



# ANNUAL REPORT 2009



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, 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 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 various school programs.

Our P&C made significant financial contributions to school programs including supplementary funding for excursions, IT infrastructure, library resources and incidentals.

## 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%
2009	95%	94%	97%	95%	91%	93%	93%
State 2009	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 has led 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	2009
K/PP	23	21	8/16	10/12	5/12	12/14
Primary	137	124	122	113	112	105

## 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 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 2009 NAPLAN Results

Percentage of students in Year 3, 5 and 7 in Numeracy, Reading, Writing, Spelling, Punctuation and Grammar. The following tables 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).

**Proficiency Bands for School (Sch), Like School (LSch), and State Percentage of students in each Proficiency Band for Numeracy 2009**

Band	Year 3			Year 5			Year 7		
	Sch	LSch	State	Sch	LSch	State	Sch	LSch	State
9							10%	5%	8%
8				18%	3%	6%	30%	17%	14%
7				6%	13%	13%	20%	27%	22%
6	17%	7%	10%	12%	24%	20%	40%	30%	27%
5	28%	17%	16%	53%	31%	29%	0%	16%	17%
4	33%	27%	22%	6%	25%	21%	0%	4%	6%
3	6%	23%	23%	6%	4%	6%			
2	6%	18%	15%						
1	11%	8%	9%						

**Percentage of students in each Proficiency Band for Reading 2009**

Band	Year 3			Year 5			Year 7		
	Sch	LSch	State	Sch	LSch	State	Sch	LSch	State
9							0%	7%	6%
8				6%	10%	9%	20%	18%	15%
7				24%	20%	18%	50%	27%	25%
6	22%	14%	16%	24%	20%	18%	0%	28%	23%
5	39%	17%	18%	12%	25%	23%	30%	15%	17%
4	6%	20%	20%	35%	17%	16%	0%	5%	8%
3	22%	24%	20%	0%	8%	12%			
2	6%	17%	14%						
1	6%	8%	8%						

**Percentage of students in each Proficiency Band for Writing 2009**

Band	Year 3			Year 5			Year 7		
	Sch	LSch	State	Sch	LSch	State	Sch	LSch	State
9							0%	6%	5%
8				6%	7%	7%	30%	18%	16%
7				6%	13%	12%	20%	26%	21%
6	39%	11%	13%	12%	35%	32%	40%	32%	29%
5	22%	23%	21%	35%	24%	21%	10%	12%	12%
4	22%	34%	28%	29%	14%	14%	0%	6%	10%
3	17%	21%	20%	12%	6%	10%			
2	0%	7%	7%						
1	0%	4%	6%						

## Percentage of students in each Proficiency Band for Spelling 2009

Band	Year 3			Year 5			Year 7		
	Sch	LSch	State	Sch	LSch	State	Sch	LSch	State
9							10%	6%	6%
8				12%	5%	6%	40%	16%	13%
7				12%	18%	16%	10%	26%	25%
6	39%	11%	12%	29%	28%	25%	30%	31%	27%
5	33%	23%	20%	18%	26%	23%	10%	14%	13%
4	11%	28%	26%	24%	16%	15%	0%	7%	10%
3	11%	22%	21%	6%	7%	10%			
2	6%	10%	9%						
1	0%	6%	8%						

## Percentage of students in each Proficiency Band for Punctuation & Grammar 2009

Band	Year 3			Year 5			Year 7		
	Sch	LSch	State	Sch	LSch	State	Sch	LSch	State
9							0%	13%	10%
8				0%	8%	8%	20%	6%	7%
7				12%	19%	18%	30%	28%	24%
6	50%	21%	23%	29%	31%	26%	30%	32%	26%
5	6%	20%	16%	18%	18%	18%	0%	15%	17%
4	22%	23%	21%	29%	16%	13%	20%	6%	11%
3	11%	13%	12%	12%	9%	13%			
2	11%	11%	10%						
1	0%	12%	13%						

	<b>Above National Minimum Standard</b>
	<b>At National Minimum Standard</b>
	<b>Below National Minimum Standard</b>

Further information regarding the proficiency bands or interpreting school performance data can be found at the following locations:

State information: <http://www.schoolsonline.det.wa.edu.au/schoolprofile/home.do>

National information: <http://www.myschool.edu.au/>

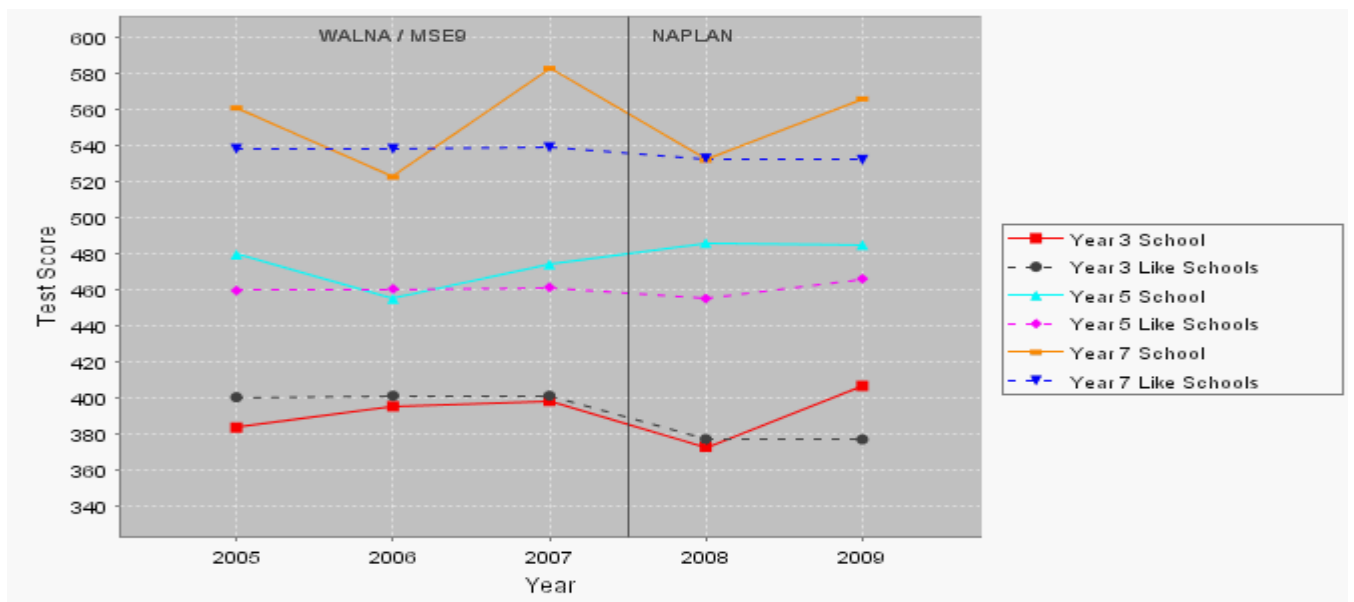
## Relative Assessment Performance Summary

	Year 3			Year 5			Year 7		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Numeracy	0.1	-0.5	0.8	0.7	0.9	1.0	1.4	-0.4	1.6
Reading	-0.9	-0.6	0.9	0.1	1.3	1.3	1.3	-1.3	0.4
Writing	0.0	0.0	2.0	0.3	1.0	-1.3	1.4	-0.5	0.4
Spelling	-0.3	0.8	2.5	1.0	0.3	0.1	1.3	0.5	1.3
Punctuation & Grammar		0.2	1.6		0.3	-1.0		0.1	-0.1

	<b>Above Expected</b> - more than one standard deviation above the predicted school mean
	<b>Expected</b> - within one standard deviation of the predicted school mean
	<b>Below Expected</b> - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

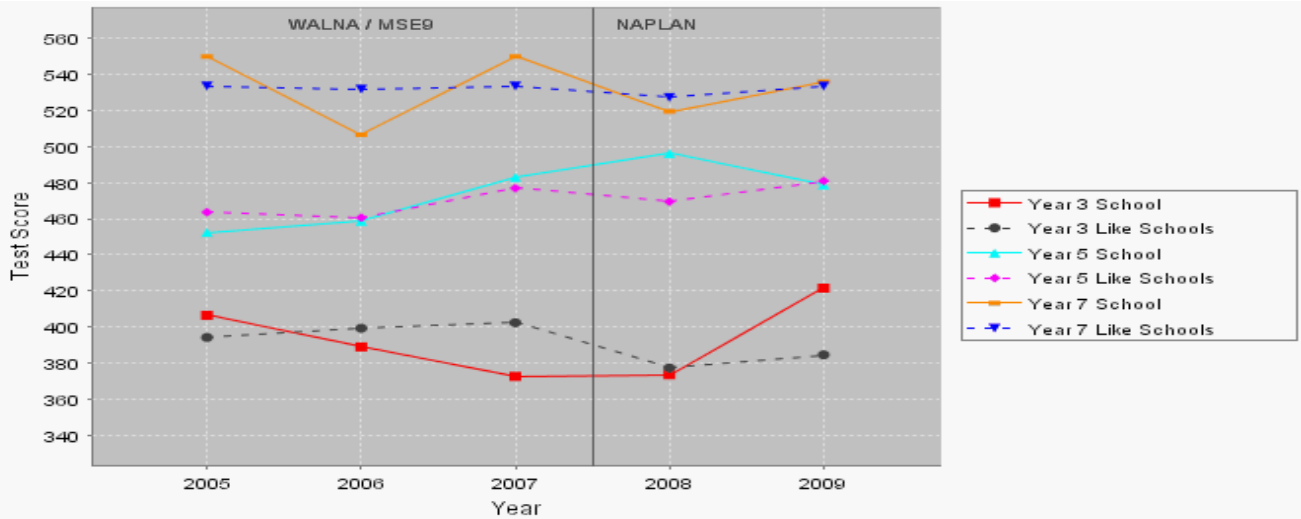
## Summary of Year 3, 5 and 7 Results 2005-2009

### Numeracy

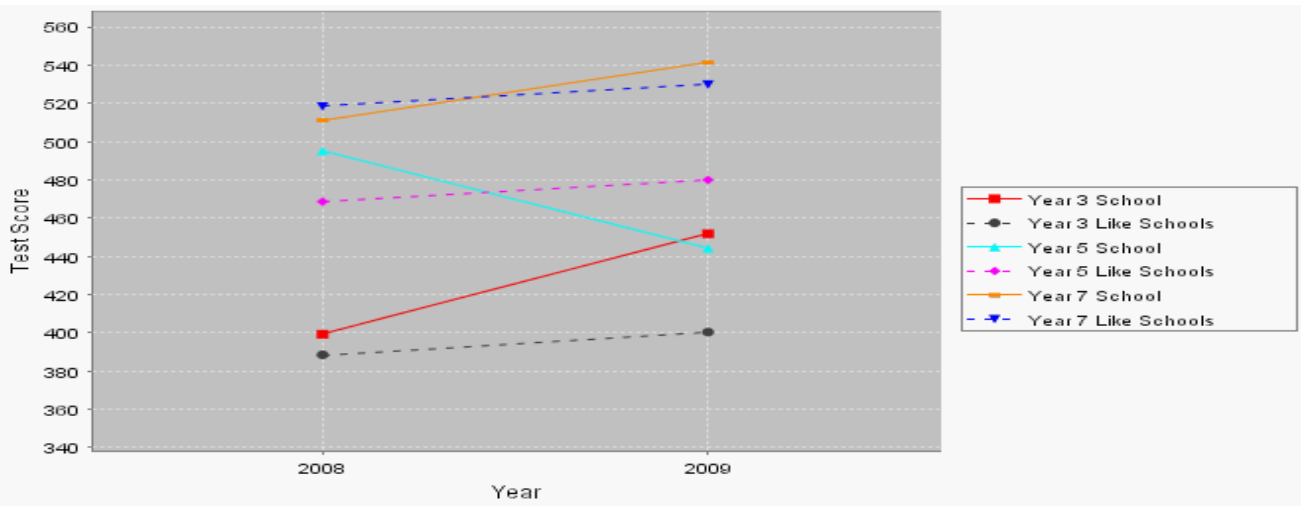




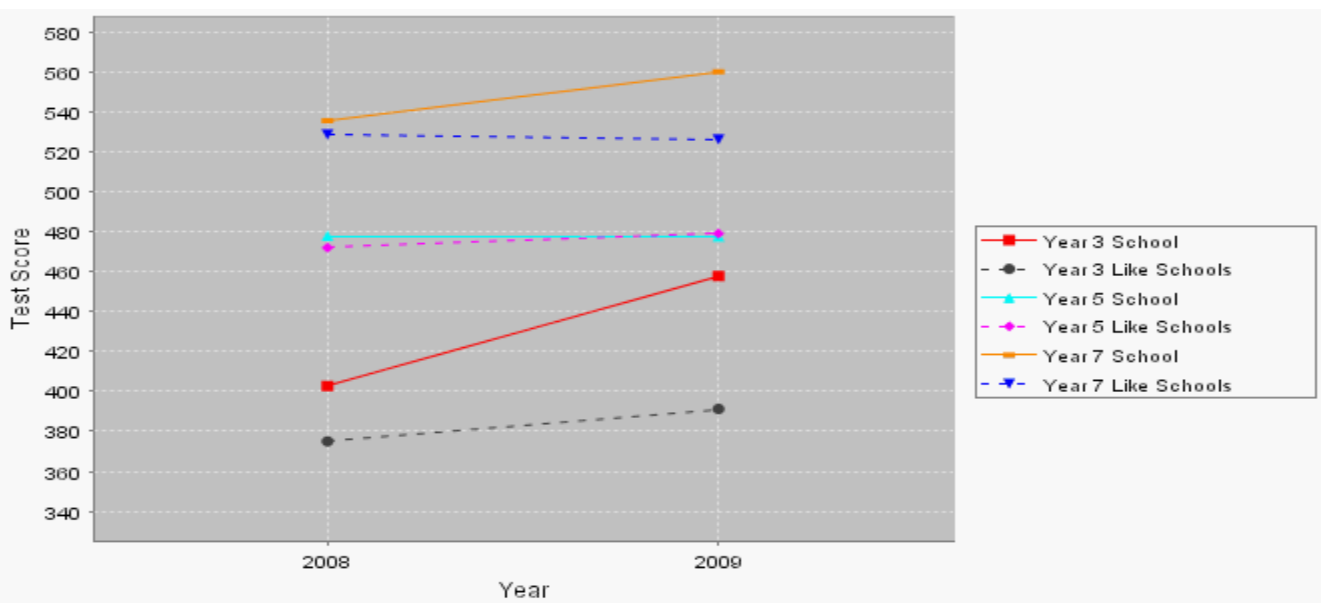
## Reading



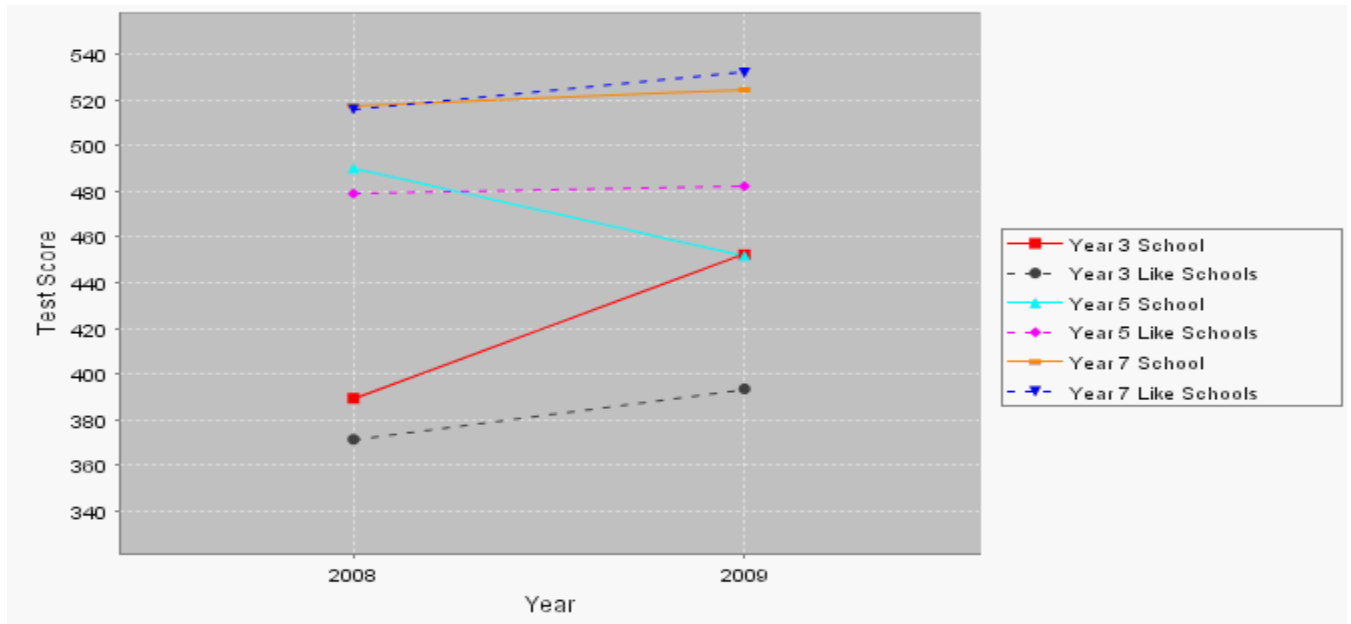
## Writing



## Spelling



## Punctuation and Grammar



## Other Learning Areas

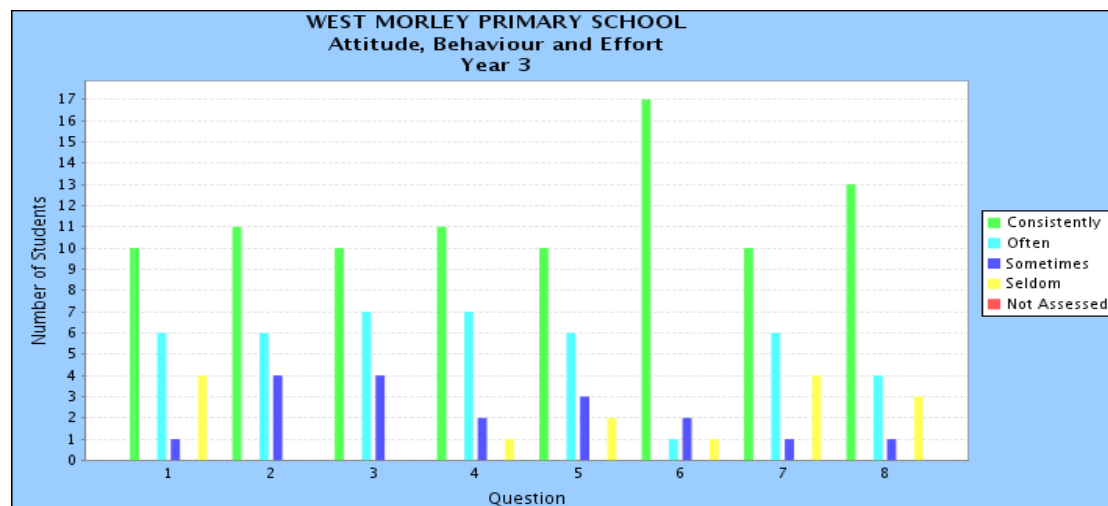
Teachers make professional judgements using the Outcomes and Standards Framework to level student achievement. These judgements are then reported in grades from A-E.

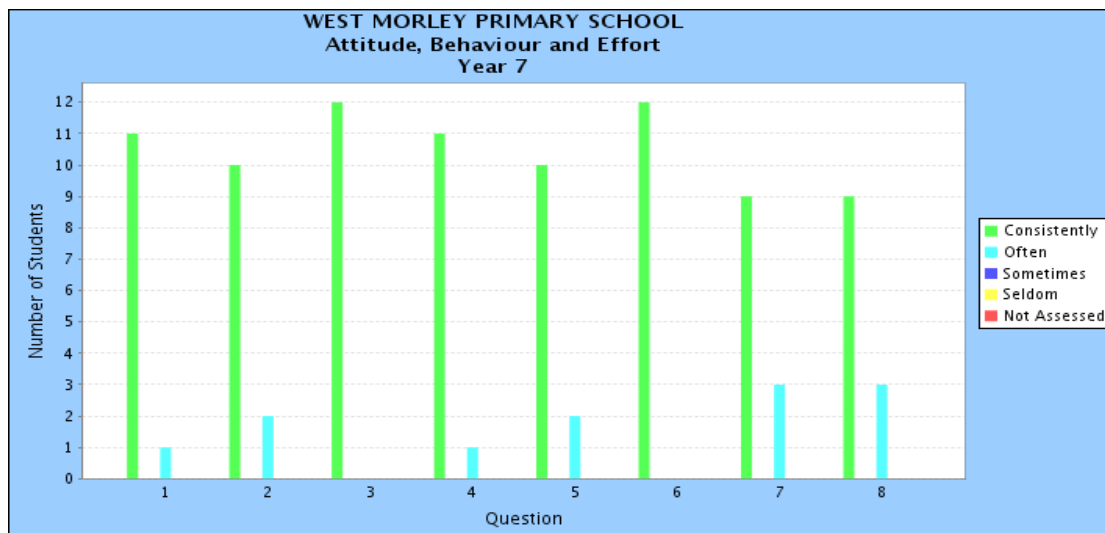
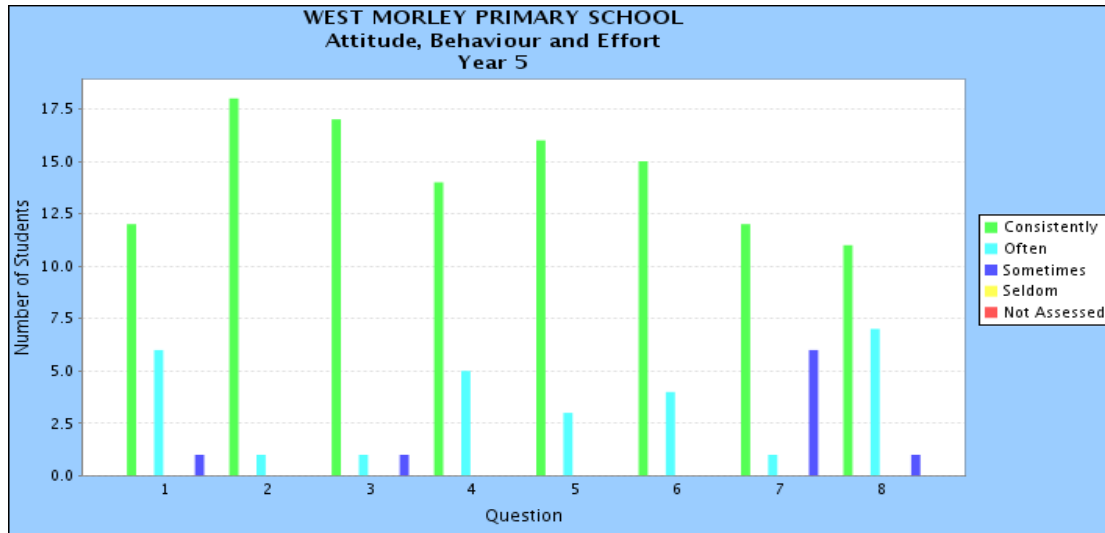
## Student Performance Information – Non- Academic

### Attitude, Behaviour and Effort

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

1. Works to the best of their ability.
2. Shows self-respect and care.
3. Shows courtesy and respect for the rights of others.
4. Participates responsibly in both social and civic activities.
5. Cooperates productively and builds positive relationships with others.
6. Is enthusiastic about learning.
7. Sets goals and works towards them with perseverance.
8. Shows confidence in making positive.





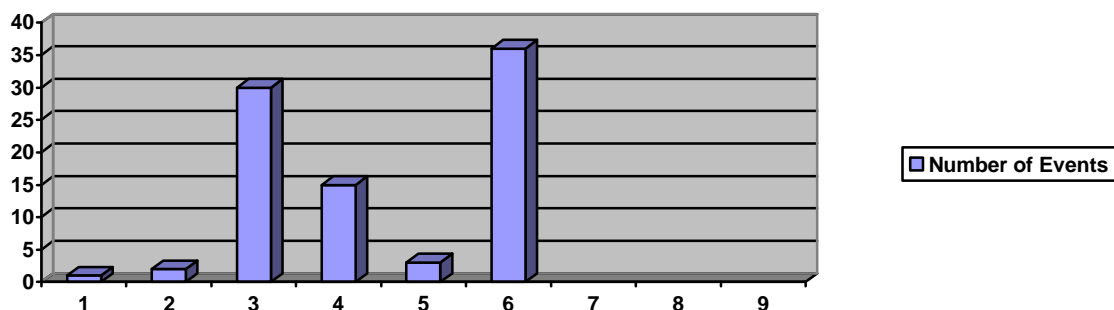
The above results represent teacher judgements regarding the key statements listed from 1-8. These judgements are made throughout the year for all students and the above results represent only children in Years 3, 5 and 7.

West Morley PS operates a whole school values program called 'You Can Do It'. Each term teachers choose one of the 5 You Can Do It values to focus on in their classrooms.

A trend that can be seen from these tables is that in Year 3 there are quite a few children who were rated as only 'seldom' as this is usually a reflection of maturity as a learner and as a self-managing young person. By Year 7 we expect to see children demonstrating consistently or often for each of the described values and attributes.

## 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 were 8 suspensions (3 children only) involving a total of 13 days. Each of these children has an Individual Behaviour Plan.

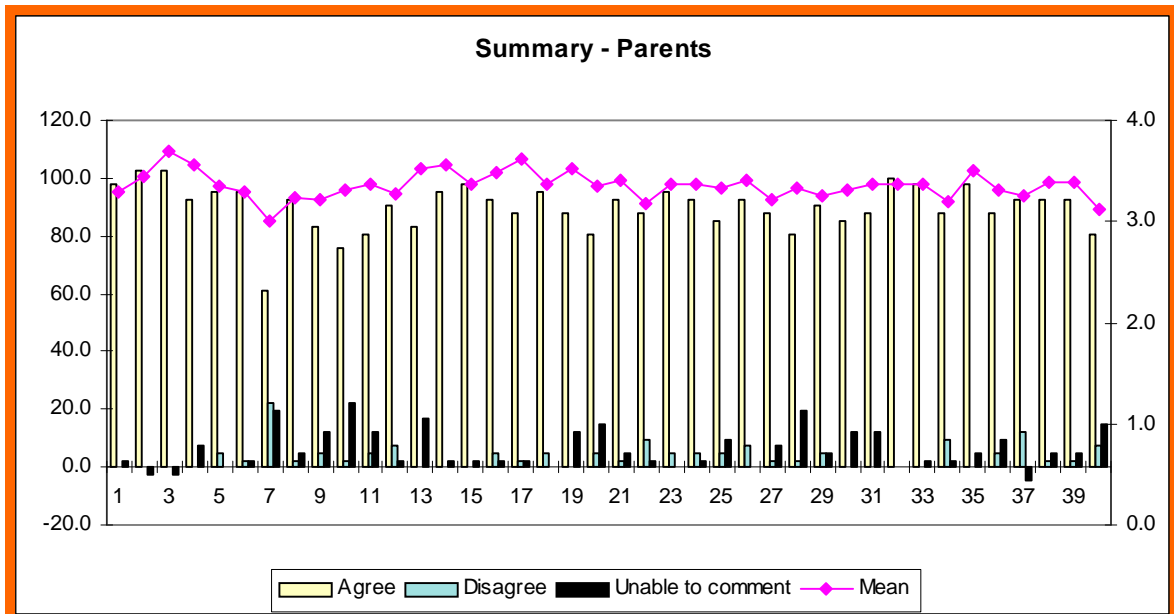
### Positive Behaviour

At Assemblies we present classroom-based Honour Certificates, Sport Awards and a Considerate Class Award.

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.



### 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.

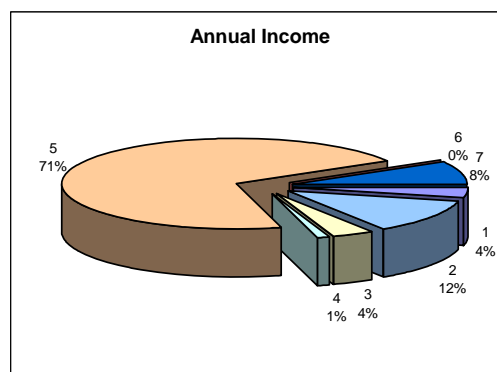
42 out of 105 (40%) families responded to the request to complete the survey. Overall the results from surveyed parents indicate strong support for our approach to student learning in both academic and non-academic areas. Parents feel welcomed and informed in the school. The survey results are shared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

### Major Highlights for 2009

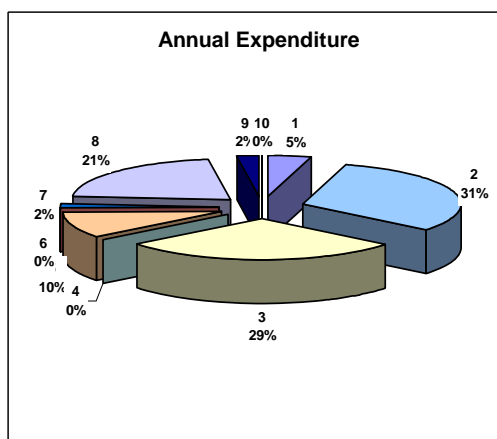
- Resurfacing of the school oval.
- Funding allocated for new library.
- Whole school painted externally.
- New pathways, garden edging and kerbing to the front of the school.
- Relocation of junior playground equipment.
- Joint site agreement with the NEMLDC.
- Traffic Management Proposal compiled and lodged with the Department of Education.
- Purchase of new student furniture.
- Increased applications for enrolment in Kindergarten and Pre-Primary.
- Approval given for the 2010/2011 budget to refurbish and renovate the existing library into a new Pre-Primary.
- 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.
- Updated policies in Behaviour Management, Students At Educational Risk, Attendance, Complaints Management, Performance Management, School Improvement Planning and Staff Code of Conduct.

**WEST MORLEY PRIMARY SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2009**

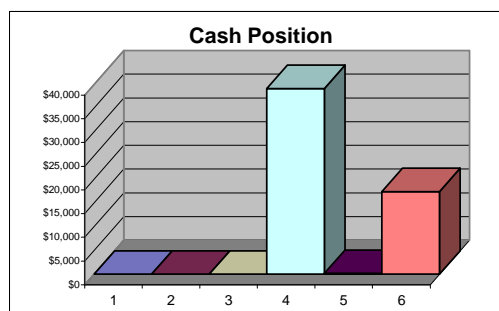
<b>Annual Income</b>		
	<u>Budget</u>	<u>Actual</u>
1 Voluntary Contributions	\$4,950	\$4,950
2 Charges and Fees	\$16,196	\$16,196
3 P & C Contributions	\$4,940	\$4,940
4 Fundraising and Donations	\$1,527	\$1,527
5 State Government Grants	\$94,109	\$94,109
6 Commonwealth Govt Grants	\$0	\$0
7 Miscellaneous	\$10,940	\$10,940
<b>Total Income</b>	<b>\$132,662</b>	<b>\$132,662</b>
Opening Balance	\$32,755	\$32,755
<b>Total Funds Available</b>	<b><u>\$165,417</u></b>	<b><u>\$165,417</u></b>



<b>Annual Expenditure</b>		
	<u>Budget</u>	<u>Actual</u>
1 Administration	\$5,588	\$5,588
2 Utilities	\$38,297	\$38,297
3 Repairs and Maintenance	\$34,830	\$34,830
4 Capital Works	\$0	\$0
5 Assets and Resources	\$12,352	\$12,352
6 Leases	\$0	\$0
7 Professional Development	\$2,198	\$2,198
8 Education Programs	\$26,240	\$26,240
9 Student Services	\$2,551	\$2,551
10 Miscellaneous	\$0	\$0
<b>Total Expenditure</b>	<b>\$122,056</b>	<b>\$122,056</b>
Transfer to Asset Reserves	\$24,717	\$24,717
<b>Total Funds Carry Forward</b>	<b><u>\$18,644</u></b>	<b><u>\$18,644</u></b>



<b>Cash Position as at: 31/12/2009</b>	
Bank Balance	\$56,773
Made up of:	
1 Carry Over Grants (committed)	\$0
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$39,129
5 Suspense Accounts	\$200
6 Uncommitted Funds	\$17,444
<b>Total Bank Balance</b>	<b><u>\$56,773</u></b>



<b>Other financial information</b>			
Voluntary contributions collection rate	72.0%	Total creditors as at: 31/12/2009	\$2,788
Total bad debts written off for the year	\$0	Total Debtors as at: 31/12/2009	\$0
Total assets/resources written off for the year	\$0	Total value of new leases for the year	\$0