



LEINSTER

COMMUNITY SCHOOL

ANNUAL REPORT 2024



Contents

School Overview 3

Student Numbers and Characteristics 4

Staffing Profile 5

Student Attendance 6

Student Achievement and Progress – Reading and Writing..... 7

Student Achievement and Progress – Writing, Spelling, Grammar and Punctuation 8

Student Achievement and Progress – Mathematics 9

School Income by Funding Source 10

School Income by Funding Source 11

Business Plan Priorities

High Quality Teaching 12

Engaging and Inclusive Learning Environment 13

Community Partnerships 15

School Board and Parents and Citizens 16

School Overview

Leinster Community School is a level 4 school located in the Goldfields Education Region, approximately 370 kilometres north of Kalgoorlie. It is a community school catering for students in Kindergarten to year 12. Year 7 to 12 students receive their education through access to the School of Isolated and Distance Education and face to face teaching for year 7 -9. By the end of 2024, 125 students were enrolled at the school. Leinster is a 'closed' BHP mining town unique to the Western Australian mining community. The Nickel mine went into temporary suspension in July and the school's student numbers started to decline. This created a period of unrest for the community as many BHP employees went through a process of redundancy, relocation or retention.

Leinster Community School is deeply committed to creating intentional learning environments that are centred on the success and wellbeing of students. With a strong focus on the values of Success, Teamwork, Acceptance, and Resilience, the school cultivates an environment where each student can thrive both academically and socially. These values guide everything the school does and serve as a foundation for a positive and inclusive culture. A key aspect of the school's ongoing growth has been its robust self-assessment process. This involves leadership, staff, the school board, and the community working collaboratively to evaluate and refine the school's practices.

Leinster Community School has focused on building a connected and collaborative culture. This has involved ensuring that students remain at the heart of all decision-making processes, with their needs and aspirations shaping the direction of the school. The emphasis on connection and collaboration has strengthened the school's community, creating a foundation of support and shared responsibility. As the school moves forward, it continues to celebrate its progress and remain committed to further developing its culture of excellence and resilience.

Curriculum content is delivered using consistent teaching pedagogies to enhance the learning outcomes of our students. As outlined in our Business Plan 2024-2026, school success is achieved through effective processes in the five domains of the School Improvement and Accountability Framework: teaching, learning environment, leadership, resources and relationships. We have a positive and dedicated staff who work together collaboratively across the school and who are committed to the education of our students. Parents are supportive of the school with an active and engaged P&C and School Board.

Our Motto

Engage
Challenge
Succeed

Our Vision

Success
through
teamwork,
acceptance
and
resilience.

Our Values

Success
Teamwork
Acceptance
Resilience

Student Numbers

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	16	11	14	11	16	7	10	95
Part Time	16								

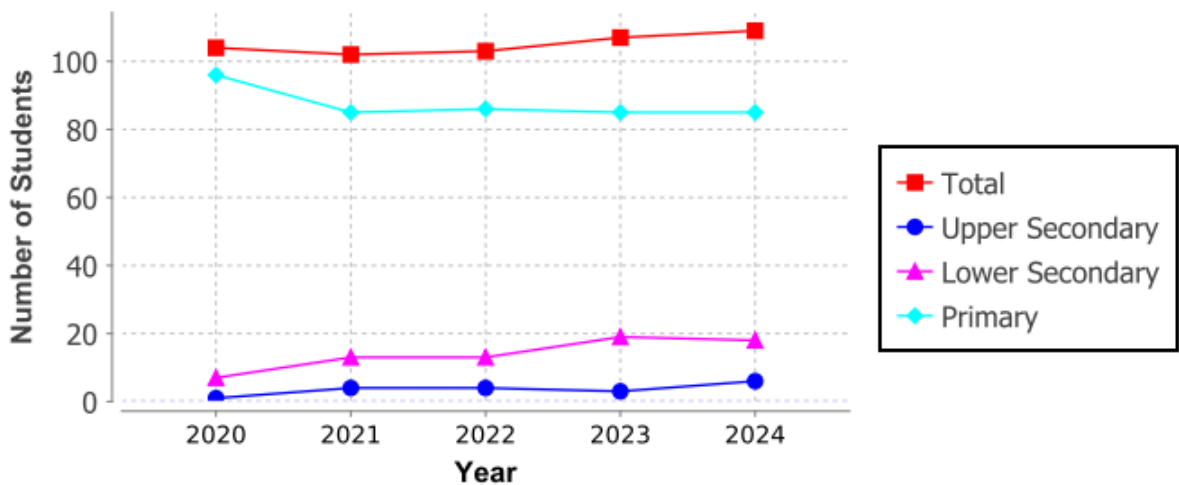
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	4	5	5	4	1	5		24

School	Total	
Full Time	109	
Part Time	16	(10)
Total	125	(119)

	Kin	PPR	Pri	Sec	Total
Male	9	6	38	11	64
Female	7	10	31	13	61
Total	16	16	69	24	125

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	2	9	6	18
Non-Aboriginal	15	14	60	18	107
Total	16	16	69	24	125



Student numbers have been stable with the total school numbers on a steady increase. Enrolments in Kindergarten stabilised and our upper secondary increased. Due to the increase in high school students, we initiated a face-to-face teaching model for the Year 7- 9 students, we employed a Science/Mathematics teacher and an English teacher. Unfortunately, we have predicted a 50% decrease for 2025 due to the temporary suspension of the BHP asset.

Staffing Profile

Role	Staff Member
Principal	Leanne Kelleher
Deputy Principals	Katrina Smith Samantha Siney
Manager Corporate Services	Colleen Sokra'a/Ashleigh Lewis
Kindergarten Teacher	Rachel Shaddick
Pre Primary	Briana Lambert
Year 1	Erica French
Year 2	Jennifer Symonds Marleen Ogley
Year 3/4	Melanie Attwood
Year 3/4	Marleen Ogley/ Colleen Sokra'a Megan Garrat Ellie Busher
Year 5/6	Zak Hyde
Specialist Teacher	Sean Reynolds
High School SIDE Supervisor Science and Mathematics Teacher Yr 7-9	Tori Brewster
Education Assistants	Salbiah Wezen, Danielle Rowan, Jodie Hodgson, Danielle Ballard and Kerryn Forrest
School Officer	Ashleigh Lewis/ Belinda Haldoupis
Gardener	Jodi O'Connor
Cleaners	Margaret Pearce and Sarah Shuey

Leinster Community School is committed to meeting the diverse learning needs of its students through differentiated instruction. Small class sizes allow teachers to develop a deep understanding of each student's learning profile, enabling them to tailor programs and instruction for effective individual growth. Classes from Kindergarten to Year 2 benefit from full-time Education Assistants (EAs) to support learning programs, while Years 3–9 share triaged EA support as needed. We have developed 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. We have been able to retain permanent staff to ensure consistency. The Student Wellbeing program will be maintained with a Student Wellbeing Officer.

Primary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	81.3%	87.1%	88.3%	70.4%	79.2%	69.5%	80%	86.5%	86.6%
2023	87.4%	88.8%	90.3%	65.6%	77.3%	74.3%	84.5%	87.4%	88.9%
2024	85.8%	88.5%	91%	64.6%	75.7%	74.3%	82.7%	86.1%	89.4%

Secondary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	83.9%	79.6%	83%	70%	63.8%	55.2%	80%	78.4%	80.4%
2023	81.6%	81.1%	84.9%	61%	65.7%	59.2%	73.3%	79.9%	82.5%
2024	80.6%	79.3%	84.7%	73.8%	58.3%	57.6%	78.7%	74.8%	82.2%

Our strategic approach has led to a structured, proactive system for managing attendance. Families have responded positively to the communication efforts, showing a greater awareness of how absences affect learning outcomes. Regular monitoring by the Attendance Officers and administration has allowed for prompt intervention where needed, ensuring that students at risk of frequent absences receive the necessary support. Semester Two data indicates a drop in regular attendance however, external factors continue to impact some families. The movement of families at the end of the year meant longer periods of transition between schools. Nevertheless, our attendance policy and procedures have effectively laid the foundation for ongoing improvement in attendance, helping us to address both current challenges and future needs.

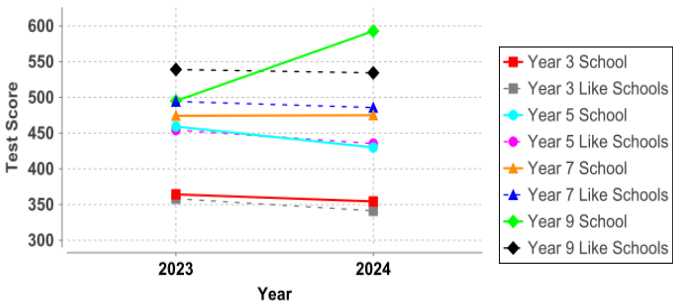
Business Plan Targets	2023	2024	Achieved
Increase overall Attendance Rate	81.1%	75.3%	N
Decrease % of unexplained absences	40%	45%	N
Increase the % of students attending regularly	30.9%	23.9%	N

Recommendations and actions for 2025:

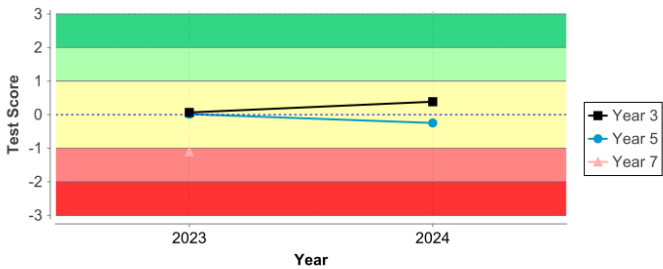
- Embed all attendance processes as per the Attendance policy and procedures.
- Continue to meet with parents of students falling below 60%.
- Review targets in light of the decline in student numbers.

Student Achievement and Progress – NAPLAN Reading

Average Reading Score



Reading Performance



In Reading Year 3 and 5 students are aligned to Like Schools. The Year 7 and 9 data includes a small number of students. The MacqLit Intervention reading programs remain the catalyst for student improvement in reading.

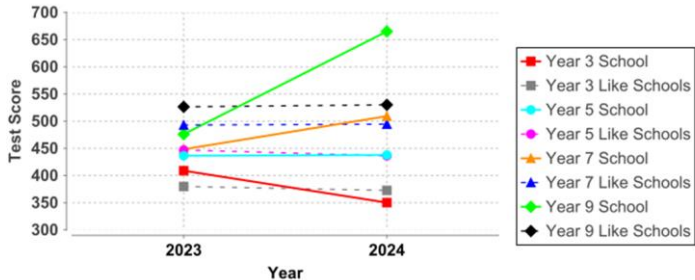
Annual screening for Years 1–6, followed by continuous assessment, informs our teaching and planning. In Literacy, Tier 2 and Tier 3 students engage in structured reading interventions through Minilit (P–2) and Macqlit (Years 3–6), supported by Education Assistants and classroom differentiation. Weekly data collection and collaborative reviews between intervention and classroom teachers allow us to adapt support as student progress.

Early Years students participate in the Initialit program, aligned with the Department of Education's Phonics Initiative, ensuring structured and developmentally appropriate literacy instruction.

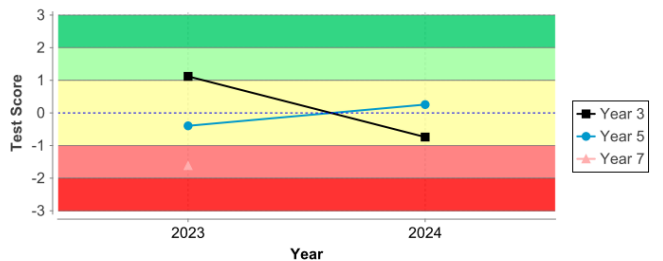
In Year 3-9 teachers introduced novel studies based on the Science of Reading theory. Class sets of novels have been purchased and teachers have planned units of work to integrate into other learning areas.

Writing

Average Writing Score



Writing Performance



In 2021 writing performance was Below Expected – more than one standard deviation below the predicted school mean. By 2023 we saw an upward trend and the Year 3 and Year 5 students with Year 3 above expected and Year 5 expected. 2024 both year levels are testing as expected. Year 5, 7 and 9 students are all on an upward trajectory.

Writing

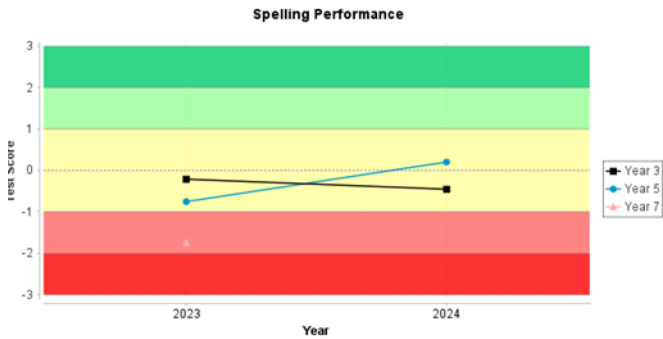
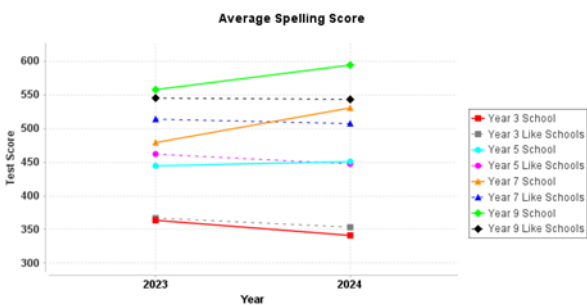
Achievements 2024

- All teachers are provided Talk for Writing professional learning and the planning modules.
- Brightpath writing assessments track student progress and moderate across the school
- Whole school Talk for Writing documentation is used and continually reviewed to ensure consistency of practice and progression from K-6.
- Year 7-9 students engage in daily, short burst writing and peer editing with a focus on grammar, spelling and punctuation.

Recommendations for 2025

- Talk for Writing is linked to integrated and cross-curricula planning.
- Continue to use Writing assessments to track student progress and moderate across the school and network.
- Whole school documentation is used and continually reviewed to ensure consistency of practice and progression from K-6.
- English is integrated with Science.

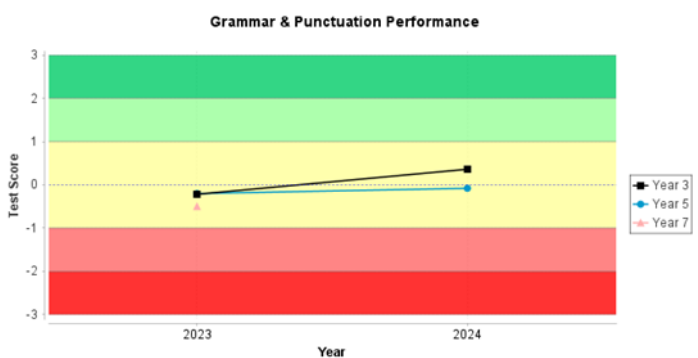
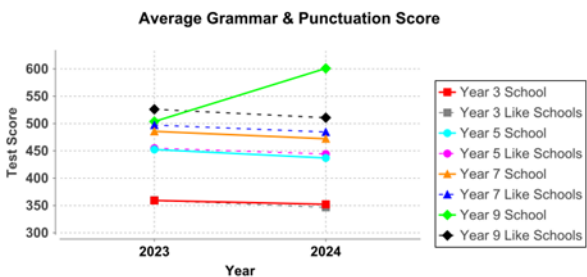
Spelling, Grammar and Punctuation



In Spelling and Grammar and Punctuation, our students overall are in line with or just below Like schools. Our Year 7 and 9 results are reflective of a small number of students.

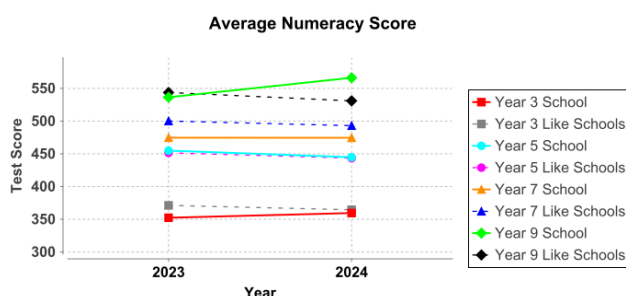
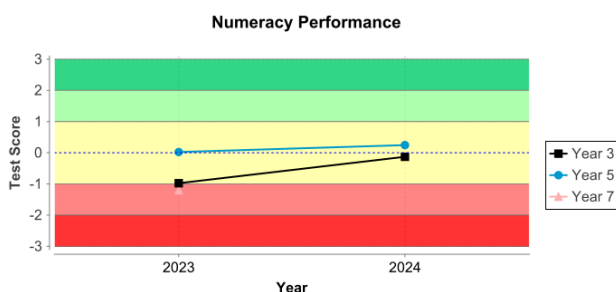
Recommendations for 2025

- Monitor and continue to review the Spelling and Grammar programs



Mathematics

In 2024, we introduced the Elastik platform to collate data from various assessments, including PAT, NAPLAN and On Entry. This platform allows staff to easily identify gaps in student and class knowledge. Elastik has transformed our approach to data use, enabling teachers to conduct regular, targeted teaching sprints. During these sprints, teachers use up-to-date data to identify core knowledge gaps, integrate this focus into their daily lessons, and reassess students to ensure progress is being made. In many cases, the students are involved in this process making them aware of their strengths and assist with goal setting. Collaborative group sessions have enhanced these efforts by teachers, ensuring a consistent and purposeful use of current data to drive learning outcomes. Elastik was introduced to increase staff data literacy and provide streamlined access to system and school data to make formative and summative judgements and to highlight individual and cohort strengths and areas for improvement. The theory of 'big bubble, big trouble' is used with students to support goal setting and making learning visible.



The Performance graphs illustrate an incline in achievement among our Year 3 and 5 students. Interpretation of high school data is affected by small numbers of students. All year levels tested in 2024 on Numeracy in NAPLAN are equal to or above Like schools with Year 7 being just below.

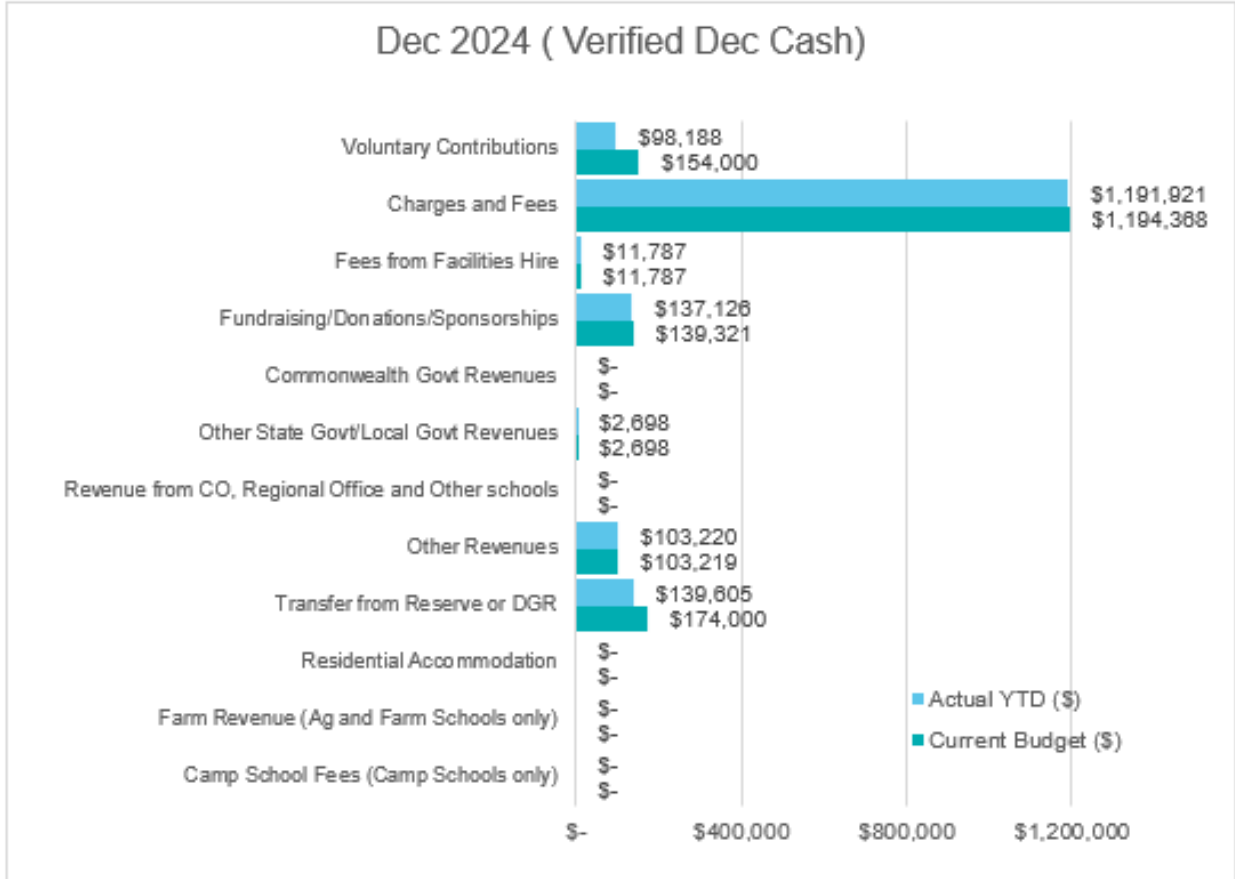
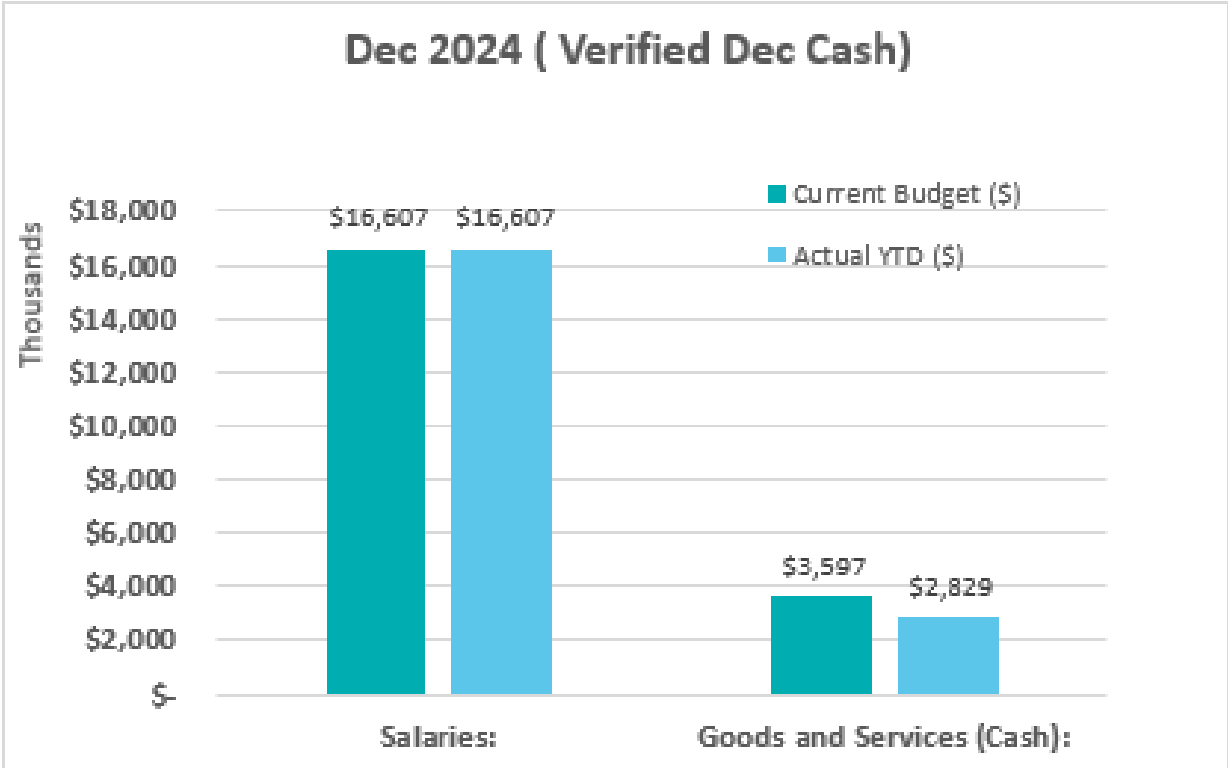
Achievements 2024

- Use of Elastik data informs planning and targeted intervention for students identified needs.
- Consolidation of implementation of Bond Blocks.
- Collaboration of staff in meetings to identify teaching and learning goals for student improvement.
- Introduction of common assessment tasks.
- Daily reviews and high impact teaching strategies are embedded in Mathematics block.
- A scope and sequence has been created with input from staff.

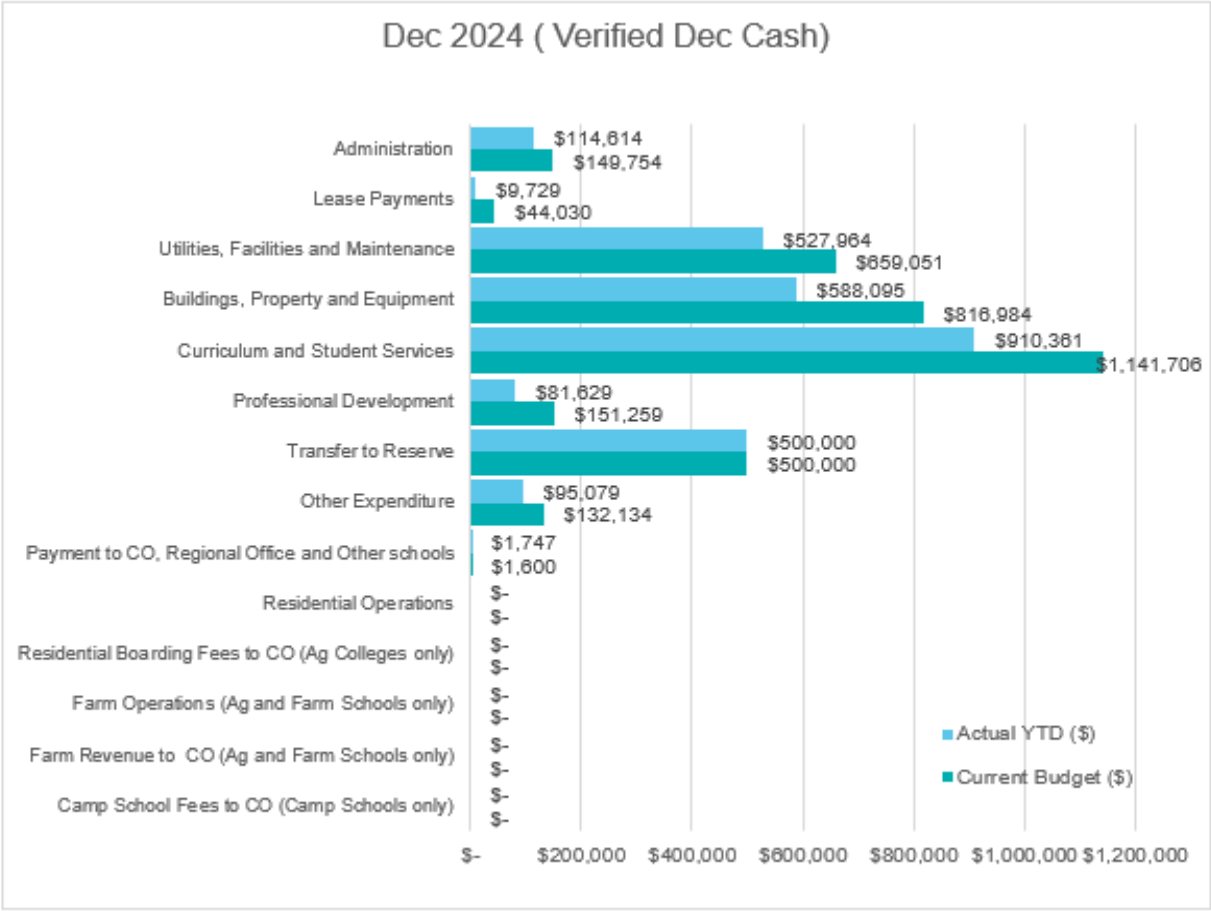
Recommendations for 2025

- Continue to implement and review the whole school scope and sequence.
- Ensure that all teachers continue to plan using the WA Curriculum content strands and proficiency strands and implementation is consistent across all classrooms.
- Introduce Learning Through Doing.

Financial Summary



Financial Summary Continued



At Leinster Community School (LCS), we engage in thoughtful planning across the school to ensure allocation of resources are aligned with the strategic priorities of the school's business plan to facilitate and cater for the unique needs of the school community. In 2024 the salaries allocation that was budgeted for aligned with the school's priorities and workforce planning. An additional educational assistant was employed to work with our identified students at educational risk.

Sponsorship was utilised to build our proposed nature playground. BHP approved the build and supported the construction. Goldfields, Northfields, RHT, Trans Alta, Leinster Contracting, Orica and Leonora Shire provided the means to go ahead with Stage 2 of the project.

2023 saw the remarkable improvement of NAPLAN data across the school. This improvement has been maintained and is reflective of the whole school priority to upskill teaching staff, to meet the needs of student learning outcomes with intervention and extension of our students.

The current business plan recommended areas within Curriculum Services, Buildings and Property Management to be the focused on. Supported by the Finance Committee, these obligations were met leading to the completion of various whole school programs included and not limited to partnership with Real Schools, implementation of Positive Behaviour and upskilling of staff.

A compliance review was initiated, and this has provided support with Financial Planning and Asset Management processes.

2024 Business Plan – Priorities

High Quality Teaching

Achievements 2024

- Mathematics and English scope and sequence documents created in collaboration with all teachers K-9.
- Operational plans designed for all face-to-face teaching learning areas.
- Early years teachers introduced InitialLit into their Literacy Blocks.
- Teachers address needs of the students using Elastik to identify the gaps in learning.
- Teachers implementing the Teaching for Impact resources. Staff facilitating discussions at staff meetings.
- Parents receive term planning overviews each term from the classroom teacher.
- Regular monitoring through the assessment schedule. Every 5 weeks teacher review SEN plans and communicate with parents, resetting goals and discussing progress and achievement of the previous goals.
- MultiLit programs cater for Students at Educational Risk.
- In Phase team meetings staff regularly analyse data from Elastik and other sources, set regular SMART goals and plan for achievement.
- All staff provided professional learning opportunities that align with school initiatives and target areas.
- Staff engage in an instructional coaching model.

Planned Actions 2025

- 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.



2024 Business Plan – Priorities

Engaging and Inclusive Learning Environment

Achievements 2024

- The partnership with Real Schools empowers a restorative culture and the embedding of Positive Behaviour Support (PBS) practices. The behaviour matrix, consistent PBS language, STAR 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.
- A 'one school' ethos has been achieved, and K-12 attend all assemblies and whole school events. High school academic achievements are recognised at assemblies.
- Completion of the Nature Play Stage 2.
- Continuation of the Student Wellbeing Officer providing support for students, parents and staff.

Planned Actions 2025

- 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 SAER processes more visible to staff and parents through the development of comprehensive process documentation, supporting consistency of practice and new staff induction.
- Further develop instructional coaching, peer observations, and feedback processes while strengthening teacher collaboration to ensure consistent pedagogical approaches aligned with Teaching for Impact.



2024 Business Plan – Priorities

Community Partnerships

Achievements 2024

- 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.

Planned Actions 2025

- 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.
- Build stronger connections with the local Aboriginal community to gain their input on the Two-Way Science project and planning.



School Board

Leinster Community School has a highly functional school board with committed and engaged members who play a pivotal role in the school. The school board works in collaboration with staff members and administration to strengthen the governance, driving discussions around strategic directions through business planning, policy and data reviews. Rigorous consultative, data driven reviews, facilitated with the school board led to creation of a new business plan for 2024-2026. Gaps were identified using survey data, the Standard, Focus 2024, Teaching for Impact and the Strategic Directions for Public schools. The review process encourages collective responsibility and shared accountability. Our board consists of parents, staff members and community representatives from Gold Fields. Board members are invited to and participate in school events. In 2024, the composition of the School Board shifted due to the BHP announcement of the pending suspension of the mine. Changing decisions from BHP, significantly impacted the town population and as a result, some board members left town and were unable to be replaced. These changes have left the board in a state of transition, facing challenges in maintaining the strong governance it had previously enjoyed.

Recommendations for 2025

- Provide induction and training to new school board members to grow a stronger governance profile and advocacy for the school's focus on student learning and engagement.
- Student representation on the school board.

Parents and Citizens

The P&C committee continued to support the school and provide fundraising events that bring the whole school community together. A small enthusiastic group of parents organised events to fundraise and ensure funds are available to support projects in the school. The funds raised through a variety of events were directed towards completion of the nature playground. Once again, we were successful in obtaining the Leonora Shire grant which paid for the final construction. Some of the amazing events and projects our P&C organised throughout the year included the School disco, Easter raffle, Mother's and Father's Day stalls,.

Recommendations for 2025

- Promote the role of the P&C to encourage an increase in parent engagement and plan for transition for parents leaving.

