



# ANNUAL REPORT 2008



West Morley Primary School aims to provide a creative and innovative learning environment which is intellectually, emotionally and physically supportive of learning. In fostering this development our school values the rich diversity of its community and promotes the positive involvement and interaction between students, staff and parents.

**Our Mission:** To ensure all students have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential.

**Our Vision:** Through effective pedagogy and a focus on social and emotional well being we will provide each student with the opportunity to be successful.

## **Background Information**

Established in 1967 West Morley Primary School is situated in a quiet cul de sac surrounded by large trees and plentiful grassed areas for general play and sporting activities. It is a multicultural school with students from 12 countries and has around 140 students.

In recent years the school has been used as a District Office and SIS centre. In 1999 the Intensive Language Centre re-located from Hillcrest Primary School and occupied the northern wing of West Morley Primary School. The wing and a large part of the school (see map) are now the North Eastern Metro Language Development Centre.

The students share facilities such as the canteen, covered assembly area, music/art room, toilets and playground as well as collaboratively joining in with various incursions and assemblies.

## **Overview of School Planning**

The following common and agreed guiding principles encompass the Values and Teaching, Learning and Assessment Principles of the Curriculum Framework (Curriculum Council, 1998). These principles have been established to assist our school community in future planning and decision-making.

1. The Curriculum Framework will guide curriculum development and will be based on the 13 Overarching Learning Outcomes.
2. The five Core Shared Values of the Curriculum Framework will provide a foundation for the development of a supportive learning environment:
  - A pursuit of knowledge and a commitment to the achievement of potential;
  - Self-acceptance and respect of self;
  - Respect and concern for others and their rights;
  - Social and civic responsibility;
  - Environmental responsibility.
3. The Learning, Teaching and Assessment Principles (Curriculum Framework, 1998) will assist in the development of policies and procedures for whole school planning and classroom practice.
4. School decision-making will operate within the framework and regulations of the Western Australian Education Act (1999).
5. Interaction between the school and its immediate and wider community is encouraged.
6. Innovative educational practices are encouraged and supported by the whole school community.
7. West Morley Primary will be proactive in communicating with its school community.

## The Curriculum Framework

The success of West Morley Primary School will be indicated by the extent to which students achieve the 13 Overarching Learning Outcomes within the Curriculum Framework:

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.
8. Students understand their cultural, geographical and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and well-being.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

## Values

**Learning** – We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

**Excellence** – We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

**Equity** – We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create a workplace and learning environment that is free of discrimination, abuse or exploitation.

**Care** – We treat individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

## Our Reporting

This Report compliments the other forms of communication we have between home and school. These include Assemblies, Open Night, Work Samples, Class Meetings, Formal Reports, Book Prize Assembly and Year 7 Graduation.

## Our Initiatives

To cater for our students we developed the following engaging initiatives: After School Sport, Interschool Carnivals, Maths Competitions, Music at John Forrest, PEAC Courses, Life Education Van, many Sporting Clinics, regular Values inspired Charity Fundraisers, ANZAC Ceremony, Scripture and regular Kids Club, Jump Rope, Science Week initiatives, Book Week activities, Safety House, Year 7 Activity Week, Swimming Lessons and many Educational excursions and incursions.

Your support with these initiatives has been much appreciated. They have increased the educational experiences of our students.

We hope you continue to be involved with your children's education. Successful schools are those which work in unison with the entire school community sharing knowledge, expertise and an interest in providing a great education for the students.

## Community Support

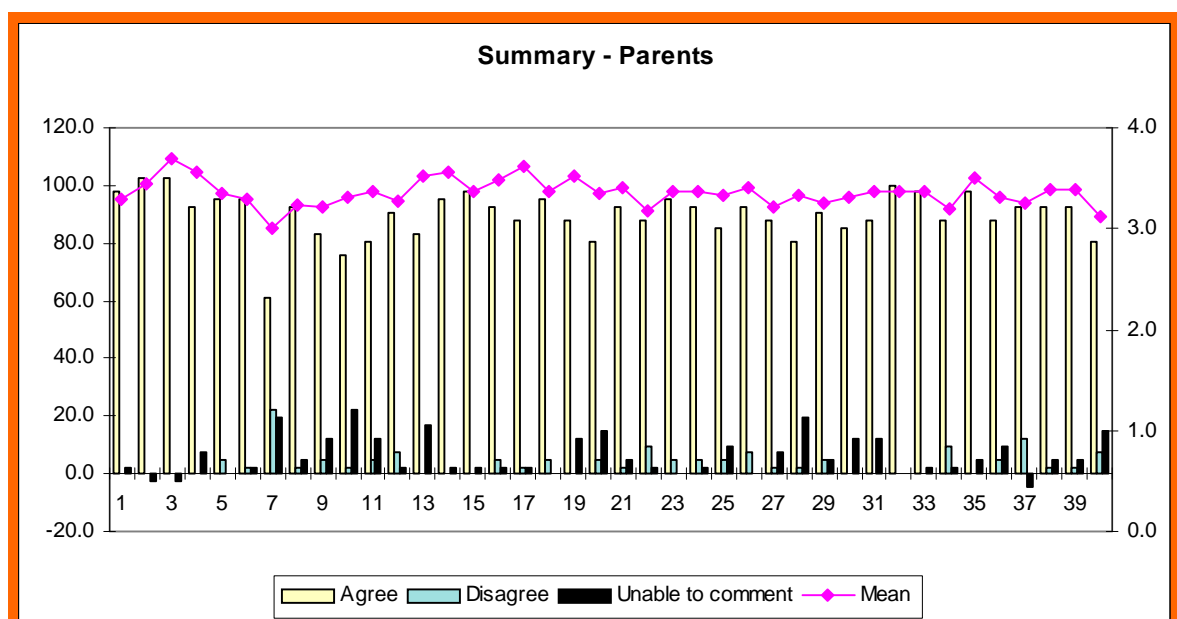
Community support included: raised during the year and spent on school projects by the P & C /Auxiliary /Canteen. This represented 4% of our annual school budget.

Community input came from the RSL Nollamara, Supa Club (Morley Baptist Church), Asthma Association, Cancer Council and man power and financial assistance from the Dianella Lions Club to assist us with Values initiatives, Active P&C, Auxiliary, Canteen, Year 7 and School Council Committees.

## Parent Satisfaction Survey

A survey was held in Term 4 of 2008 to ascertain the extent to which our parents in the school community are happy with the quality of the school, its teaching and learning programs, reporting processes and numerous other aspects of school operation.

42 out of 105 (40%) families responded to the request to complete the survey. Overall the results from surveyed parents indicate strong support for our approach to student learning in both academic and non-academic areas. Parents feel welcomed and informed in the school. The survey results are shared with the whole community and specifically the School Council.



## School Performance Information

### Attendance

Attendance rates for individuals and small groups can influence how children perform in school. Recording daily attendance and sending home notes weekly are two strategies that the school has implemented.

Areas of focus have included: lateness for school which in turn can affect students being ready for the school day, health needs of children which sometimes requires assistance from staff to enable the students to obtain work to do at home, and meetings with families to assist them with individual attendance issues. Overall our attendance compares very well with the State.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2006	94%	93%	94%	91%	98%	98%	96%
2007	95%	94%	94%	92%	95%	93%	99%
2008	86%	96%	93%	93%	95%	93%	97%
State 2008	92%	93%	93%	93%	93%	93%	93%

### Enrolment Trends

Over the past few years it can be noted our school has seen a steady decline in enrolment numbers. Whilst it is difficult to pinpoint the exact reasons for this trend, the school council and P&C have begun a process of renewal and promotion. Throughout 2009 the Principal will lead a Public Relations Committee to address the trend by coordinating a strategic plan to not only increase student enrolments, but to promote the school to our local and broader community.

	2004	2005	2006	2007	2008
K/PP	23	21	8/16	10/12	5/12
Primary	137	124	122	113	112

## Student Performance Information - Academic

### NAPLAN– National Assessment Program Literacy and Numeracy

#### Background

States and Territories have previously conducted their own literacy and numeracy tests. These assessment programs have helped to support student learning and give schools information about the strengths and weaknesses in their teaching programs.

The National Assessment Program, conducted by the Ministerial Council for Education, Employment and Youth Affairs (MCEETYA), has gathered information from these different tests in order to monitor student progress over time. The data from these test results has given schools and systems the ability to compare their students' achievements against national standards and with student achievement in other States and Territories.

The national minimum standards at Years 3, 5 and 7 represent increasingly challenging skills and understandings and require progressively higher scores on the NAPLAN scale across the years of schooling. Students whose results are in the minimum standard band have typically demonstrated the basic elements of literacy and numeracy for the year level.

Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year, and need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

#### West Morley PS 2008 NAPLAN Results

Percentage of students in Year 3, 5 and 7 in Numeracy, Reading, Writing, Spelling, Punctuation and Grammar. The following graphs provide a look at how our students performed in each of the assessment areas and are measured against like schools and the state. Like schools are schools with a similar Socio-Economic Index (SEI).

##### National Minimum Standard- NMS



Represents WMPS students achieving a result greater than like schools



Represents WMPS students achieving a result less than like schools

#### Year 3 Students

Yr	WMPS	Numeracy			Reading			Writing			Spelling			Punctuation & Grammar		
		Yr 3 School	Yr 3 Like School	Yr 3 State	Yr 3 School	Yr 3 Like School	Yr 3 State	Yr 3 School	Yr 3 Like School	Yr 3 State	Yr 3 School	Yr 3 Like School	Yr 3 State	Yr 3 School	Yr 3 Like School	Yr 3 State
3	Above NMS	86	82	79	66	73	72	90	86	85	76	75	74	85	76	72
	At NMS	14	13	15	24	17	16	5	8	9	19	17	14	10	14	14
	Below NMS	0	5	6	14	10	12	5	6	6	5	8	12	5	10	14

## Year 5 Students

Yr	WMPS	Numeracy			Reading			Writing			Spelling			Punctuation & Grammar		
		Yr 5 School	Yr 5 Like School	Yr 5 State	Yr 5 School	Yr 5 Like School	Yr 5 State	Yr 5 School	Yr 5 Like School	Yr 5 State	Yr 5 School	Yr 5 Like School	Yr 5 State	Yr 5 School	Yr 5 Like School	Yr 5 State
5	Above NMS	87	69	67	85	74	70	87	74	72	73	75	72	66	63	73
	At NMS	13	23	23	15	17	17	13	14	17	20	16	16	27	14	14
	Below NMS	0	8	10	0	11	13	0	10	11	7	9	12	7	10	13

## Year 7 Students

Yr	WMPS	Numeracy			Reading			Writing			Spelling			Punctuation & Grammar		
		Yr 7 School	Yr 7 Like School	Yr 7 State	Yr 7 School	Yr 7 Like School	Yr 7 State	Yr 7 School	Yr 7 Like School	Yr 7 State	Yr 7 School	Yr 7 Like School	Yr 7 State	Yr 7 School	Yr 7 Like School	Yr 7 State
7	Above NMS	68	79	74	69	77	73	78	76	70	89	80	73	74	73	66
	At NMS	32	19	20	26	19	18	11	16	18	11	15	16	26	18	20
	Below NMS	0	2	6	5	4	9	11	8	12	0	5	11	0	9	14

### Summary of Year 3, 5 and 7 Results

Proportion of Year 3, 5, 7, and 9 students at or above the national minimum standards for reading, writing, spelling and numeracy.

Year/Task	Numeracy	Reading	Writing	Spelling
Year 3	100.0%	85.7%	95.2%	95.2%
Year 5	100.0%	100.0%	100.0%	93.3%
Year 7	100.0%	94.7%	89.4%	100.0%

### Other Learning Areas

Teachers make professional judgements using the Outcomes and Standards Framework to level student achievement. These judgements are then reported in grades from A-E.

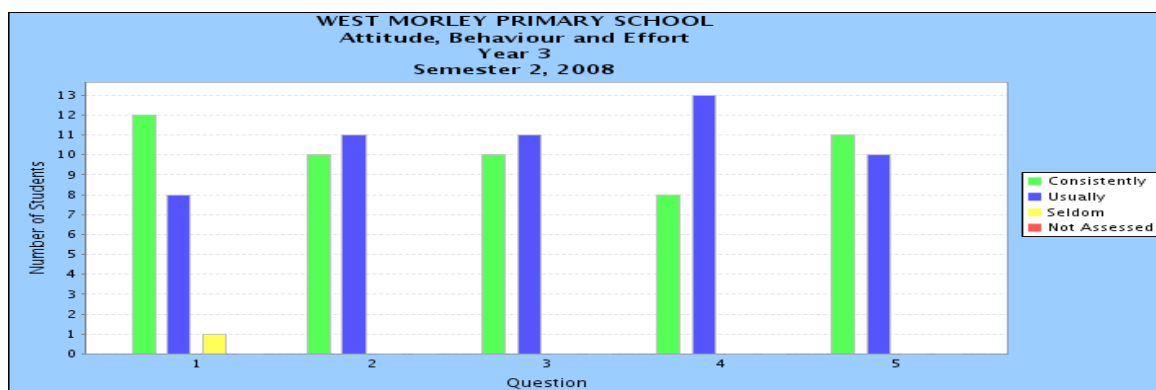
## Student Performance Information – Non- Academic

The five Core Shared Values of the Curriculum Framework will provide a foundation for the development of a supportive learning environment:

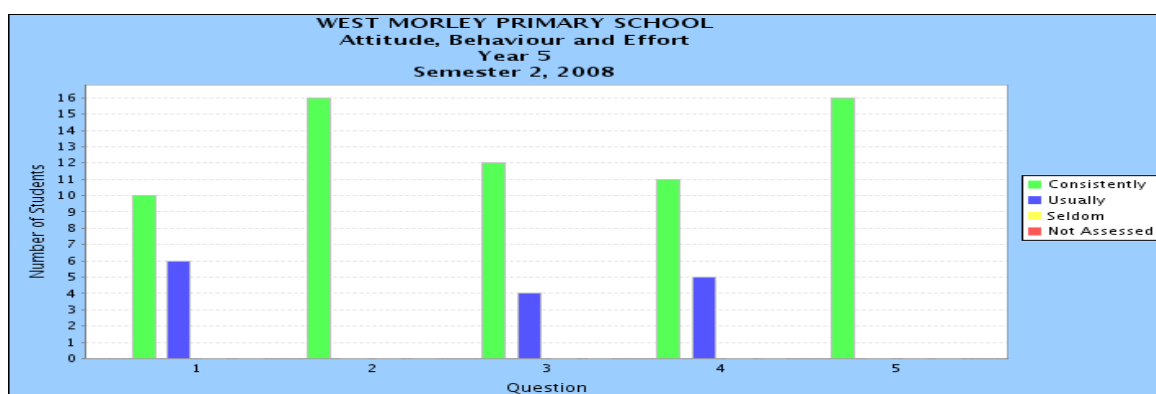
- A pursuit of knowledge and a commitment to the achievement of potential(Question 1);
- Self-acceptance and respect of self (Question 2);
- Respect and concern for others and their rights (Question 3);
- Social and civic responsibility (Question 4);
- Environmental responsibility (Question 5).

The following graphs are a snap shot of Year 3, 5 and 7.

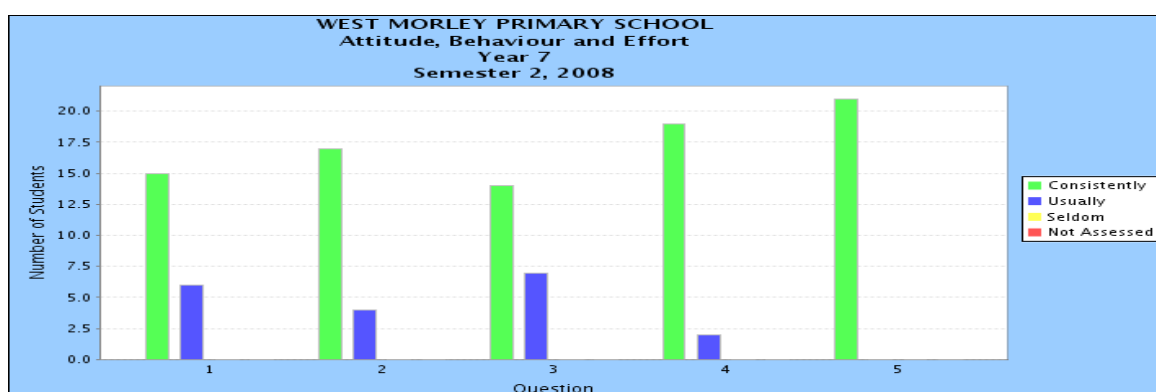
### Year 3



### Year 5



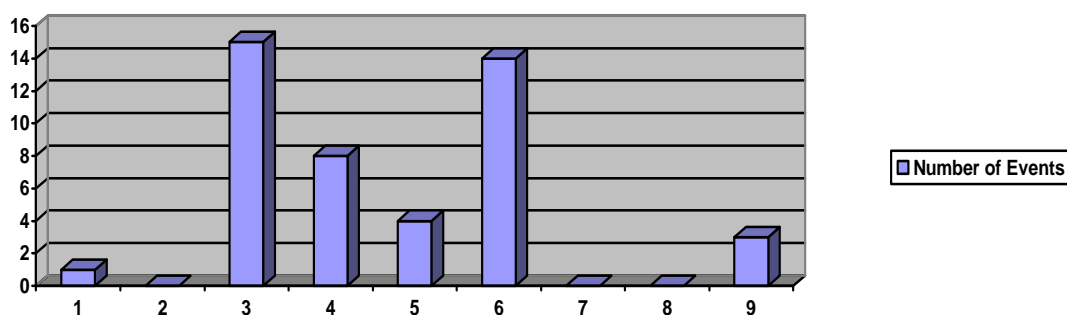
### Year 7





## Behaviour Management and Pastoral Care

Our school keeps records for negative behaviour on our Student Information System (SIS). The following table summarises the frequency of negative behaviours for the year.



### List of Negative Behaviours

1	Physical assault or intimidation of staff
2	Verbal abuse or harassment of staff
3	Physical assault or intimidation of other students
4	Verbal abuse or harassment of students
5	Wilful offence against property
6	Violation of school Code of Conduct, behaviour management plan, classroom rules
7	Substance misuse
8	Illegal substance offence
9	Negative behaviour-other

There was one suspension in 2008 totalling two days.

### Positive Behaviour

Incentives for positive behaviour included once a term 'no pink slip' rewards and 'Faction Sausage Sizzle'. At Assemblies we presented Honour Certificates, a Considerate Class Award, Aussie of the Month, Faction Behaviour Awards, Recycling Awards and Playground Behaviour raffles.

Class teachers had individual and group based incentives and we also had a rewards system for students sent to the office with great work or positive behaviour.

### Pastoral Care

We have a school chaplain who works with individual students, groups of students, staff and parents/caregivers. The role has positively impacted on conflict resolution, emotional resiliency, social interaction and personal growth.

### Major Highlights for 2008

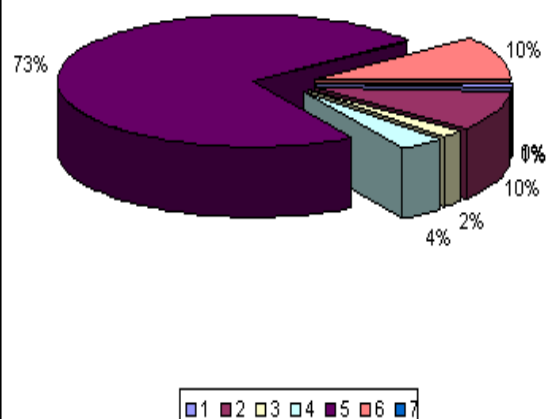
- Installation of new playground.
- Shift of Kindergarten/Pre-Primary to new location.
- Installation of new kitchen and staff amenities.
- Purchase of new student furniture.
- Upgrading computers, including hardware and software.
- Successful participation in interschool sporting activities and school-based activities.
- Highly commendable results by students in achieving the National Minimum Standards in NAPLAN testing.

## WEST MORLEY PRIMARY SCHOOL BUDGET AND ANNUAL ACCOUNTS

### Income

	Budget	Actual
1 Voluntary Contributions	\$2,105	\$2,105
2 Charges and Fees	\$17,118	\$17,089
3 P & C Contributions	\$3,799	\$3,599
4 Fundraising and Donations	\$6,826	\$6,826
5 State Government Grants	\$129,301	\$129,301
6 Miscellaneous	\$18,789	\$18,612
<b>Total Income</b>	<b>\$177,938</b>	<b>\$177,532</b>
7 Carry Over Balance	\$112,347	\$112,347
<b>Total Funds Available</b>	<b>\$290,285</b>	<b>\$289,879</b>

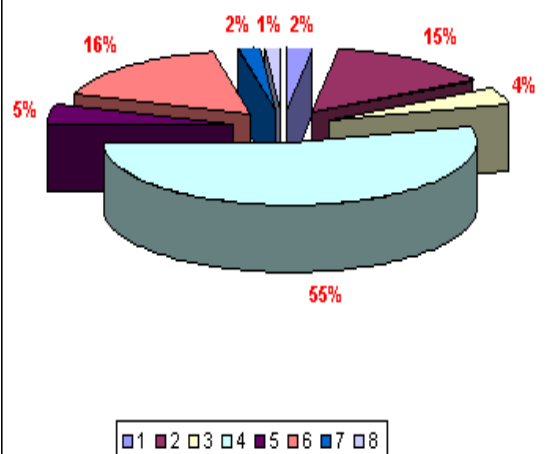
### Available Funds



### Expenditure

	Budget	Actual
1 Administration	\$6,413	\$5,880
2 Utilities	\$39,553	\$37,301
3 Repairs and Maintenance	\$10,622	\$10,158
4 Capital Works	\$154,727	\$139,137
5 Assets and Resources	\$14,394	\$13,888
6 Education Services	\$44,451	\$42,082
7 Miscellaneous	\$6,515	\$5,444
<b>Total Expenditure</b>	<b>\$276,675</b>	<b>\$253,890</b>
8 Transfer to Asset Reserves	\$1,618	\$3,236
<b>Total Funds Carry Forward</b>	<b>\$11,992</b>	<b>\$32,753</b>

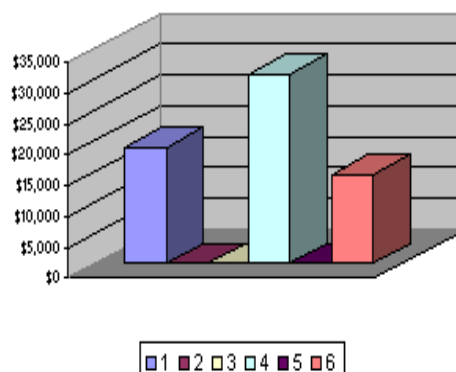
### Expenditure



### Cash Position as at: (31/12/08)

Bank Balance	\$63,939
Made up of:	
1 Carry Over Grants (committed)	\$18,795
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$30,694
5 Suspense Accounts	\$0
6 Uncommitted Funds	\$14,450
<b>Total Bank Balance</b>	<b>\$63,939</b>

### Cash Position



### Other financial information

Voluntary contributions collection rate	56%	Total creditors as at: (31/12/08)	2319
Total bad debts written off for the year	0	Total Debtors as at: (31/12/08)	0
Total assets/resources written off for the year	0	Total value of new leases for the year	0

