



2024 ANNUAL REPORT



"We stand together"

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Principal's Message

Natalie Bracegirdle



2024 was a productive and successful year for West Morley Primary School. We welcomed new teaching and support staff to the school. The beginning of the year saw the implementation of our 3 school behaviour expectations 'Be Kind, Be Safe and Be Ready to Learn'. Classes across the school developed classroom agreements that focused on expected behaviours.

Students actively participated in school activities which included year 6 camp, Harmony Day, ANZAC service, NAIDOC Week, Edu-Dance, Music and Choir performances, Book Week, Science Week, Walk to School Day, Senior Sport Faction Carnival and Interschool Activities. Running Club was again well attended throughout the year and a light breakfast was provided sometimes each term. The highlight for a number of families was our Open Night held in term 3, unfortunately the weather was not on our side, but this did not deter a large number of families attending. Student agency or voice was evident across all the learning areas, it was wonderful to see students actively demonstrating what they had been learning in all classes, which included our new Science room which was operating from term one, after we received a grant in 2023.

Our School Board finalised the Terms of Reference and continued to actively work on solutions for the parking issues around the school. Some Board members completed Board training. The Board continues to actively seek active members and has moved meeting times to make the timing more accessible to future members. A Open meeting was held in term three.

The school staff worked through two domains of the Public School Review. Staff used the recommendations from 2023 to embed some high-quality teaching strategies to improve student achievement. On review in December 2024 the Review team concluded that staff and the school community had achieved the goals they set out to. The recommendations from the PSR in 2023 informed the development of the new Business Plan. Staff and the School Board worked together to develop a plan that reflects achievable goals and targets for the next three cycle.

The P&C supported the school in raising funds with special events, this included a popular disco, Lap-a-thon, Bunnings sausage sizzle, free dress days and Containers for Change bins. The P&C rebranded the school canteen to the 'Karaak Café' after running a poster and naming competition within the school. Thanks to the tireless efforts of the P&C the school Wishlist items were all purchased, these included PE equipment for breaks, new furniture for the science room and subsidy to the year 6 camp. Families have a strong connection to school and are encouraged to actively participate in the P&C and School Board.

Communication between home and school was a priority for 2024. We set about the revamping of our website and communication platforms. We worked with an outside provider to develop a highly engaging and interactive website which provides options for families to translate into their home language to actively engage in school information.

School Vision

Strive to thrive and achieve personal excellence

Staff, students and the school community actively participated in reviewing and developing the school vision statement as part of looking at our moral purpose and development of the Business Plan. 'Strive to thrive and achieve personal excellence' is our revised school vision. We have high expectations for our students and together with our school community use effective teaching and learning practices to enable our students to develop and thrive to reach their full potential. This vision is embedded in the new Business Plan 2025-2027.



Our HEART Values

The rich diverse school community continued the HEART values:



Happiness - enjoying the school environment,



Empathy - understanding and valuing others feelings and emotions,



Aspiration - aiming to be the best we can be,



Respect - demonstrating respect to my environment, other people and myself,



Teamwork - working positively with others.

These values come from the HEART and foster a supportive and welcoming environment that promotes quality learning.



NAPLAN 2024

The testing for NAPLAN took place in March. Results from previous years will not be compared to 2024 data. Progress data will not be available until 2025. Student results are reported against four proficiency standards, exceeding, strong, developing and needs additional support.

Exceeding: The student's result exceeds expectations at the time of testing.

Strong: The student's result meets challenging but reasonable expectations at the time of testing.

Developing: The student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Staff engaged in collaborative team and whole-school meetings to analyse NAPLAN data, identifying trends and discussing key questions such as, "What do we notice?", "Why is this happening?", and "What actions should we take?". These discussions informed planning for 2025 to address areas needing improvement. The NAPLAN data was also shared with the school board, which provided insights and raised questions.



NAPLAN 2024

Numeracy

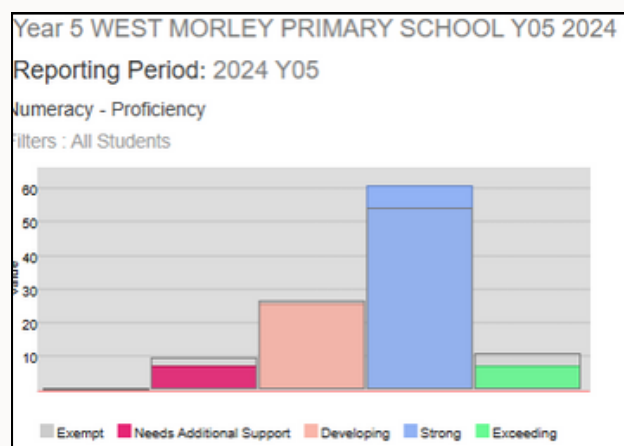
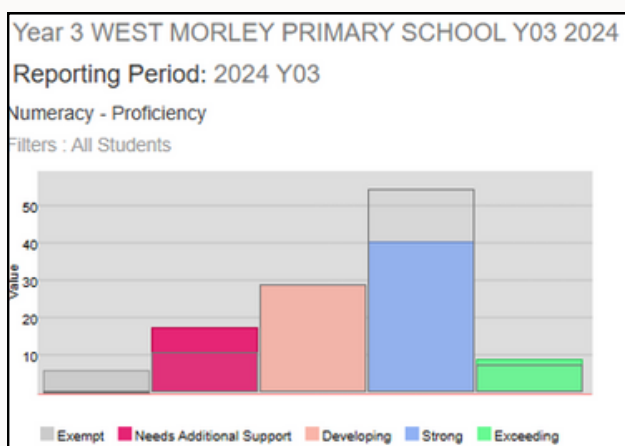
What do we notice?

Year 3 Comparison to Like Schools:

This table compares student performance at West Morley Primary School to similar "Like Schools". While West Morley PS has a slightly higher number of students in the Exceeding category, there are significantly fewer in the Strong category compared to Like Schools. Additionally, a larger proportion of students at West Morley PS require extra support in their learning.

Year 5 Comparison to Like Schools:

West Morley Primary School is outperforming Like Schools in the Strong category, though fewer students are achieving at the Exceeding level. Additionally, fewer students at West Morley PS require additional support compared to the Like Schools group.



What will we do about it?

There is a positive shift in reducing the number of students needing additional support in both Year 3 and Year 5, indicating the effectiveness of current interventions. However, the decrease in Year 5 students exceeding expectations highlights the need for enrichment opportunities to further challenge high-achieving students. The increase in the developing category for both year groups suggests students are progressing, but targeted support is essential to help them reach higher achievement levels. To address this, the Mathematics Scope and Sequence documents are being developed to ensure all concepts are taught with fidelity, providing a clear and structured approach to instruction. Additionally, the use of data interrogation through the Elastik platform will help identify gaps in achievement, allowing for the implementation of differentiated groupings to support and challenge all students effectively.

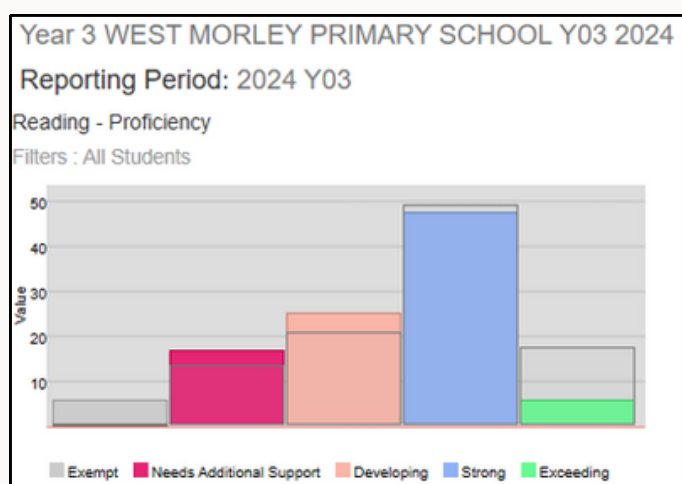
NAPLAN 2024

Reading

What do we notice?

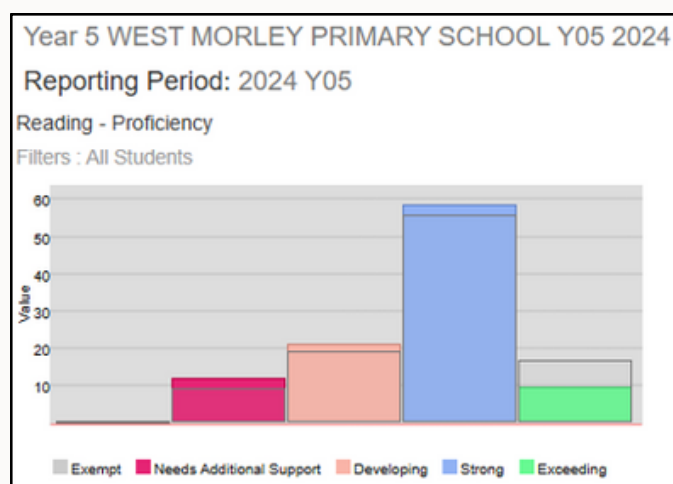
Year 3 Comparison to Like Schools:

West Morley PS has fewer students in the Exceeding category and a slightly lower proportion in the Strong category compared to Like Schools. Additionally, more students at West Morley PS are in the Developing and Needs Additional Support categories, indicating a greater need for targeted intervention.



Year 5 Comparison to Like Schools:

West Morley PS is outperforming Like Schools in the Strong category but has fewer students in the Exceeding category. Additionally, a slightly higher proportion of students at West Morley PS require additional support compared to Like Schools.



What will we do about it?

The literacy block will incorporate differentiation and extension activities to challenge high-achieving students, addressing the decline in Year 5 students exceeding expectations. Targeted interventions will support struggling readers, particularly in Year 5, where an increase in students needing additional support has been identified. MiniLit will assist struggling readers in the lower years. The Elastik platform will be used to analyse reading data, helping to identify skill gaps and inform instructional planning. Units of work will include a variety of genres, ensuring students engage with diverse texts, while decodable readers and UFLI (University of Florida Literacy Institute) strategies will be implemented to strengthen foundational reading skills.

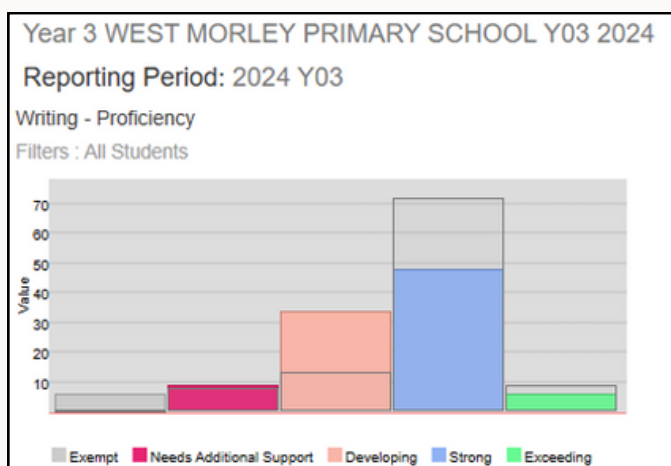
NAPLAN 2024

Writing

What do we notice?

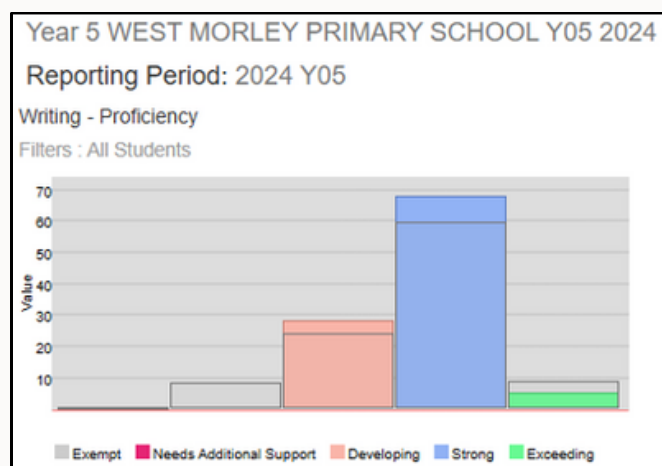
Year 3 Comparison to Like Schools:

While a similar proportion of students are in the Exceeding category, West Morley Primary School has notably fewer students in the Strong category than Like Schools. Additionally, a larger percentage of students are in the Developing category, suggesting a greater need for support in writing development.



Year 5 Comparison to Like Schools:

West Morley Primary School has a higher proportion of students in the Strong category, though fewer are achieving at the Exceeding level. Notably, no students require additional support, which is a positive outcome compared to Like Schools.



What will we do about it?

The literacy block will incorporate targeted instruction and scaffolded learning experiences to support the increase in developing writers and ensure stronger progression. To extend high-achieving students, writing tasks will include more complex genres and challenging activities to push their skills further. The Brightpath platform will be used to track student progress and identify those who require additional support in writing. Moderation will occur semesterly for more consistency across the school. Units of work will focus on genre-specific writing skills, helping students develop a deeper understanding of different text structures. Additionally, decodable texts and UFLI strategies will be implemented to strengthen sentence structure, vocabulary, and overall writing fluency.

NAPLAN 2024

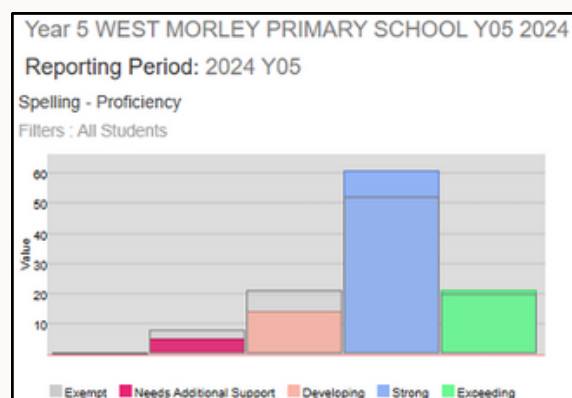
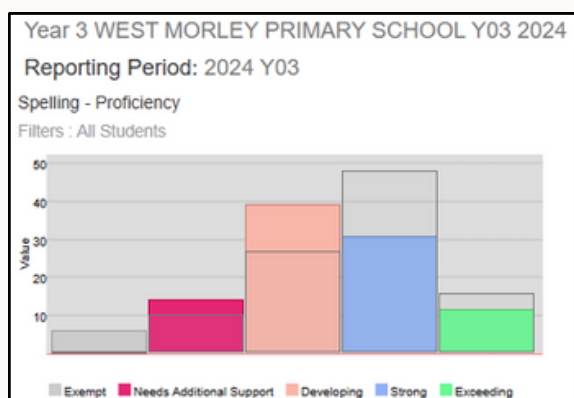
Spelling and Grammar & Punctuation

What do we notice?

Spelling Comparison to Like Schools:

In year 3, while a similar proportion of students are achieving at the Exceeding level, fewer students are in the Strong category compared to Like Schools, with more falling into the Developing category. Additionally, a higher number of students require additional support, indicating that spelling may be an area for targeted intervention.

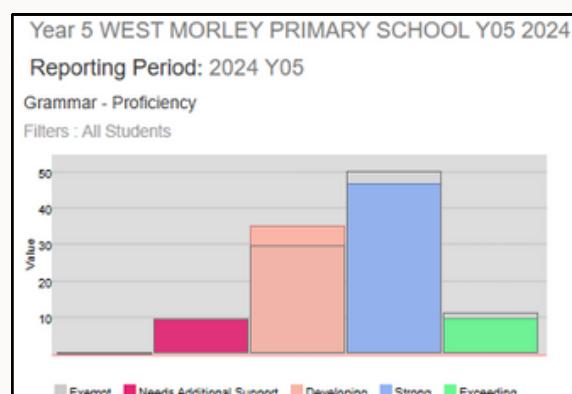
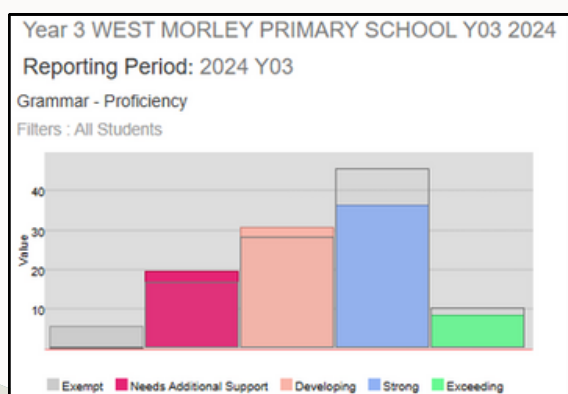
In year 5, West Morley PS has a higher proportion of students in both the Exceeding and Strong categories, indicating strong overall achievement. Additionally, fewer students require additional support compared to Like Schools, suggesting positive outcomes in this area.



Grammar & Punctuation Comparison to Like Schools:

In year 3, West Morley PS has fewer students in both the Exceeding and Strong categories, with a higher proportion in the Developing and Needs Additional Support categories. These results suggest that grammar may be an area requiring further focus and support.

In year 5, the results show that West Morley PS has a slightly lower proportion of students in both the Exceeding and Strong categories, with more students in the Developing category. The percentage of students needing additional support is nearly identical to Like Schools, suggesting similar levels of intervention may be required.



NAPLAN 2024

Spelling and Grammar & Punctuation

What will we do about it?

The literacy block will include explicit instruction in spelling and grammar concepts to strengthen foundational skills. Targeted intervention programs using decodable texts and structured phonics instruction will support the increased number of Year 3 students needing additional help. The Elastik platform will be used to track progress and identify gaps, ensuring data-driven instruction. Additionally, structured spelling programs, grammar-focused activities, and UFLI strategies will reinforce word knowledge, sentence structure, and overall language skills.



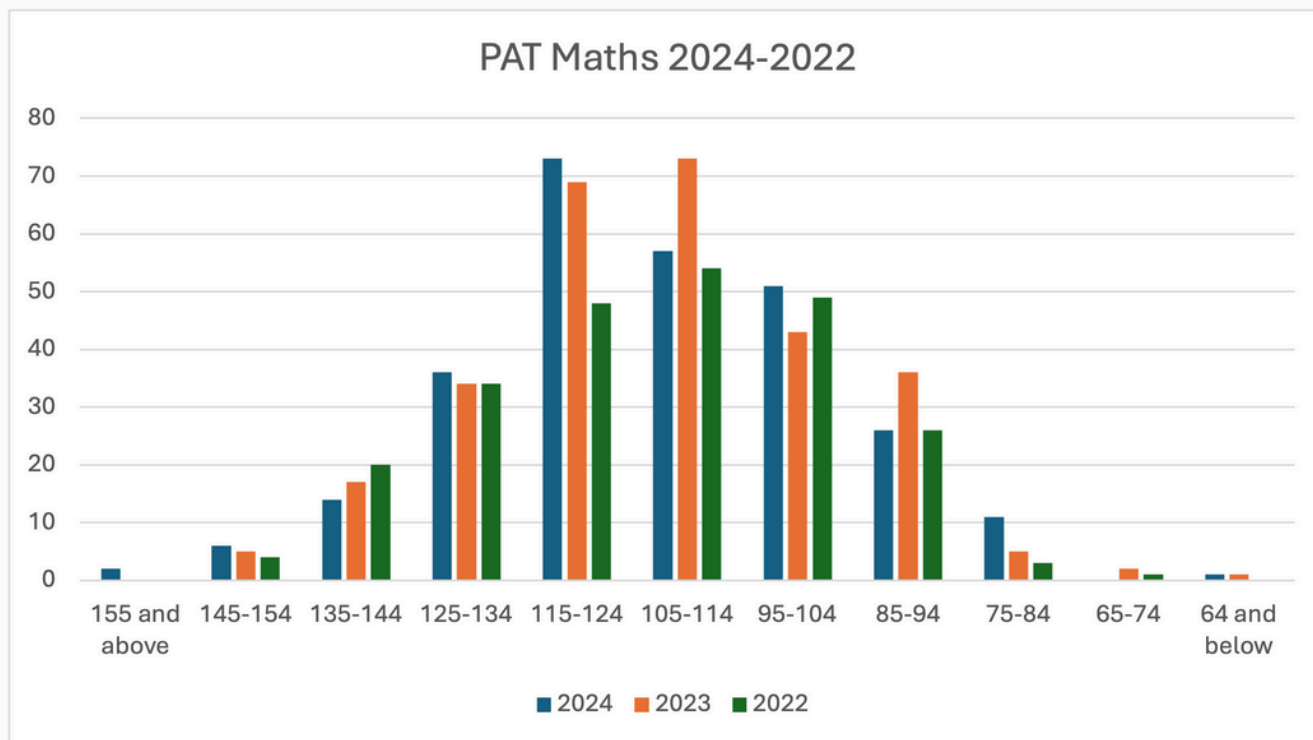
PAT Testing 2024

In 2024, students from Years 1-6 completed PAT Science standardised test in Term 2, and PAT Maths and PAT Reading in Term 4. Staff used meetings to discuss the data and plan targeted interventions aimed at improving student achievement and progress. The data is also triangulated with NAPLAN data via the Elastik platform to identify classroom and cohort needs.



PAT Testing 2024

Mathematics



What do we notice?

Student mathematics achievement over the past three years (2022-2024) shows promising trends, particularly in the middle to upper bands.

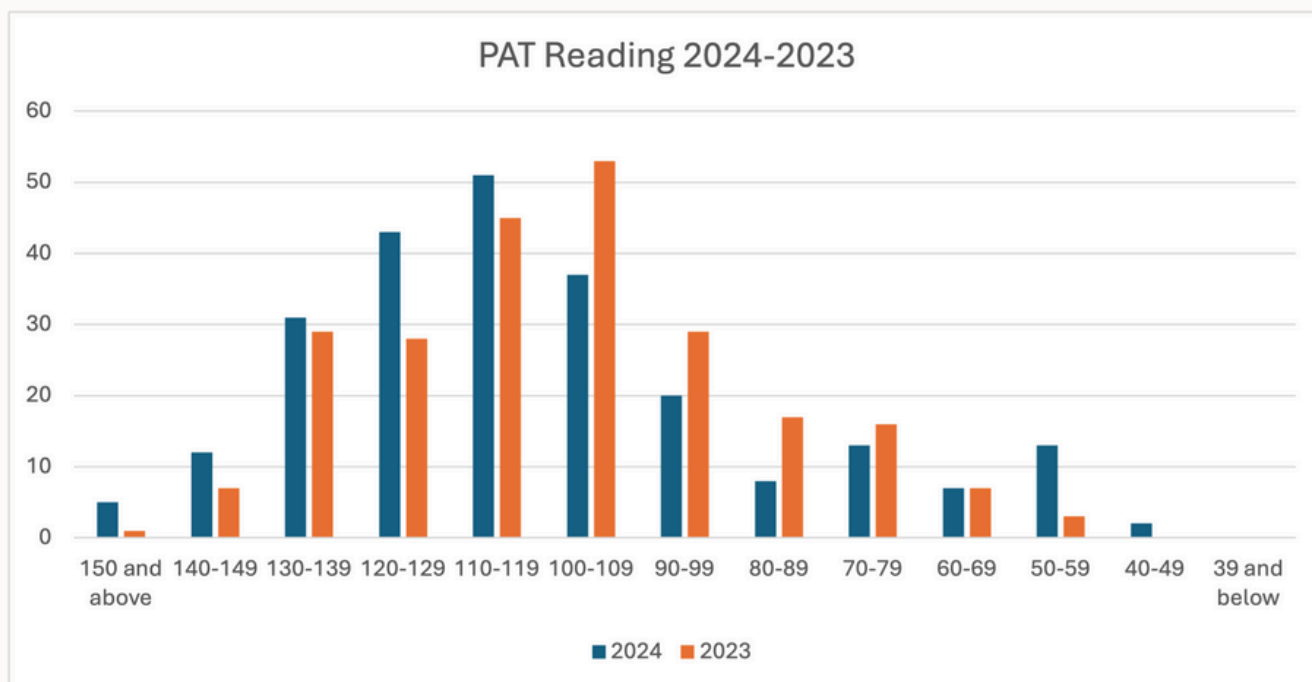
- A key highlight is the emergence of high-achieving students scoring 155 and above in 2024, a notable increase from zero in previous years.
- The 115-124 band also saw a significant increase in student numbers, indicating effective progress for many students.
- However, some fluctuations in the 135-144 and 105-114 bands require further investigation to understand contributing factors and ensure consistent progress.
- While the number of students in the lowest bands remains low, the increase in the 75-84 band suggests a need for targeted support at this level to facilitate further progress.

What are we doing about it?

To continue the upward trend of student achievement in 2024, staff are engaging with the Mathematics Association of Western Australia for support and guidance. Targeted data conversations are being conducted through whole-school and year-level collaborative meetings. Professional development will continue to upskill teachers on the Mathematics Scope and Sequence documents. Analysis of student performance in the 135-144, 105-114, and 75-84 bands will inform targeted interventions. Enrichment and differentiated opportunities will be provided to continue challenging high-achieving students.

PAT Testing 2024

Reading



What do we notice?

The reading data demonstrates a positive overall trend, with significant growth in the higher bands, indicating improvement in reading comprehension and skills for many students. This upward movement is encouraging and suggests effective teaching strategies are impacting student learning. We are particularly pleased to see growth in the higher achievement levels, and we are investigating shifts in other bands to ensure all students are supported to achieve their full potential.

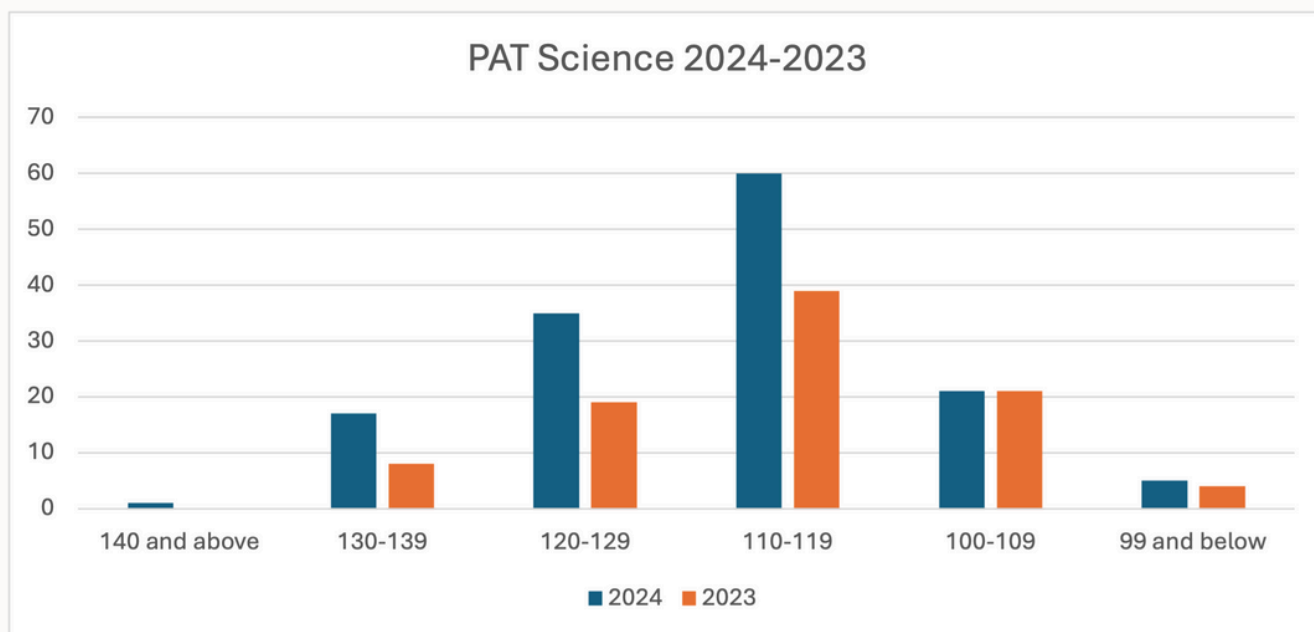
What are we doing about it?

To further enhance reading outcomes, targeted interventions are being implemented for students requiring additional support. Data analysis using Elastik will pinpoint specific areas for growth, informing tailored literacy practices. UFLI (Universal Foundation for Literacy Instruction) will continue to be embedded across junior years to build strong foundational skills. These strategies will be complemented by ongoing collaboration among teachers to refine instructional approaches and maximise student progress.



PAT Testing 2024

Science



What do we notice?

Overall, the science data shows a positive trend with significant growth in the middle to upper bands, indicating improvement in science understanding and skills for many students.

Specifically:

- **Notable Growth in Middle to Upper Bands:** The substantial increases in the 130-139, 120-129, and 110-119 bands suggest that teaching strategies and interventions are having a positive impact.
- **Limited Movement into Highest Band:** While there's a small positive change in the 140 and above band, the overall number remains very low, indicating a need to focus on strategies to challenge and extend high-achieving students.

What are we doing about it?

We will continue to use a dedicated Science specialist teacher to implement a consistent, highly engaging Science curriculum across the school. Targeted interventions will support students in the lowest science band (99 and below) by focusing on foundational skills and concepts. Curriculum and enrichment opportunities will be explored to challenge and extend high-achieving science students. Ongoing assessment data will inform instruction and drive necessary adjustments. The Science specialist will collaborate to share data insights and develop effective strategies to address student needs.

Key Focus Areas 2025

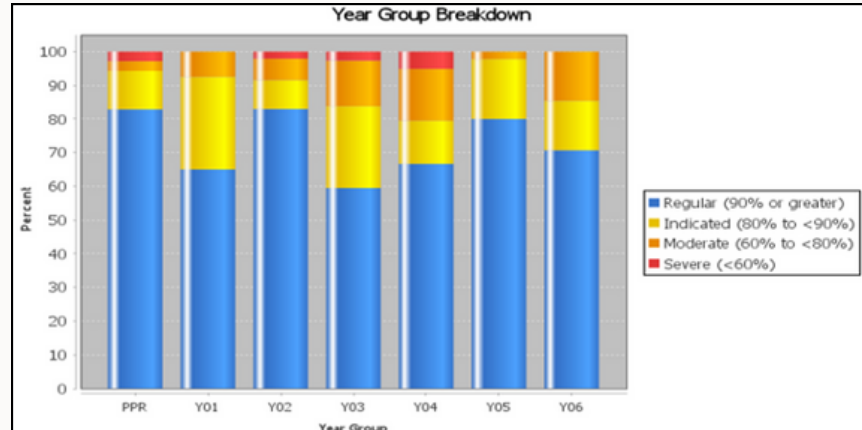
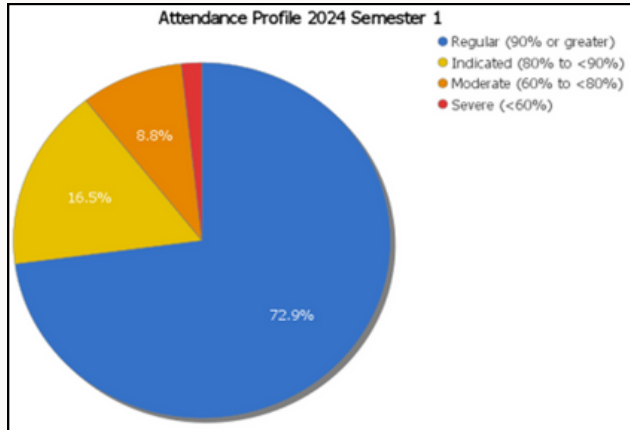
- Implement phase one of the Business Plan 2025-2027
- Work with Shaping Minds to further embed engagement norms and lesson design for the whole school.
- Provide opportunities for middle leaders to participate in MSN-Future Leaders Program, along with opportunities for phase of learning leaders, curriculum leaders and collaborative leaders.
- Continue to target attendance for all students-making every day count.
- Work with MAWA on embedding a WMPS Mathematics scope and sequence. Building confidence and knowledge for all staff in the teaching of Mathematics.
- Continue with extension and enrichment programs in Music, Science and PE.
- Continue to build a psychologically safe workplace culture.
- Embed the use of the Instructional Playbook for WMPS.



Attendance 2024

What do we notice?

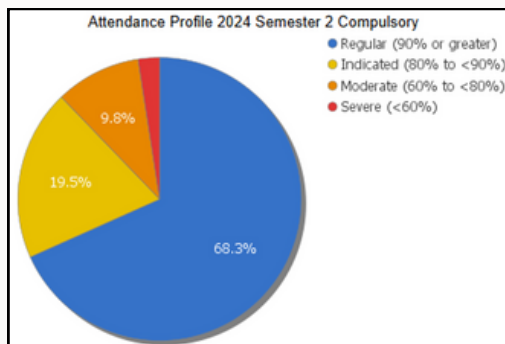
Semester 1 2024 attendance rates were up slightly from 2023, with 5 students in the severe risk category in 2024, a big improvement from 12 indicated as severe in 2023. As the school has a high EAL/D population, several families tend to have long overseas trips throughout the year. This is discouraged.



Semester 2

Regular attendance dropped slightly, with more students moving into the indicated and moderate category. Strategies put in place to support students to have regular attendance included regular phone calls and check ins, letters home reminder parents of the importance of regular attendance, home visits and attendance plans for students at severe risk.

Strategies to be implemented in 2025 include regular reminders about the importance of regular attendance in the newsletters and with posters around the school. Continue to support and encourage parents with phone calls and face to face meetings.



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	88.0%	27	9	9	2	60%	40%
PPR	90.7%	24	10	3		70%	30%
Y01	87.9%	24	9	5	2	50%	50%
Y02	92.0%	35	9	4		71%	29%
Y03	89.3%	25	8	4	1	55%	45%
Y04	89.0%	28	2	6	1	55%	45%
Y05	90.1%	30	14		3	64%	36%
Y06	91.4%	30	4	6		74%	26%
Compulsory	90.1%	196	56	28	7	62%	38%



Workforce Composition

A number of new staff were welcomed to West Morley PS at the beginning of 2024. A distributed leadership model was developed in consultation with staff. Middle leaders were provided PL using their emotion intelligence to build their leadership skills when working with their teams.

New staff (2025) induction day was held in term four for newly appointed staff. The revised staff handbook was distributed to all staff. One staff member commenced to MSN Future Leaders program.

No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff			
Other Teaching Staff	23	15.9	1
Total Teaching Staff	23	15.9	1

School Support Staff			
Clerical / Administrative	3	2.2	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.2	1
Other Allied Professionals	16	11.5	0
Total School Support Staff	21	14.5	1

Total	46	32.4	2
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2024 Extra Curricular School Activities

2024 Extra Curricular School Activities			
Term 1	Term 2	Term 3	Term 4
Interschool cricket and Modcrus carnival Running Club Parent Information Sessions Swimming lessons EduDance Harmony Day	Squash Incursion ANZAC Assembly Running Club Interschool Winter Carnival E-Safety Talks NAIDOC Week	Year 6 camp Running Club Cross Country Carnival Interschool Cross Country Faction Carnival Open Night Interschool Athletics Book Week Science Week	Running Club Kindy Parent Information session Parent Interviews Kindy Pop in and Play John Forrest Student Concert Landsdale Farm – Kindy Interschool Soccer and T-Ball RAC Incursion Choir Performance at Dianella Plaza



2024 High School Destinations

High School Destinations 2025	
<i>High School</i>	<i>No. of Students</i>
John Forrest Secondary College	22
Morley SHS	6
Mt Lawley SHS	4
Bob Hawke College	2
Churchlands SHS	1
Dianella Secondary College	1
Servite College	1
Trinity College	1
Hampton SHS	1
John Septimus Roe	1



Financial Report

As at 31st of December 2024

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	174,383	174,383
Carry Forward (Salary):	201,001	201,001
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,924,954	3,924,954
Locally Raised Funds:	296,337	296,337
Total Funds:	4,596,675	4,596,675
EXPENDITURE		
Salaries:	3,789,559	3,789,559
Goods and Services (Cash):	594,349	558,914
Total Expenditure:	4,383,908	4,348,473
VARIANCE:	212,767	248,202

INCOME - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	174,383	174,383
Carry Forward (Salary)	201,001	201,001
STUDENT-CENTRED FUNDING		
Per Student	2,685,434	2,685,434
School and Student Characteristics	1,007,457	1,007,457
Disability Adjustments	102,006	102,006
Targeted Initiatives	161,563	161,563
Operational Response Allocation	7,741	7,741
Total Funds:	3,964,201	3,964,201
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(125,802)	(125,802)
School Transfers - Cash	100,000	100,000
Department Adjustments	(13,445)	(13,445)
Total Funds:	(39,247)	(39,247)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	13,335	13,335
Charges and Fees	28,600	28,601
Fees from Facilities Hire	54,545	54,545
Fundraising/Donations/Sponsorships	13,155	13,155
Commonwealth Govt Revenues	1,353	1,353
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	172,358	172,358
Other Revenues	12,990	12,989
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	296,336	296,336
TOTAL	4,596,674	4,596,674



Financial Report

As at 31st of December 2024

EXPENDITURE - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,349,723	3,349,723
New Appointments	0	0
Casual Payments	430,115	430,115
Other Salary Expenditure	9,721	9,721
Total Funds:	3,789,559	3,789,559

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	22,268	19,215
Lease Payments	52,302	52,302
Utilities, Facilities and Maintenance	156,045	145,023
Buildings, Property and Equipment	95,271	94,836
Curriculum and Student Services	186,256	166,369
Professional Development	27,242	25,960
Transfer to Reserve	20,697	20,697
Other Expenditure	19,381	19,626
Payment to CO, Regional Office and Other schools	14,887	14,887
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	594,349	558,915
TOTAL	4,383,908	4,348,474



Dec 2024 (Verified Dec Cash)

