ANNUAL SCHOOL REPORT 2014

The purpose of this school community, consisting of pupils, teachers and parents, is to provide a stimulating and caring environment which affords the opportunity for all children to develop academically, creatively and socially to their optimum potential.

The 2014 Annual School Report provides parents and members of the wider community with the events, activities and performance of North Morley Primary School. It also outlines the strengths and gives recommendations to be addressed in 2015.

HIGHLIGHTS OF 2014

- The Welcome to the School disco and parent meeting night. This was coordinated by both the school and P&C. It provides an opportunity for the staff to introduce themselves to the new parents and for families to meet and socialise.
- The continuation of a school Chaplain into the school. Annette Defosses visited the school regularly, running the social skills programme "Buzz". She is a valued member of the school community.
- The continuation of the After School care facility on the school site.
- The continuation of the Mathletics program for all Year 1 to 7 Students, with the financial assistance of the P & C Association, and the success our students are achieving.
- The promotion of Virtues across the school.
- The recycling programs for cans, batteries, printer cartridges and paper. Runner-up in the City of Stirling battery recycling program for schools.
- The performances by students following a term's dance programme through Edu-Dance
- The success of the teams in the winter sports programme in Netball and Football.
- The involvement of the senior students in the soccer, cricket, volleyball, tee-ball, football and netball lightning carnival days.
- The moderation activities, Professional Learning and networking opportunities involving North Morley staff and staff from between nearby schools.
- Having our student with Cerebral Palsy achieve the goals of communication and mobility with his peers and teachers through his electronic Talker and his walker.
- The success our students have with Numero challenges in the West Australian and at the competition day.
- Following our ICT plan, all classrooms, including the new Room 9, now have access to an interactive whiteboard.
- Modcrosse sessions were held in term 1. This was for years 3 to 7 students. It ran for 3 weeks, with students having 2 X 45 minute lessons. The yr 6/7 class were involved in carnival with another school.
- New Administration block built.
- Creation of an extra class due to increased enrolments.
- WAIS talk to senior students about health and fitness
- Eagles Rock My School programme in for the whole school on Anti-bullying and then reading to the junior classes.
INFORMATION ABOUT THE SCHOOL

SCHOOL FEATURES
North Morley Primary School is a Level 4 school situated in the suburb of Dianella. This suburb is featured by a large majority of homeowners, but the rental capacity of the area is increasing due to the suburb’s close proximity to the city centre. The school is able to respond positively to the community’s needs by providing appropriate, clearly developed educational programs that reflect continuity and are responsive to the needs and abilities of the students. This stability factor has greatly assisted in the behavioural management of students, which is supportive and responsive to family needs and expectations. Parents are highly supportive of the school’s successful initiatives to ensure the students are achieving their best. The provision of after school care, through Camp Australia, has had a positive outcome to maintaining our numbers.

This year our school had a new administration block built. This was a major building works for the school and it progressed over three terms. While the building was going on, it reduced the play areas for the students. Since it has been completed we are down one basketball court.

The old administration building is being used as a Student Service area, with the school psychologist, chaplain and P&C housed in the building.

SCHOOL ENROLMENT PROFILE
The enrolment figures for the past four years are as follows:

<table>
<thead>
<tr>
<th>KINDERGARTEN</th>
<th>PRE PRIMARY</th>
<th>YEARS 1 - 7</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>22</td>
<td>21</td>
<td>175</td>
</tr>
<tr>
<td>2011</td>
<td>17</td>
<td>27</td>
<td>181</td>
</tr>
<tr>
<td>2012</td>
<td>26</td>
<td>17</td>
<td>192</td>
</tr>
<tr>
<td>2013</td>
<td>27</td>
<td>29</td>
<td>174</td>
</tr>
<tr>
<td>2014</td>
<td>25</td>
<td>31</td>
<td>182</td>
</tr>
</tbody>
</table>

ENROLMENT TRENDS
- Our enrolment trends are showing an increase in the K/P sector of the school. As pre-primary is now compulsory, it is anticipated these numbers will increase slightly in the years ahead as local area students need to be accommodated.
- There is also building of new homes happening in the area. We are anticipating some increase in numbers from this.
- This year we have our year 6 and 7 students graduating into high school. This will reflect in our 2015 numbers.

STUDENT ATTENDANCE RATES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SCHOOL</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94.3%</td>
<td>92.9%</td>
</tr>
<tr>
<td>2011</td>
<td>94.6%</td>
<td>92.7%</td>
</tr>
<tr>
<td>2012</td>
<td>95.8%</td>
<td>92.3%</td>
</tr>
<tr>
<td>2013</td>
<td>94.5%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>94.4%</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

Our attendance figures have been maintained, although in 2014 we had a bigger transient population, due to changing rental opportunities in the nearby area. It is hoped that this will settle in 2015.

P&C REPORT

The P&C Highlight of 2014 was our first ever Bogan Bingo Night. A Licensed function for the adults with included two games of Bingo, a Fashion parade, Air guitar competition, silent auctions, games and raffles. To add to the fun we had prizes for the best costume and best mullet. A great fun night was had by all and $2,041 was raised. This was spent on a new cosy corner for our library. A couple of brightly coloured couches, chairs, cushions, ottomans and a new rug helped brighten up our library and create a new space for all students to enjoy.
The Canteens success continued this year mainly to one hardworking lady, Linda Angell. Linda did an amazing job this year ensuring that our Canteen ran smoothly and that our menu stayed within the "Traffic Light System" set by the WA School Canteen Association. Thank you also to her wonderful team of canteen volunteers who help out each week – without their support our canteen would not be able to run.

We continued our association with the Commonwealth Bank School Banking Program this year as school banking plays an important part in teaching students about the value of money and saving. Every Thursday morning in the library our dedicated banking team of Abigail Armstrong, Melissa Levissianos and Rachell Condidoro were there to help out our student bankers with their deposits and redemption of rewards.

Our weekly Garden Club run by P&C Volunteers continued through 2014. Another fantastic year in the garden saw our keen gardeners getting their hands dirty and harvesting crops which included peas, broccoli, cherry tomatoes, beans, silverbeet – just to mention a few. Definite harvest highlights during the year were “Carrot soup day” and the “Potato wedges” that were served at lunchtime and enjoyed by all students!

The P&C raised just shy of $10,000 during 2014. Sausage sizzles at Bunnings and on Election day, Sports Carnival day cake stall, Rollerskating afternoons, Entertainment books, Sunscreen fundraising and our Garden Book fair and parade all successfully contributed to our fantastic amount this year.

Thank you to everyone who supported us and a big THANK YOU to all the P&C members and our wonderful volunteers for all their hard work and commitment this year.

Regards
Lucy Oreb
P&C President

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**RECYCLING**

North Morley Primary School Community actively works towards helping the environment by recycling.

This year, with the help of the City of Stirling, we continue to recycle batteries. We encourage all families and the community to help in the proper disposal of batteries.

Participating in recycling programs helps raise valuable funds for our student council fundraising projects.

Students who bring cans and batteries will receive points for their factions. With the building going on at the school, the can recycling was put on hold until term 4. It is running again now.

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**LEVELS OF SATISFACTION**

2014 was a year of change and uncertainty in the school, with staff changes and funding changes with the new Student Centred Funding Model. There was also a critical incident in the school, which is rare, at the time of the survey. These factors are reflected in the results.

76% of staff, 10% of parents and 95% of senior students completed the survey. 95% of the staff were satisfied with the school and their participation. 8% of the parents were not satisfied with the school organisation and communication. 90% of the surveyed students were satisfied with their school life.

Further investigation with the students showed that students were not happy with work being too difficult – although 100% stated the teachers helped them and/or bullying within their friendship groups.

Using the survey results, in 2015 the focus is to a) increase communication and contact between parents and teachers b) to review and workshop the BMIS policy and protocols c) school to communicate standards and goals to parents using a variety of methods to ensure they read and understand them.
INFORMATION ABOUT STUDENT OUTCOMES

THE SCHOOL PROGRAM
The school provides a range of learning opportunities for the students from Kindergarten to Year 7. Specialist support is provided in LOTE (Italian), Music, Art and Art appreciation. Academically talented students have access to JETS (Years 1-3) and PEAC (Years 4–7). School based TAGS were available for Years 4 - 7. Students experiencing educational and behavioural difficulties are catered for through Individual Education Plans (IEP), Group Education Plans (GEP), Individual Behaviour Plans (IBP) and support programs.

SCHOOL PRIORITIES IN 2014
• History
• Numeracy
• Science

REPORTING TO PARENTS
Individual student performance is communicated to parents in teacher/parent interviews, work samples and semester student reports (using the Department of Education’s template).

NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY
ANALYSIS OF LITERACY DATA

The staff closely reviewed the NAPLAN results from 2013 and used this information to form part of their class planning for remediation and extension for 2014. Each student’s results were closely analysed and areas of strengths and weakness were assessed. This was done on the last School Development Day for the year in 2013.

- The low numbers in the year 7 students makes the results volatile and the data should be viewed with caution.
- Additional standardised tests in Reading (Torch Tests) and Spelling (South Australian Spelling Test) were used to monitor the other key literacy components. Results indicate that progress is being made by all students. Torch Tests in Reading for students in Years 3 – 7 were conducted in February and November. Results closely support evidence in the NAPLAN testing for Years 3, 5 & 7. Students who struggled with this testing process had been already identified as Students at Educational Risk and their progress is being closely monitored.
- Staff is continuing to use THRASS in years 1 to 7 to improve spelling skills. Kindy, Pre-primary, year 1 and 2 students are using Jolly Phonics to improve their literacy knowledge.
- Professional Learning for staff focussed on developing Literacy Skills in the early years. Teaching strategies in the junior years reflected the information from these sessions from WAPPA.
- In 2014 we employed an EAL/D teacher to work with the stage 1 and stage 2 students. The focus for this teacher was Reading and Viewing. She also assessed any new EAL/D students who enrolled throughout the year. The support teacher also presented professional development for staff in working with the EAL/D progress maps for the students.
- At the start of 2014, the staff in the junior years completed the on-line entry testing for pre to year 2 students. The year 1 and 2 students focus was on the literacy testing. This provided valuable information on student progress. The junior primary staff was able to use the data to hone in on the weak areas in the students learning, prioritise and plan in Oral Language to assist in the acquisition of reading skills. The Jolly Phonics programme and explicit teaching strategies assisted in students to improve.
- Teachers in pre-primary, year one and two were involved in the Brighpath Pairwise trial in Writing. These work samples were sent to the project and used to calibrate the teachers’ ruler to assist in assessment. There was a training session in term 4 on the system and the staff was able to moderate and assess persuasive writing across the whole school.

ANALYSIS OF NUMERACY DATA

The staff closely reviewed the NAPLAN results from 2013 and used this information to form part of their class planning for remediation and extension for 2014. Each student’s results were closely analysed and areas of strengths and weakness were assessed. This was done on the last School Development Day for the year.

- The school continued to focus on the Numeracy leaders in the school. Basic facts and recall were a focus across the year levels.
- Kindy to year 2 teachers went to Numeracy Professional Learning held by WAPPA. This has resulted in a common language for Maths being used.
The year 7 results are volatile due to the small number of students and should be viewed with caution. Students who scored low in the numeracy testing are on Individual Education Programmes.

NAPLAN Data Analysis supported teacher observations and results from the Easy Mark maths testing.

The students below the minimum standard in all years are being supported through the SAER programme.

On-line entry results showed focus areas for pre-primary teachers. With the support from the PL, explicit teaching strategies assisted in all students to improve.

All staff used the Australian Curriculum Achievement Standards and Scope and Sequence to ensure planning reflected the outcomes for Numeracy.

### ADDITIONAL STUDENT INFORMATION

#### STUDENTS AT EDUCATIONAL RISK

- The identification, profiling process and writing of Individual Education Plans (IEP) or Group Education Plans for students P–7 is now firmly embedded in school policy. Emphasis has been placed on improving Literacy Outcomes across the school.
- The analysis of the NAPLAN data is being used to formulate and support educational plans in Literacy and Numeracy for students.
- Although the school approach for Students at Educational Risk show clarity in planning, issues relating to the performance of Indigenous and ESL students were continued to be monitored by the Deputy Principal in 2013. The number of EAL/D students now enrolled ensured further planning for support to these families.
- The importance of SAER planning has been recognised by staff and there is a school policy that has been approved by all staff.

#### SPECIALIST PROGRAMMES

The students are involved in The Arts programmes at school. This consists of Music and Visual Arts. In 2014 the students were exposed to more musical instruments as the Music band programme is in full swing. Each child from year 1 to 7 had the opportunity to trial and learn a new instrument. The P&C have been very supportive of the Music programme and has fundraised for more equipment for the school. The school is also involved in the SIM (School of Instrumental Music) programme with selected year 6 and 7 students participating in guitar lessons on Mondays. The goal for 2015 is to have more public appearances for our choir.

The Visual Arts programme was extended over the past few years to include Art Appreciation each week for the students. This enabled the class to look more closely at different genres and styles.

The school has Italian as the LOTE (Language Other Than English) subject. In 2014 the students participated in a National Competition. Of those who entered, 10% got distinctions. There were also 3 Gold Awards presented (top 10% of the 20,000 students).

#### STUDENT MANAGEMENT INFORMATION

In 2014 we continued with the Behaviour Management Policy from previous years. As in the past the goal is to treat misdemeanours immediately, with detention at recess and lunch. The Behaviour chart provides an immediate record for the student, and a term response for the parents. 89% of the school population had zero incidents reported for negative behaviour onto Integris. The remaining 11% were made up of 4% “one-off” incidents and 7% were repeat offenders. The school psychologist, staff and the parents were involved in developing a behaviour plan and supporting the students to improve their behaviour. The behaviour management plan is focused on optimising teaching and learning for the students. These students had their plans reviewed throughout the year. The plan includes both the positive and preventative approaches to managing
student behaviour as well as the appropriate use of consequences and sanctions. The parents, students, class teacher and Administration are involved in the process for setting the Behaviour Management Plan.

Our school suspensions rose critically due to one family. Regional office, support services and the school psychologist were involved in supporting the family for better attendance and behaviour outcomes.

The school introduced a reward system for students doing the right thing and not being placed on the Behaviour Chart in a week. Each Friday the students are rewarded for this positive behaviour.

The school community has set three basic rules:

- Be Safe
- Be Respectful
- Be Responsible.

### DESTINATION OF YEAR 6 STUDENTS 2014 – 33 Students

<table>
<thead>
<tr>
<th>GOVERNMENT SCHOOLS</th>
<th>No of Students</th>
<th>NON GOVERNMENT SCHOOLS</th>
<th>No of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mt Lawley Senior High School</td>
<td>3</td>
<td>Governor Stirling Senior High School</td>
<td>1</td>
</tr>
<tr>
<td>Morley Senior High School</td>
<td>7</td>
<td>John Septimus Roe Anglican Community College</td>
<td>6</td>
</tr>
<tr>
<td>John Forrest Secondary College</td>
<td>7</td>
<td>Hampton Senior High School</td>
<td>2</td>
</tr>
<tr>
<td>Servite College</td>
<td>2</td>
<td>Mercy College</td>
<td>1</td>
</tr>
<tr>
<td>Ashdale Secondary College</td>
<td>1</td>
<td>Ballajura Community College</td>
<td>1</td>
</tr>
<tr>
<td>Mirrabooka Education Support</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DESTINATION OF YEAR 7 STUDENTS 2014 – 18 Students

<table>
<thead>
<tr>
<th>GOVERNMENT SCHOOLS</th>
<th>No of Students</th>
<th>NON GOVERNMENT SCHOOLS</th>
<th>No of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mt Lawley Senior High School</td>
<td>2</td>
<td>Applecross Senior High School</td>
<td>1</td>
</tr>
<tr>
<td>Morley Senior High School</td>
<td>10</td>
<td>Mirrabooka Senior High School</td>
<td>1</td>
</tr>
<tr>
<td>John Forrest Secondary College</td>
<td>1</td>
<td>Mirrabooka Education Support</td>
<td>1</td>
</tr>
<tr>
<td>Yanchep District High School</td>
<td>1</td>
<td>Perth Modern Senior High School</td>
<td>1</td>
</tr>
</tbody>
</table>

Mrs Di Bull retired in 2014
North Morley Primary School
Financial Summary as at
31st Dec 2014

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$5,548.00</td>
<td>$5,698.09</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$26,439.00</td>
<td>$29,550.84</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>-</td>
<td>$ -</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$5,960.00</td>
<td>$5,960.00</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$367.00</td>
<td>$186.75</td>
</tr>
<tr>
<td>6 DoE Grants</td>
<td>$155,305.11</td>
<td>$155,204.85</td>
</tr>
<tr>
<td>7 Other State Govt Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10 Other</td>
<td>$35,400.00</td>
<td>$35,466.44</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$229,019.11</td>
<td>$232,066.97</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$60,603.00</td>
<td>$60,602.69</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$289,622.11</td>
<td>$292,669.66</td>
</tr>
</tbody>
</table>

**Current Year Actual Revenue Sources**

- DoE Grants: 67%
- Transfers: 15%
- Locally Generated Revenue: 18%
- Other Govt Grants: 0%
The size of North Morley is a feature that the whole school community positively values. All students are managed effectively through the MSB program. Pastoral care programs promote and ensure a safe and happy learning environment for all students. The Deputy Principal has been delegated responsibility for the management of both of these programs.

Each year the school has targets for improvement. This is part of our continual improvement strategy. The following targets have been developed as a result of the school self-evaluation, which takes into account the views of staff and parents.

- To develop greater understandings of issues and trends arising from the NAPLAN data. This includes improving the learning outcomes of students marginally above the Australian minimum standard of achievement.
- To ensure that the concept of inclusive schooling is incorporated into all learning processes – particularly SAER, ESL, G & T and Indigenous students.
- To develop teacher competence in the teaching of English as a Second Language by providing classroom support for EAL/D students.
- To continue to develop a comprehensive physical education program to assist students to acquire improved levels of fitness and sport skills.
- To continue to clarify and imbued the values by using the Virtues Project.
- To continue providing parents with opportunities (i.e. workshops, information sessions and fact sheets) to gain an understanding of the changes in the ways that their students learn and how they are assessed.

MAJOR PRIORITIES FOR 2014

Added to the targets for the school are:

- To develop greater understandings of issues and trends arising from the NAPLAN data, using the Best Performance information from the data.
- To continue to use the Values programme, with a focus on inclusivity for the ESL community.
- To continue providing parents with opportunities (i.e. workshops, information sessions and fact sheets) to gain an understanding of the changes in the ways that their students learn, focussing on literacy and numeracy.
- To develop a Whole School Numeracy Plan.
- To focus on the introduction of the Australian Curriculum into the school through professional learning, active research and reflections by staff.
- To assist in the smooth transition of year six students into Secondary School in 2015 through parent information sessions.

PARTNERSHIPS

We will continue to build on the positive relationship we have with the school community using strategies already in place. Major emphases will be on continuing to enhance the school’s physical environment, improving and refining major policies across the school and making North Morley Primary School a welcoming and informative school environment for new and existing parents.

CONCLUSION

2014 was a building site for the school for most of the year at North Morley Primary School. The staff was involved in raising awareness of the Australian Curriculum in phase 2 and 3 areas, moderation activities with nearby schools and networking in the Morley area. More staff has taken on leadership roles in the school. A long term teacher in the school, Mrs Di Bull, retired and Mrs Robin Boardman was employed for the year. There were more students enrolled this year and as such we were able to employ another teacher for the year and also run single stream classes for most of the year levels. Mr Daniel Hill was employed in the year three class.

The administration is indebted to the skill, expertise and enthusiasm of teachers across all learning areas. Parent support for the school and school community activities are greatly appreciated.

Lisa Gibson
Principal