

ANNUAL REPORT 2010



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 187 students from kindergarten to year 7.

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 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.

School Performance Information

Literacy

The tables below indicate the percentage of students in bands of achievement from NAPLAN testing. The bands of achievement from 1 to 10 cover primary and lower secondary schooling, however they do not necessarily correspond to the years at school as students typically achieve across a range of bands in any one class. The colour code indicates if the achievement of the percentage of students is above, below or at the expected level. In a general sense the higher the percentages in the green areas the better the achievement of the. The aim of all schools is to have as few as possible students in the lower or yellow and reds areas.

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

You will also notice that the schools results are shown over the last three years and compared to three years of results of similar schools (like schools) and the average results of students across the state.

Reading

Band	Year 3 Reading								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
6 to 10	14%	22%	36%	10%	14%	16%	14%	17%	19%
5	29%	39%	43%	22%	17%	18%	19%	17%	16%
4	10%	6%	7%	19%	20%	28%	21%	21%	23%
3	10%	22%	14%	21%	24%	16%	18%	19%	16%
2	24%	6%	0%	17%	17%	14%	16%	16%	15%
1	14%	6%	0%	10%	8%	9%	12%	9%	9%

The reading results are outstanding in Year 3. Not only do they show a reduction in the percentage of students in the red and yellow bands but there is in fact no student who achieved below the minimum standard. Furthermore, we have improved our performance in the top end of the results. All these results are far better than like schools and the state results.

Band	Year 5 Reading								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
8 to 10	8%	6%	9%	8%	10%	7%	6%	9%	11%
7	15%	24%	18%	13%	20%	11%	15%	16%	12%
6	38%	24%	18%	22%	20%	23%	24%	23%	20%
5	23%	12%	32%	28%	25%	30%	25%	22%	25%
4	15%	35%	14%	17%	17%	18%	17%	16%	17%
1 to 3	0%	0%	9%	11%	8%	12%	13%	12%	14%

The results of the Year 5 students in Reading also shows a reduction from 2009 in the number of students not achieving above the national minimum standard. Furthermore our results are better than like schools and state averages. Never the less we would like to focus on improving these results too over the next two years.

Band	Year 7 Reading								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
9 to 10	0%	0%	20%	5%	7%	8%	4%	6%	8%
8	21%	20%	20%	13%	18%	21%	13%	15%	19%
7	26%	50%	25%	27%	27%	30%	25%	26%	26%
6	21%	0%	10%	32%	28%	25%	30%	26%	23%
5	26%	30%	20%	19%	15%	12%	18%	17%	16%
1 to 4	5%	0%	5%	4%	5%	5%	9%	9%	6%

The results of the Year 7 students in Reading also shows a reduction in the number of students not achieving above the national minimum standard. However, the percentage of students in these lower bands are larger than like schools and the state average. Although we do better at the top end of the bands with more students than like schools and the state. Never the less we would like to focus on improving these results too over the next two years.

It is also possible to compare the grades allocated by staff during Semester 1 and the students results in NAPLAN (which is conducted in Semester 1). However, while they measure the same outcome or learning area, it is not expected that they will mirror each other exactly. Teachers will be grading according to the more in depth coverage of content by the end of Semester 1 and NAPLAN covers a wider range, but more superficially (a snapshot). Furthermore, NAPLAN reflects a one-off test made up of short answers and multiple choice questions. This is not the only way teachers assess. They are able to assess student understanding at a deeper level, over time and can also mediate against guessing, which can occur in standardised tests like NAPLAN.

The colour codes used in each graph for each grade below are able to be loosely compared between graphs.

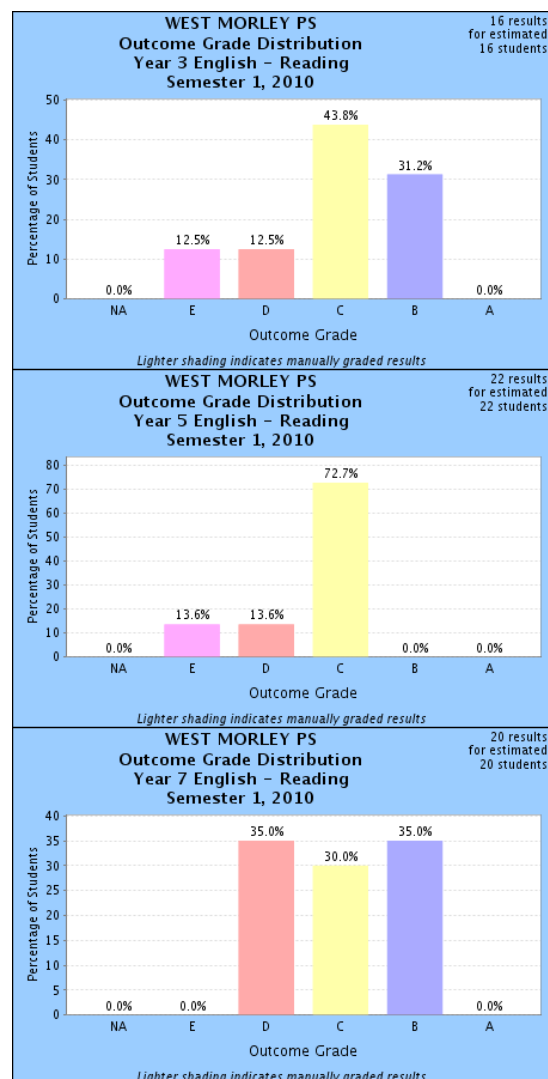
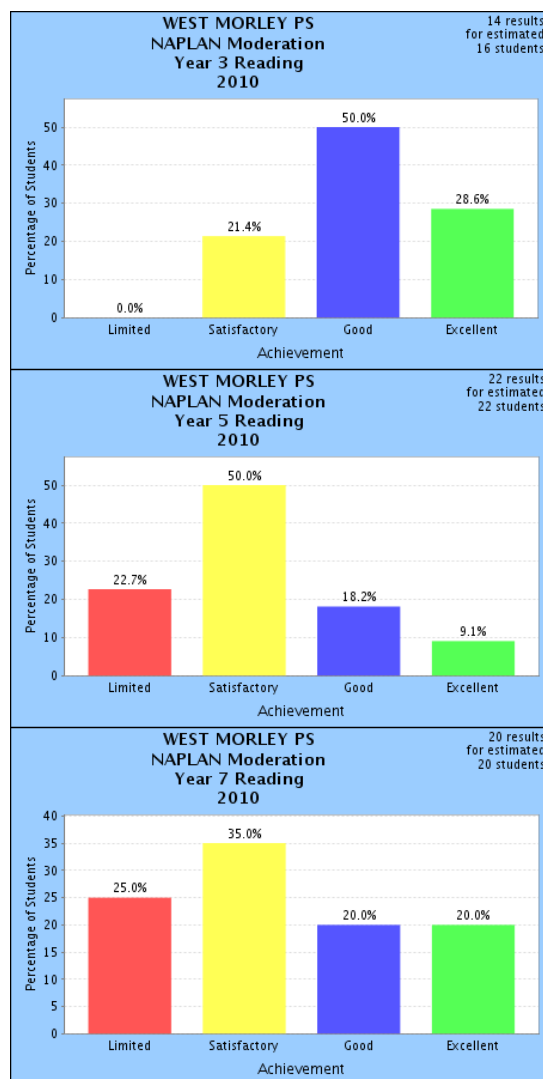
A = Excellent = green

C = Satisfactory = yellow

B = Good = blue

D & E = limited = red and pink

While the shape of the NAPLAN and Grade distribution graphs are similar the staff has given more grades in the bottom and less in the top. This was a deliberate readjustment of grade results from the previous year to bring the assessment judgements in line with a State and National comparison of student performance. The previous year indicated students were over represented in the upper end of the grading scale. Teachers were able to adjust grades for Semester 2, 2010 using the NAPLAN results and grade exemplars to moderate against. This adjustment balanced the spread of grades more appropriately, in line with the NAPLAN results. This is a typical result. However, to assure comparability of teacher judgements schools need to engage in moderation exercises, so that an A grade in one class is the same in another. Moderation of teacher judgements is a difficult issue for small schools such as West Morley to address easily, as there are only one or two teachers teaching the same grade. In 2011 we have made plans to link with other small schools in the area to engage in moderation.



Writing

Band	Year 3 Writing								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
6 to 10	10%	39%	36%	8%	11%	10%	10%	11%	12%
5	33%	22%	36%	21%	23%	22%	24%	24%	21%
4	24%	22%	29%	31%	34%	36%	31%	31%	34%
3	24%	17%	0%	27%	21%	21%	20%	19%	18%
2	5%	0%	0%	8%	7%	7%	9%	9%	7%
1	5%	0%	0%	6%	4%	4%	6%	4%	6%

The writing results are outstanding in Year 3. For the second year in a row there are no students who were below the minimum standard. Furthermore, we have improved our performance in the top end of the results. All these results are far better than like schools and the state results.

Band	Year 5 Writing								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
8 to 10	7%	6%	14%	5%	7%	5%	4%	5%	6%
7	13%	6%	23%	14%	13%	11%	13%	14%	11%
6	40%	12%	27%	30%	35%	32%	27%	28%	32%
5	27%	35%	27%	27%	24%	25%	29%	28%	24%
4	13%	29%	5%	14%	14%	18%	17%	15%	16%
1 to 3	0%	12%	5%	10%	6%	9%	11%	8%	10%

The Year 5 writing results again show an improvement. There are less students achieving below the minimum standard both since last year as well as compared to like schools and state averages. Similarly there has been an increase in students in the top bands. Likewise the same can be said for the Year 7 results in Writing, below.

Band	Year 7 Writing								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
9 to 10	0%	0%	20%	5%	6%	8%	5%	6%	7%
8	16%	30%	40%	14%	18%	20%	12%	13%	18%
7	26%	20%	15%	21%	26%	22%	24%	26%	21%
6	37%	40%	10%	36%	32%	31%	29%	28%	31%
5	11%	10%	10%	16%	12%	14%	18%	16%	12%
1 to 4	11%	0%	5%	8%	6%	5%	12%	9%	9%

Spelling

Band	Year 3 Spelling								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
6 to 10	14%	39%	29%	9%	11%	10%	10%	12%	11%
5	24%	33%	21%	16%	23%	20%	18%	18%	19%
4	29%	11%	36%	26%	28%	28%	25%	26%	23%
3	10%	11%	7%	23%	22%	23%	21%	21%	21%
2	19%	6%	7%	17%	10%	13%	14%	12%	15%
1	5%	0%	0%	8%	6%	6%	12%	9%	9%

On the whole Year 3 spelling results are similar to the past school results again, the school does much better than like schools and state averages.

Band	Year 5 Spelling								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
8 to 10	7%	12%	18%	4%	5%	3%	4%	6%	6%
7	20%	12%	36%	18%	18%	15%	14%	14%	17%
6	27%	29%	27%	31%	28%	32%	26%	25%	24%
5	20%	18%	5%	22%	26%	23%	27%	27%	26%
4	20%	24%	9%	16%	16%	17%	16%	16%	16%
1 to 3	7%	6%	5%	9%	7%	9%	12%	10%	10%

Year 5 Spelling results show a big improvement compared to previous years' results both in the reduced number of students at or below the national minimum as well as the increased number of students attaining results in the top bands. West Morley's results are also much better than like schools and the state average.

Band	Year 7 Spelling								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
9 to 10	16%	10%	25%	4%	6%	6%	5%	6%	7%
8	5%	40%	15%	18%	16%	23%	15%	14%	19%
7	21%	10%	40%	31%	26%	31%	26%	26%	28%
6	47%	30%	20%	28%	31%	21%	27%	26%	22%
5	11%	10%	0%	15%	14%	14%	16%	16%	13%
1 to 4	0%	0%	0%	5%	7%	5%	11%	11%	9%

The Year 7 spelling results are outstanding. We have no students at or below the minimum standard and we have increased the percentage of students in the top bands as well as continued to out-perform like schools and the state average.

Punctuation & Grammar

Band	Year 3 Punctuation & Grammar								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
6 to 10	14%	50%	50%	12%	21%	20%	14%	21%	20%
5	14%	6%	29%	12%	20%	24%	17%	19%	21%
4	33%	22%	7%	31%	23%	20%	22%	20%	18%
3	24%	11%	14%	21%	13%	14%	19%	15%	14%
2	10%	11%	0%	14%	11%	11%	14%	12%	13%
1	5%	0%	0%	10%	12%	10%	14%	12%	13%

West Morley's Year 3 results in Punctuation and Grammar are outstanding. All students are above the minimum national standard and 50% of students are in the top bands. This far exceeds both like schools and state average results.

Band	Year 5 Punctuation & Grammar								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
8 to 10	20%	0%	5%	11%	8%	8%	9%	10%	9%
7	7%	12%	45%	15%	19%	21%	16%	17%	22%
6	27%	29%	23%	24%	31%	20%	25%	24%	18%
5	13%	18%	14%	25%	18%	25%	23%	21%	22%
4	27%	29%	9%	14%	16%	17%	14%	14%	16%
1 to 3	7%	12%	5%	10%	9%	9%	13%	12%	12%

Year 5 results in punctuation and grammar has seen an improvement in the reduction of students not achieving above the minimum standards. We also have 50% of students achieving band 7-10 results. This far exceeds the results of like schools and the state average.

Band	Year 7 Punctuation & Grammar								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
9 to 10	0%	0%	30%	3%	13%	10%	4%	7%	9%
8	16%	20%	15%	16%	6%	12%	11%	14%	12%
7	32%	30%	15%	23%	28%	28%	22%	25%	26%
6	26%	30%	15%	30%	32%	26%	28%	25%	25%
5	26%	0%	15%	18%	15%	12%	20%	16%	12%
1 to 4	0%	20%	10%	9%	6%	13%	14%	12%	15%

Year 7 results have seen an improvement from 2009. There are now more students in top bands and less in the bottom bands. While the percentages of students not achieving above the minimum is in line with like schools and state averages we easily exceed the results of like schools and the state in the top bands.

Numeracy

Numeracy remains a strength at West Morley Primary School.

Band	Year 3 Numeracy								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
6 to 10	5%	17%	21%	7%	7%	7%	7%	8%	9%
5	19%	28%	29%	15%	17%	19%	17%	17%	19%
4	19%	33%	29%	29%	27%	25%	27%	26%	21%
3	43%	6%	21%	31%	23%	29%	27%	25%	27%
2	14%	6%	0%	13%	18%	16%	15%	16%	17%
1	0%	11%	0%	5%	8%	5%	6%	7%	6%

Again the Year 3s have achieved outstanding results. All students achieved above the national minimum and we had an exceptional percentage of students achieving in the top bands. West Morley results far exceed those of like schools and state averages.

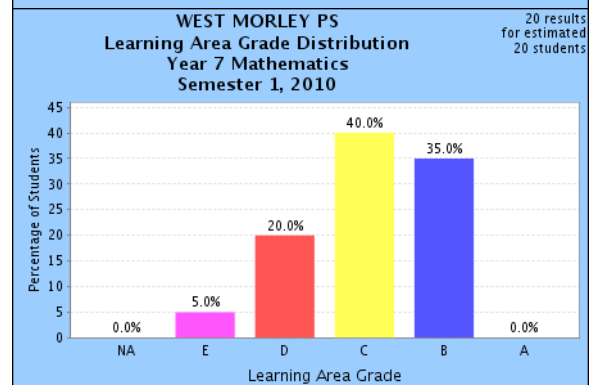
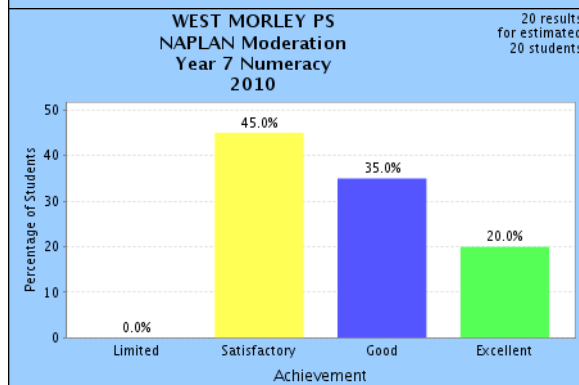
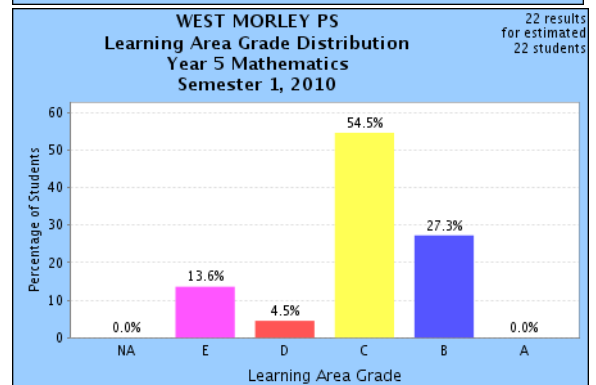
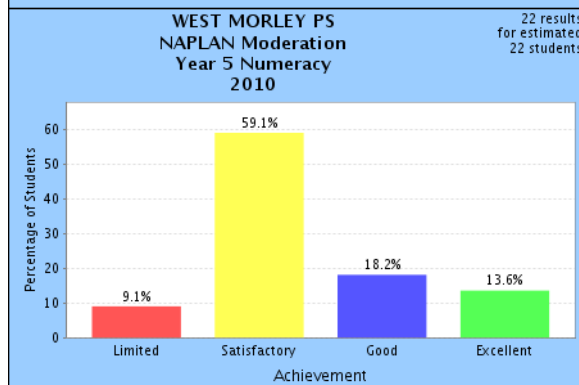
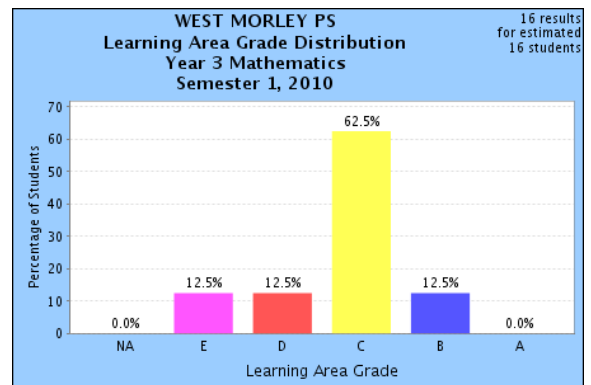
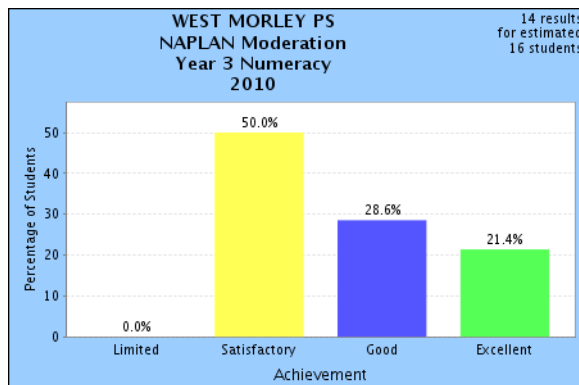
Band	Year 5 Numeracy								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
8 to 10	0%	18%	14%	2%	3%	4%	3%	4%	7%
7	27%	6%	18%	8%	13%	12%	9%	12%	14%
6	27%	12%	32%	23%	24%	22%	23%	26%	22%
5	33%	53%	27%	36%	31%	34%	32%	31%	31%
4	13%	6%	5%	23%	25%	21%	23%	19%	17%
1 to 3	0%	6%	5%	8%	4%	8%	10%	7%	8%

Year 5 Numeracy results continue to outperform like schools and state averages.

Band	Year 7 Numeracy								
	School			Like Schools			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
9 to 10	5%	10%	20%	7%	5%	11%	6%	7%	11%
8	16%	30%	35%	14%	17%	15%	14%	14%	15%
7	21%	20%	30%	27%	27%	30%	25%	26%	27%
6	26%	40%	15%	30%	30%	26%	29%	27%	25%
5	32%	0%	0%	19%	16%	15%	20%	18%	15%
1 to 4	0%	0%	0%	2%	4%	2%	6%	7%	5%

Year 7 Numeracy results are outstanding. There were no students who were below the national minimum and the percentage of students achieving the in the top bands were exceptional.

Again, I have included information of moderation between NAPLAN results and Semester 1 grade distributions, below. In explanation of these graphs, the same can be said, as was said above for reading, i.e. *While the shape of the NAPLAN and Grade distribution graphs are similar the staff has given more grades in the bottom and less in the top. This is a typical result.* Please see above for an explanation of this.



Moderation of teacher judgements is a difficult issue for small schools such as West Morley to address easily, as there are only one or two teachers teaching the same grade. In 2011 we have made plans to link with other small schools in the area to engage in moderation.

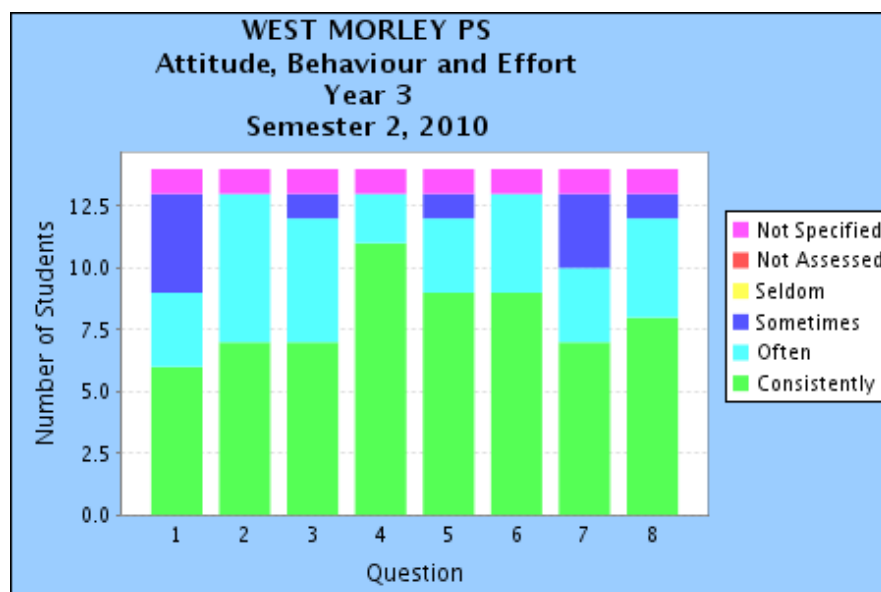
Attitudes, Behaviour & Effort

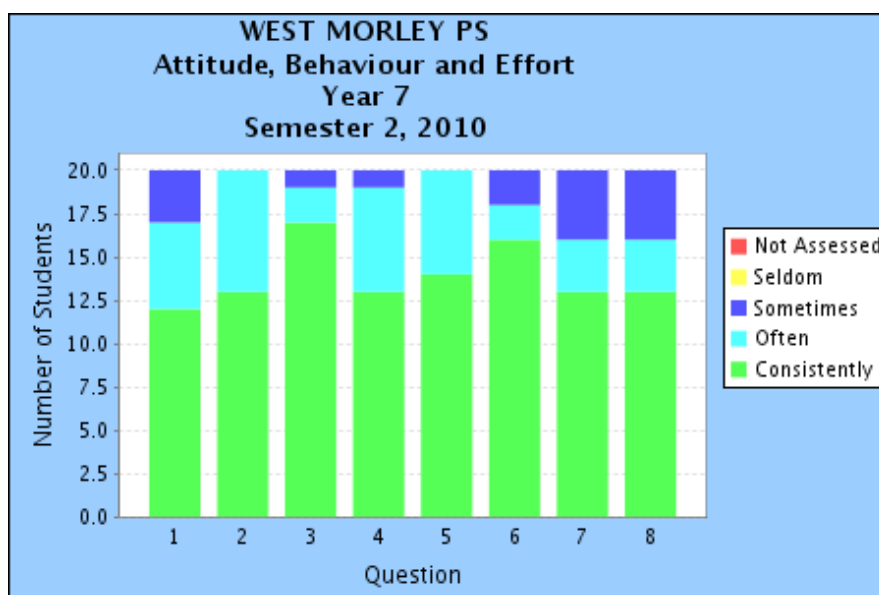
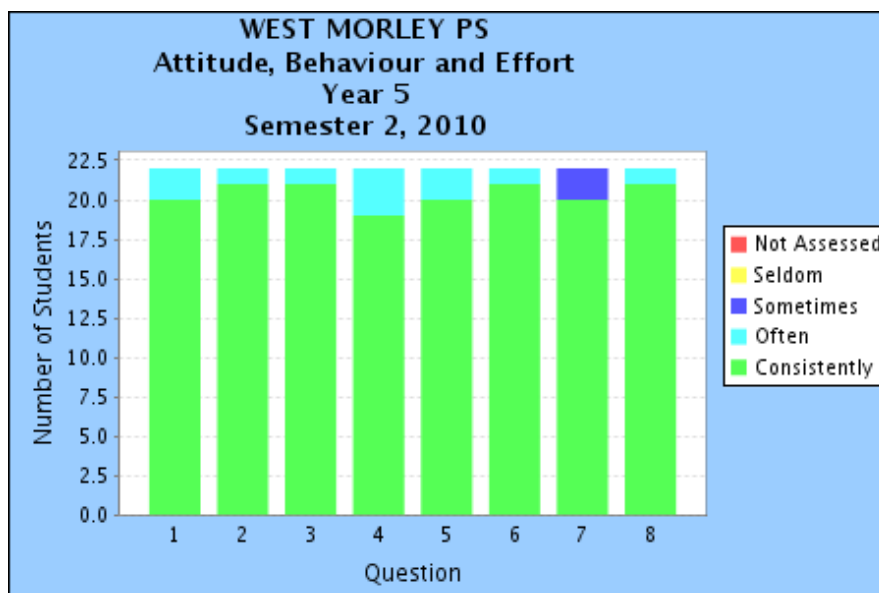
The following diagrams show the results of attitude, behaviour and effort reporting by teachers at the end of Semester 2 for the students involved in the NAPLAN testing.

The following key explains the Questions shown in the diagrams below.

Key

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 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 choices and decisions





It is pleasing to see that on the whole students at West Morley are able to achieve the desired attitudes, behaviour and effort often or consistently, with only a few areas where students have achieved this result 'sometimes'.

Attendance

The following chart shows the attendance targets that the school set itself for 2010 and the results.

Target	Actual Achievement
The percentage of students in the regular category will increase from 77% to 80%.	No. We did improve slightly though. We achieved 78%
The percentage of students in the moderate risk category will decrease from 5% to 4%.	Yes. We achieved 4%
Unauthorised student absences will reduce to 34.50% from 40%	Yes. We achieved 31.52%

Overall attendance showed a strong improvement in unauthorised student absences due to improved teacher tracking. Regular student attendance improved slightly. Our overall attendance is above the state average at 94.3% (State average is 92.9%).

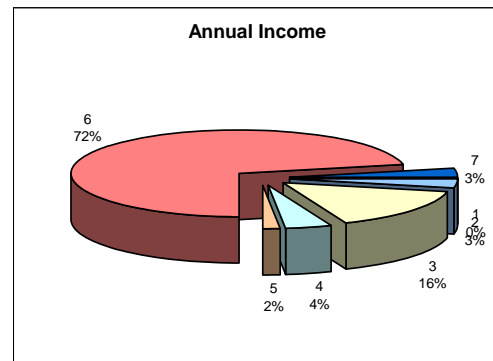
Progress on Priorities

Priorities and Targets	Progress
<p>1. Literacy – Whole School Literacy Plan</p> <ul style="list-style-type: none"> a. Yr 3: 100% above benchmark b. Yr 5: 100% above the benchmark c. Yr 7: 100 % above the benchmark 	<p>Partial Achievement This is of course an aspirational target and is dependent on cohort variables. Target a: achieved Target b: 5-9% below benchmark Target c: partial; achieved in spelling but not in other areas. Other areas had between 5-10% below benchmark.</p> <p>However, these results are better than like schools or state averages.</p>
<p>2. ICT</p> <ul style="list-style-type: none"> a. All staff to receive professional learning in ICT. b. Implementation of a whole school ICT Policy. 	<p>Achieved</p>
<p>3. Behaviour Management</p> <ul style="list-style-type: none"> a. All staff to develop classroom BM policies in line with the whole school BMIS policy. b. Maintain effective playground and in-class records using SIS Behaviour module. c. Focus on peer mediation skills. 	<p>Partial Achievement Target a: achieved Target b: achieved Target c: not achieved</p>
<p>4. Students at Educational Risk</p> <ul style="list-style-type: none"> a. All identified students on either IEP, GEP or behaviour management plans b. All staff to follow referral process. 	<p>Achieved</p>
<p>5. Curriculum and Assessment</p> <ul style="list-style-type: none"> a. All staff to participate in collaborative DOTT meetings. b. Establish Focus Groups- Literacy and Instructional Repertoire 	<p>Partial Achievement Target a: Achieved Target b: Literacy – achieved Instructional repertoire - deferred</p>
<p>6. Working with the Community</p> <ul style="list-style-type: none"> a. Increased enrolments for 2011 b. Increased exposure of WMPS strengths. 	<p>Achieved Target a: achieved Target b: achieved</p>

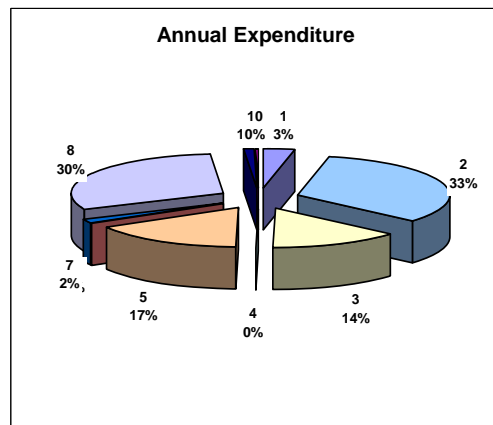
Annual Budget and Accounts

WEST MORLEY PRIMARY SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2010

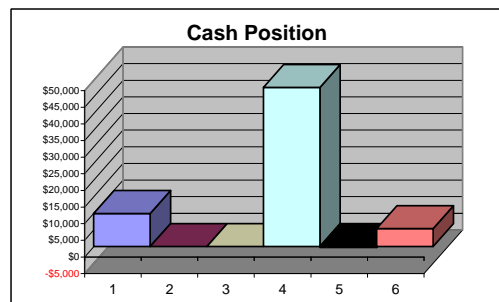
Annual Income		
	Budget	Actual
1 Voluntary Contributions		
2 Charges and Fees	\$5,845	\$5,845
3 P & C Contributions	\$27,352	\$27,351
4 Fundraising and Donations	\$7,896	\$7,896
5 State Government Grants	\$2,716	\$2,716
6 Commonwealth Govt Grants	\$126,332	\$126,332
7 Miscellaneous	\$5,765	\$5,766
Total Income	\$175,906	\$175,906
Transfer from Reserves/Gift Funds	\$16,451	\$16,451
Opening Balance	\$18,644	\$18,644
Total Funds Available	\$211,001	\$211,001



Annual Expenditure		
	Budget	Actual
1 Administration	\$5,518	\$5,518
2 Utilities	\$56,470	\$56,470
3 Repairs and Maintenance	\$23,808	\$23,808
4 Capital Works	\$0	\$0
5 Assets and Resources	\$28,252	\$28,252
6 Leases	\$0	\$0
7 Professional Development	\$2,618	\$2,618
8 Education Programs	\$51,836	\$51,836
9 Student Services	\$2,101	\$2,101
10 Miscellaneous	\$275	\$275
Total Expenditure	\$170,878	\$170,878
Transfer to Asset Reserves	\$24,730	\$24,730
Total Funds Carry Forward	\$15,393	\$15,393



Cash Position as at: (insert date)	
Bank Balance	\$63,002
Made up of:	
1 Carry Over Grants (committed)	\$9,955
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$47,808
5 Suspense Accounts	-\$200
6 Uncommitted Funds	\$5,439
Total Bank Balance	\$63,002



Other financial information			
Voluntary contributions collection rate	62.0%	Total creditors as at: (insert date)	\$0
Total bad debts written off for the year	\$0	Total Debtors as at: (insert date)	\$0
Total assets/resources written off for the year	\$0	Total value of new leases for the year	\$0

Highlights of the School Year

- Completion and official opening of our new library.
- Increased enrolments including a separate Kindergarten and Pre-Primary class.
- 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.



BER Library Opening



Volleyball Carnival – 3rd place



Girls East Perth Basketball Carnival – Divisional Winners



Faction Carnival Champions – Red Faction



Soccer Glory Cup – Central Division Champions



Faction Footy – Eagles visit.



Interschool Athletics Carnival Handicap 3rd place



End of Year Dance Concert

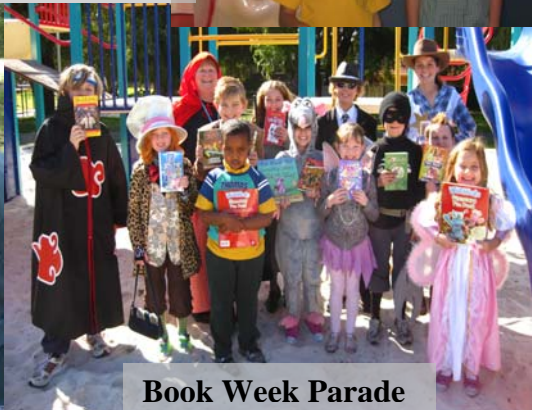


World Teacher's Day



ANZAC Day Incursion and ceremony

Scitech visit



Professor Maths

Roval Show Farm Visit

Book Week Parade



Year 7 Graduation Ceremony

Year 7 Camp



Jump Rope for Heart

Inspector Pickles



Faction Stalls

Clean Up Australia Day

Parent, Student and Teacher Satisfaction

In 2010 a survey of the school community (upper primary students, parents and staff) was conducted. The department's "Surveying the School Community" questions were used. Additionally a couple of school specific sections were added. The results were overwhelmingly positive.

Parents satisfaction was the highest, followed by staff and then students, in most cases. However, there was not a great deal of difference between any group. A rating of a three or four shows a positive response. Almost all responses averaged a rating of three or four. The only ones that didn't were from students. However, even these were only just below a rating of 3.

Whilst on most questions the students rated satisfaction slightly below their parents and staff (except in feeling safe, where they were slightly more satisfied than parents), they were generally still rating within the positive range. However, two areas were rated just below a three and these were regarding the issue of bullying (Question 7) and on whether their family's goals and the school's goals were consistent (Question 3).

In regard to the issue of bullying, while this is always of concern to schools, it also always appears as slightly negative on school surveys in almost every school. A lack of student understanding of what bullying really is, contributes to this result. Students often believe that any sort of disagreement with another student (even a friend) is bullying, as is any sort of teasing at all. While the school does not seek to trivialise this issue, ongoing education on bullying and getting along is important in addressing both the issue of bullying and of learning to get along. Childhood is, after all, a time to learn in general, as well as develop an understanding of how your behaviour affects others. This educational focus will continue at West Morley Primary School.

The two additional focus areas included were in order to ascertain community thoughts on the chaplain's role and the proposed change of uniform. The support for both was positive.

However, in the additional focus area of uniform the students also had slightly less positive feedback. The "The school dress for girls is not a necessary item as the girls have the option of skorts in summer" received a response just under 3 by students, as did the idea that "the current school uniform colours are difficult to maintain in a clean state". Furthermore the question: "I feel the school uniform is in need of change to reflect the schools new ethos and growth over the last few years" also received a rating slightly below 3 from the students.

However, it is important to bear in mind, that these results are not significantly negative. On the whole, as mentioned above, the results from all sectors surveyed were positive, even those mentioned above.