching impact of targeted interventions, inclusive of MiniLit and MacqLit, to track students' achievement and progress.
- A comprehensive assessment framework, including data collected from Progressive Achievement Tests, NAPLAN⁵ and On-entry assessments, provides immediate and longitudinal data to inform teaching. The Elastik platform enhances the ability of staff to perform data analysis through visualisation for targeted interventions and Brightpath and Mathletics support pre- and post-testing.
- WACE⁶ achievement and OLNA⁷ results are positive with increased numbers of students meeting the essential literacy and numeracy standards. All students in Years 11 and 12 achieved their WACE and all eligible Year 10 students passed the OLNA tests.

Recommendation

The review team support the following:

- Audit the assessment schedule with staff to ensure assessments are fit for purpose and their timing supports effective teaching, learning and targeted improvement.

Reviewers	
Steven Dickson Director, Public School Review	Annalyn Navarrete Principal, Karratha Primary School Peer Reviewer

Endorsement

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

Your next school review is to be scheduled for 2028 You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Success, Teamwork, Acceptance and Resilience
- 2 School of Isolated and Distance Education
- 3 School of Special Educational Needs: Disability
- 4 Students at educational risk
- 5 National Assessment Program – Literacy and Numeracy
- 6 Western Australian Certificate of Education
- 7 Online Literacy and Numeracy Assessment