

**WEST LEEDERVILLE  
PRIMARY SCHOOL**



**ANNUAL REPORT 2017**



## PRINCIPAL

Fiona Kelly

In February 2017, West Leederville Primary School was reviewed by the Department of Education Services (DES). The purpose of a DES review is to provide assurance to the principal and school community, the Board, the Director General of the Department of Education and the Minister for Education of the extent to which the school staff and Board have

met the commitments of the Delivery and Performance Agreement. The review verifies the degree to which there are effective processes in place bringing about improved student learning.

The review concluded:

*West Leederville Primary School leadership, staff and Board are actively and purposely engaged in improving student learning in a culture that values the individual, promotes positive relationships and seeks excellence from staff and students in a respectful and stimulating learning environment.*

*Staff are immersed in a reflective environment that values collaboration, consistency of practice and seeks improvement in pedagogy and innovation. Programs offered to students reflect challenge, high expectations and differentiation designed to meet student needs. Leadership at the principal and executive level is highly focussed on achieving the best possible outcomes for students and their parents. They have established, supported and fostered strong leadership within the school to enable staff engagement in decision-making that impacts on classroom planning for improvements and maintains the links to achieving the outcomes from the school's planning.*

*The level of parent engagement with the school is highly positive and supportive. The school Board has a high profile and is diligent and knowledgeable in carrying out its functions regarding the oversight of school performance and in representing its community in decision making.*

*(The full report can be viewed on our school website [www.wlps.wa.edu.au](http://www.wlps.wa.edu.au))*

As professional educators our challenge is to build upon our strengths and to continue to improve. As stated in the Department of Education Strategic Plan – High Performance, High Care “the impact of highly effective teaching is cumulative, even relatively modest increases in effectiveness can make big differences to students’ learning”. At West Leederville Primary School we call this the one percent approach. If we do one hundred things, one percent better, we will have a significant impact on outcomes for our students. Every day as we plan and teach our lessons, observe and give each other feedback and make management decisions, we are always seeking to improve.

A DES review indicates the completion of a School’s three year business plan cycle. Following the review in February we took time to reflect on and celebrate our achievements and then to plan for our next three year cycle. We revisited our school mission, values and beliefs about teaching and learning, setting targets within the five interrelated domains of effective schools: teaching, learning environment, relationships, leadership and resources. The West Leederville Primary School 2018-2020 [Business Plan](#) was endorsed by the Board in November 2017 and is available on our school website.

At West Leederville Primary School we have high expectations for every student to succeed - to achieve their personal best. We are committed to a culture of high achievement where everybody is focussed on learning success for every student. Through high quality teaching in an environment that nurtures each child’s individuality, we acknowledge and take seriously the influence that we have on the lives of the young people in our care.



**Who we are: The heart of the community**



In addition to the priorities outlined within the five domains of effective schools, the following integrated priorities for our 2018 – 2020 business plan cycle have been identified:

- Sustainability
- STEM (Science, Technology, Engineering and Maths)
- Integrated Digital Technologies
- LOTE - Mandarin

Taking an integrated approach to addressing these priorities will ensure that our students are confident and adaptive learners and leaders, at school and in the wider community.

During 2017, WLPS successfully applied to become a Teacher Development School (TDS)-Technologies. WLPS is the only school to achieve this in the area of Technologies statewide, an acknowledgement of our school's success in this field. As a TDS we will deliver high quality professional learning and support to schools statewide.

At West Leederville the pursuit of excellence in teaching is encouraged and accountability is visible. High quality teaching is a pre-requisite for improving student achievement and all members of our teaching team are committed to the ongoing process of continually improving their own performance. All teachers are involved in the school's performance improvement process where they are both participants and mentors, sharing their personal areas of strength. Throughout 2017 the teachers were highly engaged in this process and have committed to building upon this process of self-reflection and improvement in 2018.

Professional learning activities are most effective when more than one staff member participates and opportunity for reflection, sharing and implementation is provided. To this end, during 2017, much of the professional learning undertaken by staff at West Leederville Primary School was either as a targeted group, or as a whole staff. Some opportunities undertaken were:

- Words Their Way (spelling program), ongoing development of staff by staff;
- Talk for Writing, attended by some members of staff to be further explored for school wide implementation in 2018;

- SCER Digital Technologies Professional Learning Workshops, held at Scitech;
- First Steps reading refresher, presented to staff by accredited WLPS staff;
- Positive Schools Mental Health and Wellbeing Conference, attended by members of the Learning Support Team;
- Differentiation in Mathematics, presented by Rebecca Appleton, TDS: Mathematics.

This list is by no means exhaustive, however gives a snapshot of professional learning undertaken by staff in 2017.

At West Leederville Primary School our goal is to provide an environment where all students achieve success, reach their potential and develop essential skills in a creative, innovative and resourceful way, through differentiated opportunities. Some students require additional support to achieve success and our learning support processes ensure that identified students have individual education plans; that their progress is regularly monitored; that advice and intervention is sought as required; and that they achieve success equal to or above their predicted progress. This annual report contains information on the breadth of our learning support program and highlights the complexity of intervention required and provided by the learning support team, classroom teachers and education assistants at our school.

During Terms 1-3 2017, the library wing of WLPS was closed for renovation. A second storey containing five classrooms, a teacher meeting room and an enclosed verandah, was constructed. Our upper primary students moved into the facility for Term 4 and thoroughly enjoyed the purpose-built, state of the art facilities. The new facilities were officially opened by the Hon. Sue Ellery, Minister for Education, on February 12, 2018.

2017 has been a very successful year at West Leederville Primary School. We intend to continue to build upon this success by striving, as always, to do our very best to provide an outstanding education to the children in our care.

*Fiona Kelly*  
*Principal*

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*What we do: Give every child, every opportunity*

## SCHOOL BOARD

From my past experience in having audited/ reviewed over 170 primary and secondary schools throughout Western Australia, it has always been rewarding to see effective schools that have developed through successful partnerships that operate within the school. Such is the case at West Leederville Primary School as reflected in the Report from the Government of Western Australia's

Department of Education Services Independent Review of Independent Public Schools conducted early in 2017. The supportive working relationships between the Executive, the staff, the parent body and the School Board has led to very successful outcomes for the pupils at the school. These are just two of the comments from that overwhelmingly positive report which is available in full on the school website.

*"The level of parent engagement with the school is highly positive and supportive. The school board has a high profile and is diligent and knowledgeable in carrying out its function regarding its oversight of school performance and in representing its community in decision-making."*

*"The Principal, Board Chair and members engaged in governance for the period of the current DPA, for their effective management of their functions and role in contributing to the life of the school."*

The School was founded in 1898 with 133 students, and by 1945 had increased to 717. In 2017, due to a steep enrolment increase over the previous eight to ten years, there is an enrolment of 540 students. This has resulted in significant pressures for an increase in building development. WLPS has successfully developed extra teaching spaces and other facilities to meet those demands, finishing with the most recent construction of extra classrooms and staff facilities over the school library. The Principal and the staff are to be thanked for their patience and amazing resilience over the last few years in flexibly managing their way through the most demanding of times and restrictions placed on them during the many years of construction.

It has been my privilege to have operated with all members of the Board who have worked cooperatively and shown a commitment and dedication to ensuring the best possible outcome for the children who attend WLPS. We express a very special thanks to the previous Board Chair, Cheryl Hughes, who was instrumental in maintaining a fully engaged Board.

*Barry S Harvie  
Chair*

Email: [westleederps.board.acc@gmail.com](mailto:westleederps.board.acc@gmail.com)

## P&C

West Leederville Primary School is extremely lucky to have a large amount of community and parent support. The primary, organisation for this is the schools Parents and Citizens association. The P&C devotes its time throughout the year to providing services such as the canteen and uniform shop, but also runs annual fundraising and community events, with the purpose of engaging the school community and raising funds to support and enrich the educational journey of all students.

In 2017, the P&C raised funds for the school through a variety of different means, including a quiz night, a Sculptures Under The Tree exhibition and a Spring Show with a pet parade. The core of any P&C is the commitment to financially supporting the school, and in 2017 we committed funds to new outdoor play equipment for use in and out of the sandpit, decking and fixtures in the Atrium creating a new outdoor learning area, and display/storage cupboards in our undercover area. There were also significant funds provided for educational programs such as early years support, the school chaplain, early years academic extension and supplementary funding for all curriculum learning areas. The P&C are very pleased to have the ability to provide financial support in so many areas around our school, and we look forward to continuing to support the students, staff, principal, parents and community of West Leederville Primary in the future.

*Julie Metcalf,  
P&C President*



# STUDENT ACHIEVEMENT

Student performance monitoring and assessment, and the analysis of performance data, is a strength of West Leederville Primary School. As stated in the 2017 Department of Education Review:

*“Area of strength: Leadership and staff for their whole-school approach, highly structured and comprehensive*

*assessment schedule, and the analysis of systemic and school-based student performance information to influence planning at a school and classroom level.”*

At West Leederville Primary School, teachers regularly engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is monitored through the implementation of a range of assessments in accordance with our Whole School Monitoring and Data Collection Plan. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of year-groups, small-groups and individuals.

NAPLAN 2017 Assessment Area	Students in the top 20% of all Australian schools	
	Year 3	Year 5
Numeracy	35%	52%
Reading	43%	52%
Spelling	33%	24%
Grammar & Punctuation	36%	33%
Writing	39%	48%

Longitudinal summaries provide an overview of West Leederville Primary School’s performance against statistically similar schools. Similar schools are identified using an Index of Community Socio-Educational Advantage (ICSEA). Average Australian primary schools have an ICSEA of 1000. West Leederville Primary School’s ICSEA is 1167.

The following longitudinal summaries provide a snap-shot of West Leederville Primary School’s performance against statistically similar Western Australian schools, as well as data trends from 2013-2017. The explanations also make reference to our performance compared with our national like schools. More comprehensive information about the

performance of West Leederville Primary School compared with other Western Australian schools can be viewed online at:

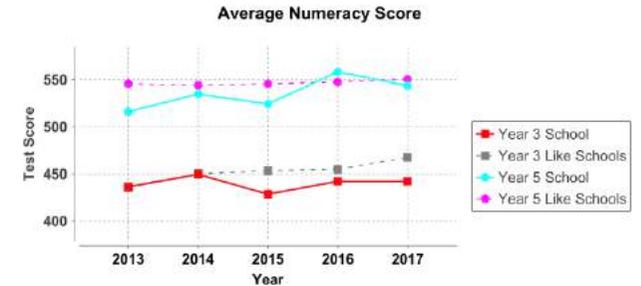
<http://www.det.wa.edu.au/schoolsonline/home.do>

National school information can be accessed at:

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

## NUMERACY

In numeracy, West Leederville Primary School’s average mean is similar to that of our like schools. Approximately 60% of both Years 3 and 5 students achieved in either the excellent or good achievement bands, which met the school’s 2017 targets for improvement. The progress of West Leederville Primary School students between Years 3 and 5, compared with the progress of like schools, is high.



Year 3 Mathematics Targets		
2017 TARGETS	ANALYSIS	2018 TARGETS
Maintain 75% of Year 3 students in Band 4 or above.	Target achieved. 88% of students in Band 4 or above.	To maintain at least 80% of Year 3 students in Band 4 or above.
Maintain at least 55% of students with 'good' or 'excellent' NAPLAN achievement.	Target achieved. 58% of students with 'good' or 'excellent' achievement.	To increase the percentage of students achieving 'good' or 'excellent' NAPLAN achievement from 58% to 60%
Maintain parity with ICSEA like schools	Target achieved. Variance is within one standard deviation in Comparative Performance.	To achieve parity with ICSEA like schools - focus on measurement and geometry.
Maintain an 8% difference between school mean and Australian mean.	Target achieved. Variance is 8.02%.	

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	23%	36%	29%	38%	38%	46%	14%	15%	18%
5	426 - 477	33%	19%	29%	27%	28%	24%	17%	18%	18%
4	374 - 425	17%	20%	31%	21%	17%	22%	23%	22%	28%
3	322 - 373	25%	19%	8%	10%	13%	6%	24%	26%	19%
2	270 - 321	2%	6%	3%	4%	3%	2%	15%	14%	13%
1	Up to 269	0%	1%	0%	0%	1%	0%	7%	5%	5%

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	11%	35%	28%	27%	33%	31%	9%	11%	9%
7	530 - 581	35%	27%	30%	31%	22%	30%	15%	13%	16%
6	478 - 529	27%	22%	33%	29%	27%	28%	24%	26%	28%
5	426 - 477	24%	12%	7%	10%	15%	10%	27%	28%	26%
4	374 - 425	0%	2%	2%	3%	4%	2%	20%	16%	15%
1 to 3	Up to 373	3%	2%	0%	0%	0%	0%	5%	7%	5%

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

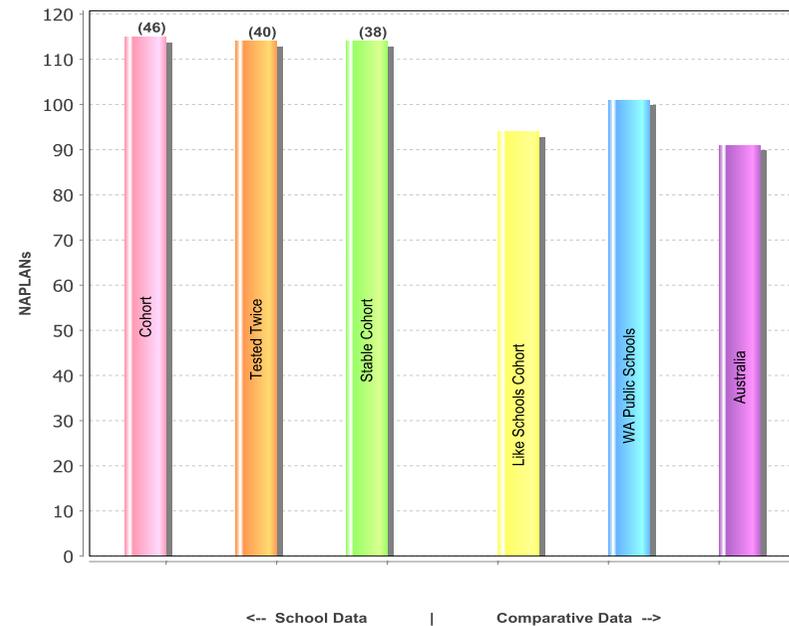
### Year 5 Mathematics Targets

2017 TARGETS	ANALYSIS	2018 TARGETS
80% of Year 5 students in Band 6 or above.	Target achieved. 91% of students in or above Band 6.	Maintain at least 85% of students achieving at or above Band 6.
60% of students with 'good' or 'excellent' NAPLAN achievement.	Target almost achieved. 58% of students in 'good' or 'excellent' (this equates to 1 student).	Increase percentage of students in 'good' or 'excellent' NAPLAN achievement bands from 58% to 65%
Maintain parity with ICSEA like schools	Target achieved. Variance is -0.99%	Maintain parity with ICSEA like schools.
% difference between school mean and Australian mean to be at least 11%	Target achieved. Variance between national and school mean 14.34%	

Department of Education  
Government of Western Australia

West Leederville Primary School

Progress from Year 3 2015 to Year 5 2017 - Numeracy

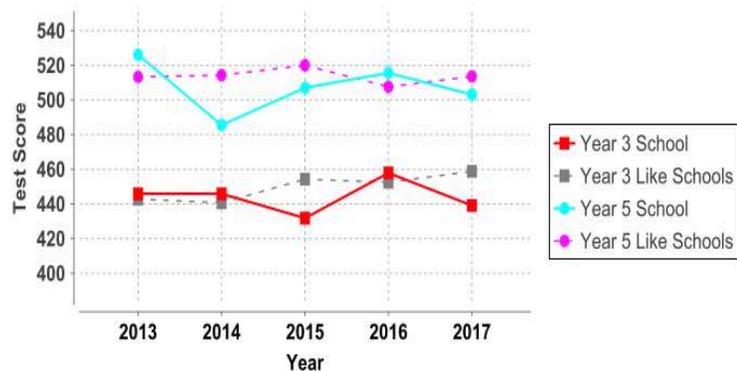


## WRITING

Writing improvement is currently a priority at West Leederville Primary School. In 2017, Year 5 students performed well against their Year 5 like-school counterparts, with 33% achieving in the excellent or good categories, compared with 36% respectively. Year 3 students did not perform as well; with 62% achieving excellent or good achievement. This fell short of like-schools by 16% and has resulted in a renewed focus on the effective teaching of writing and a case-management approach to writing being introduced.

The average progress of West Leederville Primary School students between Years 3 and 5 in writing was substantially higher than our like schools and WA public schools.

Average Writing Score



Year 3 Writing Targets		
2017 TARGET	ANALYSIS	2018 TARGET
80% of Year 3 students to be achieving a C grade or above for writing in Semester 2 formal reports (adjustment based on cohort previous performance).	Target achieved. 95% of students achieved a C grade or above.	
40% of Year 3 students to achieve an A or B grade for writing in Semester 2 formal reports (adjustment based on cohort previous performance).	Target achieved. 50% of students achieved an A or B grade.	50% of Year 3 students to achieve an A or B grade for writing in Semester 2 formal reports.
Maintain 10% variance between the West Leederville mean and the Australian mean.	Target achieved. 11.4% variance between school and Australian mean.	To achieve parity with ICSEA like schools, by performing within one standard deviation of the predicted school mean.
At least 20% of students to achieve in the excellent NAPLAN category, and 20% in the good category (adjustment based on cohort previous performance).	Target achieved. 21% of students in the excellent category, and 40% of students achieved in the good category.	At least 20% of students to achieve in the excellent NAPLAN category, and 30% in the good category.

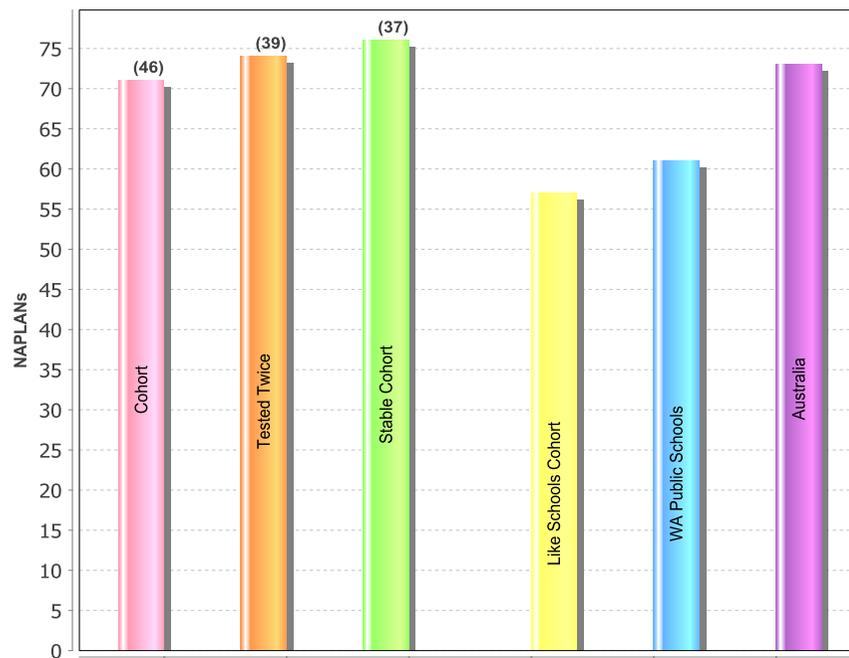


### Year 5 Writing Targets

2017 TARGET	ANALYSIS	2018 TARGET
Increase difference between West Leederville PS and the national mean from 13.42% to 15%. Focus on 'audience' and 'spelling' in narrative and persuasive texts.	Target not achieved. Difference between school and national means 10.82%.	
At least 20% of students to be in the excellent NAPLAN achievement category, and 20% to be in the good category.	Target not achieved. 9% of students in excellent category and 25% in good category.	At least 15% of students to be in the excellent NAPLAN achievement category, and 20% to be in the good category.
85% of Year 5 students to be achieving a C grade or above for writing in Semester 2 formal reports.	Target achieved. 98% of students achieved a C grade or above.	
50% of Year 5 students to achieve an A or B grade for writing in Semester 2 formal reports.	Target achieved. 54% of students achieved an A or B grade.	55% of Year 5 students to achieve an A or B grade for writing in Semester 2 formal reports.
		To achieve within one standard deviation of the predicted school mean in the Spelling and Grammar & Punctuation assessments.

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	19%	34%	21%	29%	31%	31%	11%	12%	11%
5	426 - 477	40%	38%	41%	47%	42%	47%	34%	34%	34%
4	374 - 425	19%	22%	25%	17%	21%	16%	25%	30%	24%
3	322 - 373	19%	3%	11%	6%	5%	5%	19%	14%	21%
2	270 - 321	0%	1%	2%	1%	1%	1%	6%	6%	6%
1	Up to 269	2%	1%	0%	0%	0%	0%	5%	3%	4%

### Progress from Year 3 2015 to Year 5 2017 - Writing



<-- School Data | Comparative Data -->

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	5%	18%	9%	13%	10%	12%	4%	3%	3%
7	530 - 581	30%	20%	24%	28%	23%	24%	12%	11%	10%
6	478 - 529	22%	39%	37%	37%	39%	37%	27%	30%	28%
5	426 - 477	41%	20%	26%	20%	23%	23%	36%	35%	38%
4	374 - 425	3%	4%	2%	2%	4%	3%	11%	14%	11%
1 to 3	Up to 373	0%	0%	2%	1%	2%	1%	10%	7%	10%

## READING

In reading, targets set in relation to student achievement, and achievement compared with like schools, were all achieved. 66% of Year 3 students and 65% of Year 5 students achieved in the excellent or good NAPLAN achievement categories, which is similar to our like schools, who achieved 77% and 68% respectively.

The average progress of West Leederville Primary School students between Years 3 and 5 in reading is on par with statistically-similar schools.

Year 3 Reading Targets		
2017 TARGET	ANALYSIS	2018 TARGET
75% of Year 3 students to be in Band 4 or above.	Target achieved. 83% of students in Band 4 or above.	
70% of students to achieve 'good' or 'excellent' NAPLAN achievement.	Almost achieved. 64% of students achieved 'good' or 'excellent'. This equates to three children.	To increase the percentage of students with 'good' or 'excellent' NAPLAN achievement from 64% to 70%
Maintain parity with ICSEA like schools.	Achieved. Variance is within one standard deviation in Comparative Performance.	To achieve parity with ICSEA like schools – focus on persuasive and informational texts.
Achieve 13% difference between school mean and Australian mean.	Not achieved. Variance 8.62%.	
To increase the Year 3 average Lexile from 621 to 650.	Not achieved. Average Lexile 580.	To increase the Year 3 average Lexile from 580 to 620.
To have 100% participation in the Whole-School Home Reading Program.	Almost achieved. 98% of students completing home reading.	To increase participation in the Whole-School Home Reading Program to 100%

Year 5 Reading Targets		
2017 TARGET	ANALYSIS	2018 TARGET
Increase the difference between our average NAPLAN Reading scores and the National mean – from 11.61% to 13%. Focus on information texts.	Target not achieved. 10.54% variance between school and national mean.	
80% of Year 5 students in Band 6 or above.	Target achieved. 90% of students in Band 6 or above.	
70% of Year 5 students to achieve 'good' or 'excellent' NAPLAN achievement	Target almost achieved. 65% achieved 'good' or 'excellent'.	Increase the percentage of Year 5 students achieving 'good' or 'excellent' NAPLAN achievement from 65% to 70%
Maintain parity with ICSEA like schools.	Target achieved. Parity maintained at -0.26%	To maintain parity with ICSEA like schools.
Average Year 5 Lexile to be 850 by the end of the year.	Target achieved. Average Lexile 900.	To maintain an average Lexile of 900 by year's end.
To have 100% participation in the Whole-School Home Reading Program.	Target not achieved. Only 80% participation in the program.	To increase participation in whole-school home reading to 100%

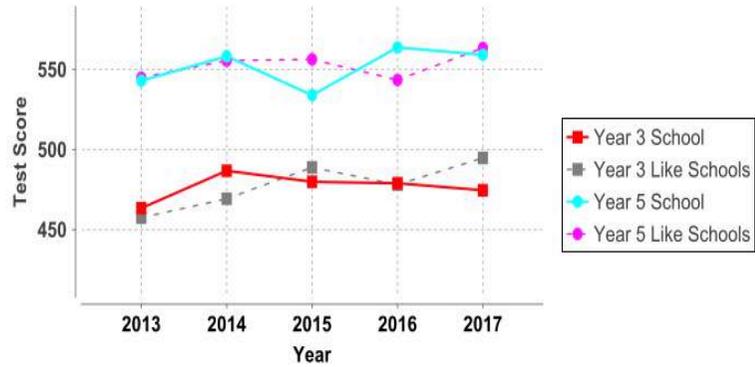


# ADDING VALUE A TO Z

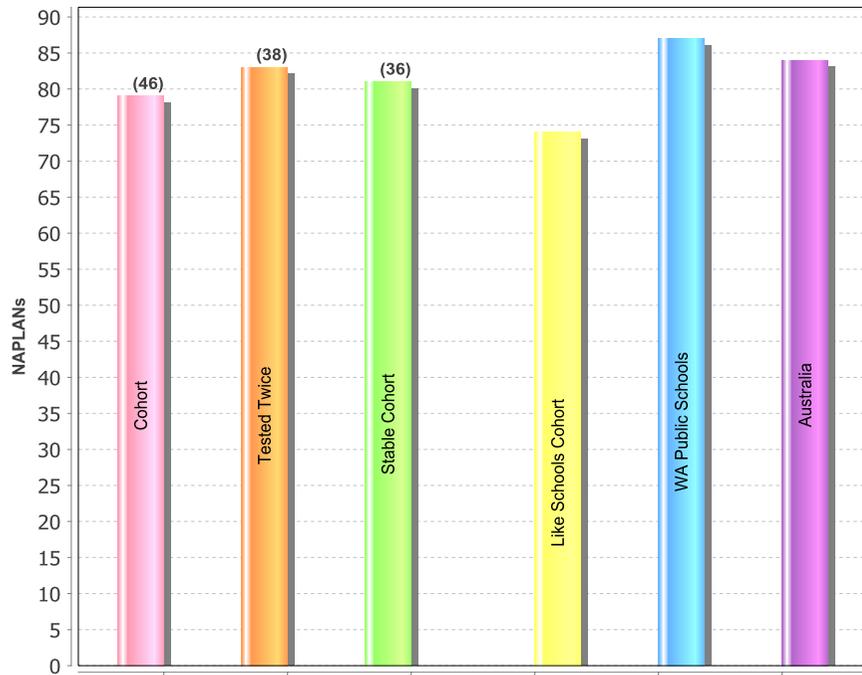




**Average Reading Score**



**Progress from Year 3 2015 to Year 5 2017 - Reading**



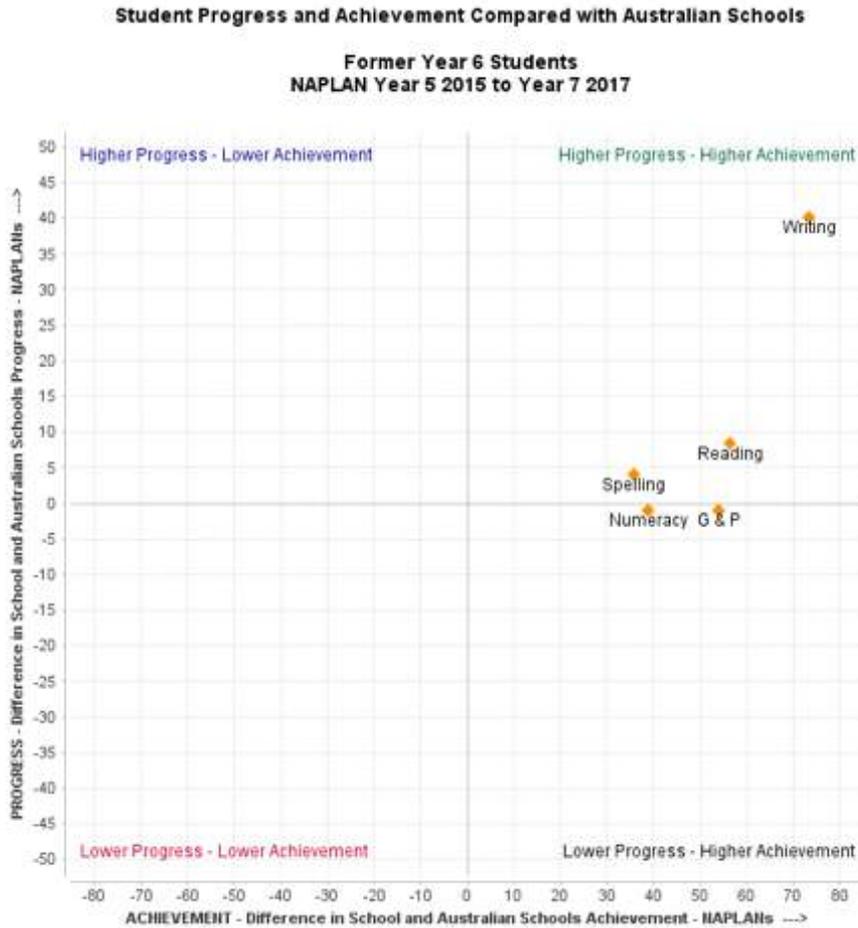
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		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	59%	54%	43%	56%	51%	55%	24%	23%	23%
5	426 - 477	11%	19%	23%	21%	24%	22%	18%	22%	20%
4	374 - 425	20%	16%	18%	14%	12%	14%	21%	19%	23%
3	322 - 373	2%	7%	15%	8%	9%	7%	21%	19%	18%
2	270 - 321	7%	4%	2%	2%	3%	1%	8%	12%	9%
1	Up to 269	2%	0%	0%	0%	1%	1%	9%	6%	7%

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	22%	39%	35%	36%	28%	39%	12%	12%	14%
7	530 - 581	32%	33%	30%	29%	31%	29%	18%	21%	20%
6	478 - 529	30%	12%	26%	20%	23%	22%	21%	23%	26%
5	426 - 477	8%	12%	0%	11%	13%	7%	22%	20%	18%
4	374 - 425	5%	4%	7%	4%	4%	2%	19%	14%	15%
1 to 3	Up to 373	3%	0%	2%	1%	1%	0%	8%	10%	7%

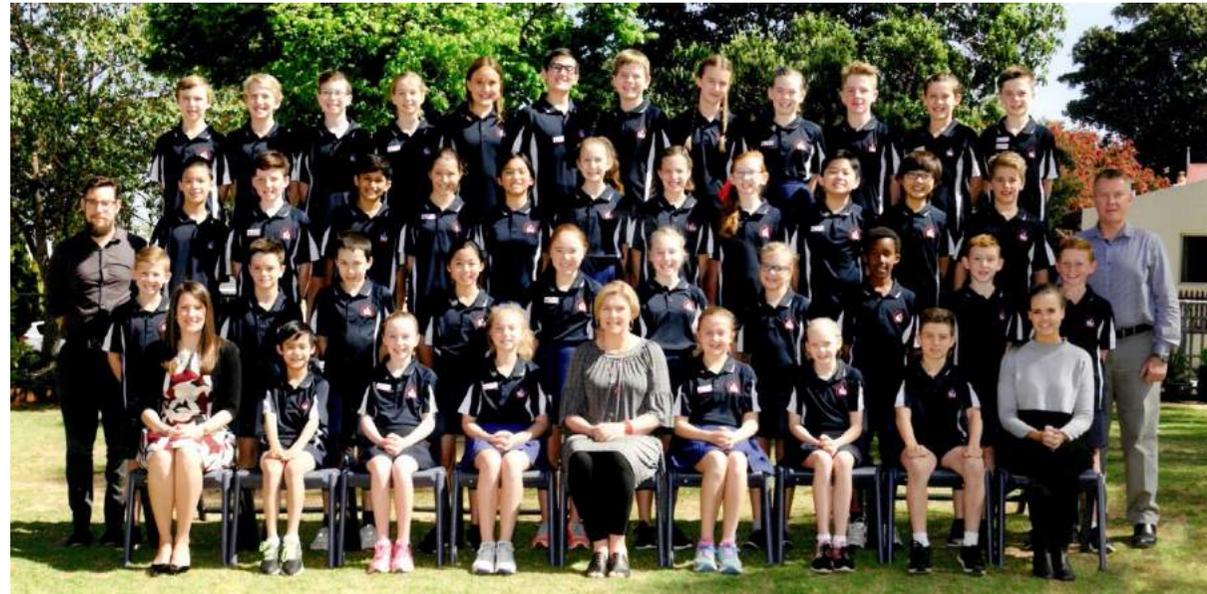
## Former Year 6 Students

The former Year 6 students of West Leederville Primary School achieved highly and made very good progress between Year 5 (in 2015) and Year 7 (in 2017) compared with students from other Australian schools. The following graph demonstrates this.



## Destination schools for 2017 Year 6 students

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	5	9	14
1193 Hale School	3		3
4025 John Curtin College Of The Arts	1	2	3
4042 Perth Modern School	3		3
1171 Scotch College	3		3
1249 John Xxiii College	1	1	2
4168 Shenton College	1	1	2
1157 St Mary's Anglican Girls' Sch		2	2
4122 Greenwood College		1	1
1343 Landsdale Christian School	1		1
1042 Methodist Ladies' College		1	1
1252 Rehoboth Christian College		1	1
1440 St George's Anglican Grammar School	1		1
1151 Trinity College	1		1
4127 Yule Brook College		1	1



# EARLY YEARS

The Department of Education Services 2017 Review of WLPS found:

*A range of data sources are employed by early childhood staff to identify gaps in learning and to plan subsequent teaching and learning approaches. These include but are not limited to the NQS, On-entry testing, data derived from the Australian Early Development Census, and school-based data collected by staff on an ongoing basis.*

*Staff have embraced the requirements of the NQS and have made considerable progress in achieving many of the elements inherent in the seven quality areas. It was noted that K-2 staff have developed very high expectations of student achievement, and as a result, judgements are made with intense scrutiny.*

At various executive, staff and network meetings, teachers engaged in professional, reflective dialogue about current practice, the Early Years Learning Framework and a collection of findings and actions were documented on the WLPS NQS recording templates.

Self-assessment findings are uploaded in to the National Quality Standards Systems as an annual requirement of the School Performance Monitoring System.

## Compliance

### Early Childhood Education

#### National Quality Standard

2017

QA	Status
QA1 - Educational Program and Practice	M
QA2 - Children's Health and Safety	M
QA3 - Physical Environment	M
QA4 - Staffing Arrangements	M
QA5 - Relationships with Children	M
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	M

Verification Status

In progress

#### NQS status indicator

M=Meeting

WT= Working Towards

Meeting 7 Quality Areas for 2 consecutive years but no verification request

Within expected performance range

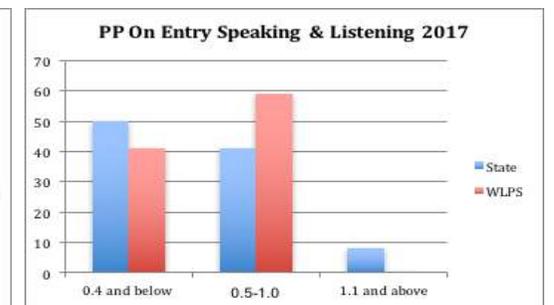
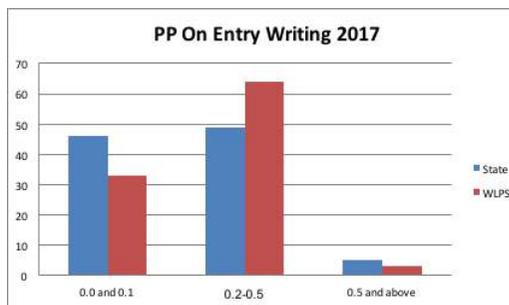
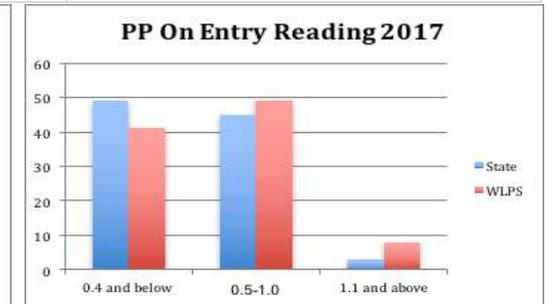
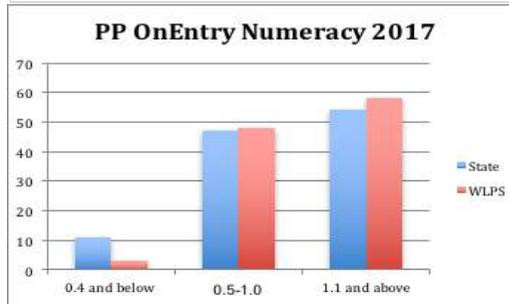
Within expected performance range but with elements of concern

Below expected performance range

## ON-ENTRY TARGETS

During Term 1 all Pre-primary and Year 1 students underwent On-Entry assessments in speaking and listening, reading, writing and numeracy. Data was collated, graphed, analysed and shared amongst staff. Comparison against expected end of semester standards and state percentages were made. This information directed teacher planning, targeted learning programs and resources to address the needs of each individual.

2017 TARGET	ANALYSIS
<b>READING:</b> 75% of stable cohort to be achieving 0.4 or above, with 40% at or above 0.5 on the PP On-Entry Assessment.	Almost achieved. 71% of students achieved 0.4, with 57% achieving 0.5.
<b>WRITING:</b> 60% of students to be at or above 0.2 in the PP March On-Entry Assessment.	Target achieved. 66% achieved 0.2 or above.
5% of students to be at or above 0.5 in the PP March On-Entry Assessment.	Target not achieved. 3% were above 0.5.
<b>NUMERACY:</b> 100% of stable cohort at or above 0.5 at PP On-Entry	Target not achieved. 96% at or above 0.5 (3 students).
50% of stable cohort at or above 1.0 at PP On-Entry	Target achieved. 59% of students at or above 1.0



0.5 is end of Semester 1 PP expected standard  
 1.0 is end of year PP expected standard  
 2.0 is end of year Year 1 expected standard



The Department of Educations 2017 Review of WLPS described our Learning Support program as an area of strength, stating:

*The associate principal/learning support coordinator and staff [have shown] commitment and professionalism in ensuring that students are provided with appropriate opportunities and support to cater for their learning needs.*

*The leadership and staff are to be commended for the development and maintenance of a strong school culture that supports the academic and social development of students in a safe and inclusive environment.*

During 2017 a number of students were identified as being at educational risk for a variety of reasons, including: compromised social/emotional health; a diagnosed disability; learning difficulties; speaking a language dialect other than English; and learners requiring extension and enrichment. Each year a comprehensive SAER handover between staff is undertaken ensuring student progress is tracked across the years and students previously identified, continue to be supported and monitored.

Students identified as requiring adjustments to their learning were assisted to access the curriculum through the development of individual education plans. These plans were collaboratively developed by classroom teachers and Learning Support Coordinator, with input from the School Psychologist and Chaplain when necessary. Support is accessed as required from a range of external agencies and specialists, including SSEND, PMH,COFS, speech therapists, occupational therapists, Autism Association, Dyslexia SPELD and CAMHS.

In 2017 eleven students received disability resourcing. Education Assistants were employed to work closely with those students, their teachers and the Learning Support Coordinator to ensure learning needs and documented goals were being achieved.

The school continued to employ an EAL/D education assistant 3 days per week to support students who speak another language or dialect. Key roles included:

- working within classes to support students during literacy blocks
- providing targeted phonics intervention in the early years
- assisting teachers with EAL/D Progress Maps and the EAL/D reporting template.

The DES Review reported:

*Discussions with parents revealed high levels of satisfaction with established processes [for EAL/D students and their families].*

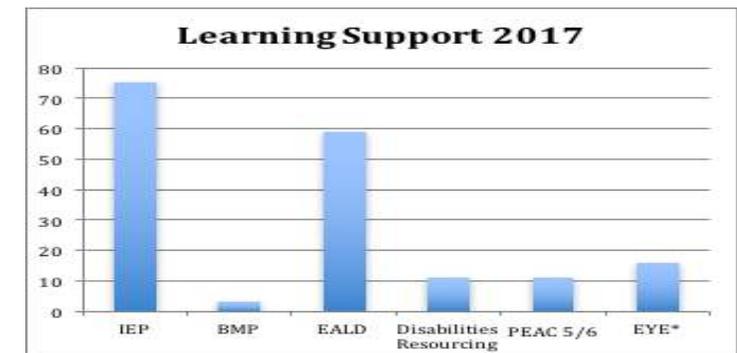
## LEARNING SUPPORT

Effective pastoral care approaches continued to complement the learning support program and assist students to become well-adjusted and mentally resilient. Bounceback! was explicitly taught across the school to the support social and emotional well-being of students. The School Psychologist was employed 2 days per week and worked closely with the LSC and Chaplain to assist the school in three main areas: learning, mental health & well being, and behaviour. Key roles included:

- participating in case conferences with parents, teachers and outside agencies;
- student observations;
- cognitive testing;
- lunchtime Lego Club;
- sessions with individual students to assist with social/emotional resilience; and
- providing parents and teachers with strategies to assist students with learning difficulties.

The Chaplain, employed through Youthcare for two days per week, assisted students, families and staff. Key roles included:

- personalised programs eg. the BRAVE program for students with anxiety and the Rainbows program for those experiencing grief and loss;
- afterschool craft club to build relationships and open communication with the community;
- Mindfulness Mondays during lunchtimes;
- Assisting teachers to implement Bounceback and similar social and emotional skills programs;
- additional initiatives at WLPS included mindfulness, yoga, Smiling Minds and after school staff Pilates sessions.

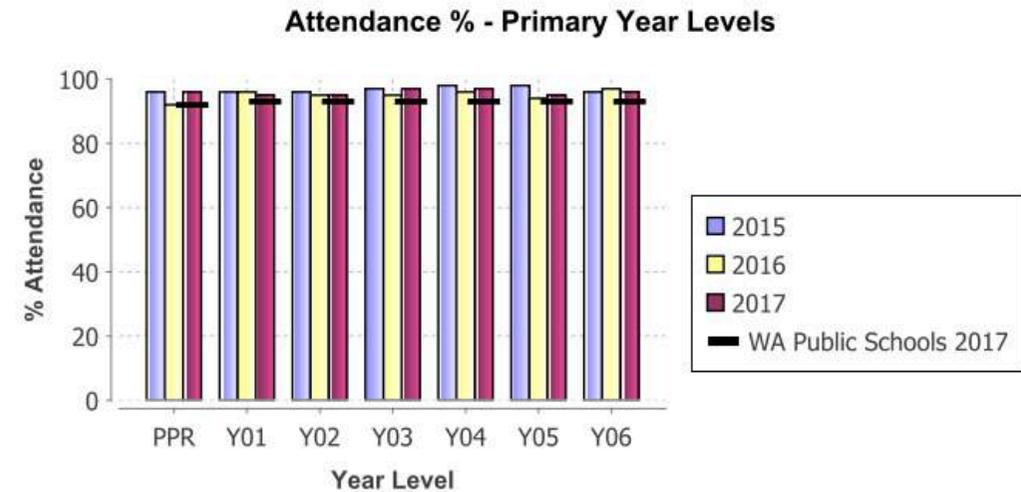
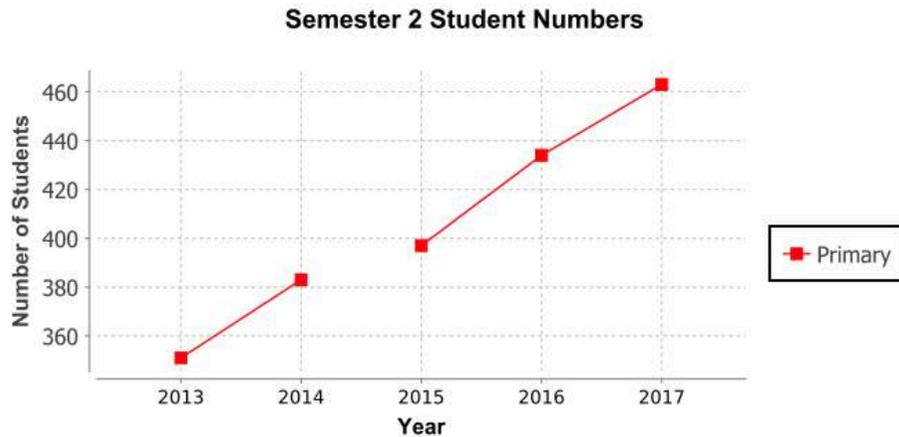


# STUDENT ENROLMENT AND ATTENDANCE

Attendance rates at West Leederville Primary School continued to be high throughout 2017. Average attendance rates across the whole school population were on par with our like schools and exceeded that of WA public schools. Regular reminders regarding the benefits of full attendance are sent to families via the school newsletter, and those students identified as being at risk are provided with individual support where possible.

The total student enrolment at West Leederville Primary School in 2017 was 543, including 80 kindergarten students at our Dodd Street campus. As the graph indicates, students numbers continued to grow steadily.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	96.5%	95.7%	93.8%	77.6%	96.1%	81.2%	96.4%	95.7%	92.7%
2016	95%	95.6%	93.7%	87.4%	93.6%	80.7%	94.9%	95.6%	92.6%
2017	96%	95.8%	93.8%	80.8%	91.8%	81.2%	95.8%	95.8%	92.7%



	2013	2014	2015	2016	2017
Primary (Excluding Kin)	351	383	397	434	463

**Kindergarten enrolment numbers**

	2013	2014	2015	2016	2017
Kindergarten	64	70	80	77	80

Our off-site kindergarten facility has the capacity to educate a maximum of 80 students.

# ATTITUDE, BEHAVIOUR & EFFORT

Aspects of student attitude, behaviour effort (ABE) form part of our semester-based Reporting to Parents cycle. For 2017, the target set in our social and emotional learning plan was for 95% of students from each year group to achieve 'consistently' or 'often' in ABE grades on Semester 2 formal reports. This target was met in all year levels and is indicative of the positive learning environment and wellbeing of our students. The following information is taken from Semester 2 2017 reports:

## Lower Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 2 2017					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	184	32	9	0	0
Participates responsibly	180	36	9	0	0
Sets goals and works towards them	153	58	13	1	0
<b>Totals</b>	<b>517</b>	<b>126</b>	<b>31</b>	<b>1</b>	<b>0</b>
<b>Percentages</b>	<b>76.6</b>	<b>18.7</b>	<b>4.6</b>	<b>0.1</b>	<b>0.0</b>

## Primary Attribute Summary

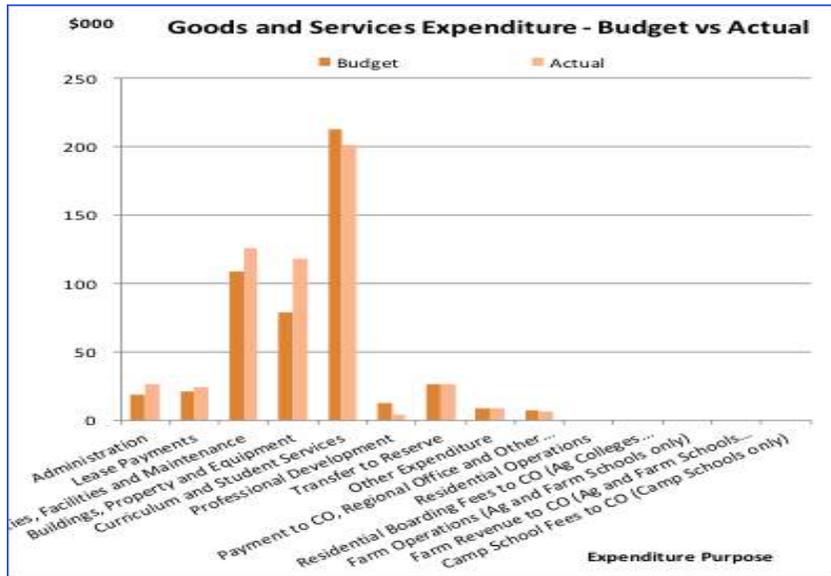
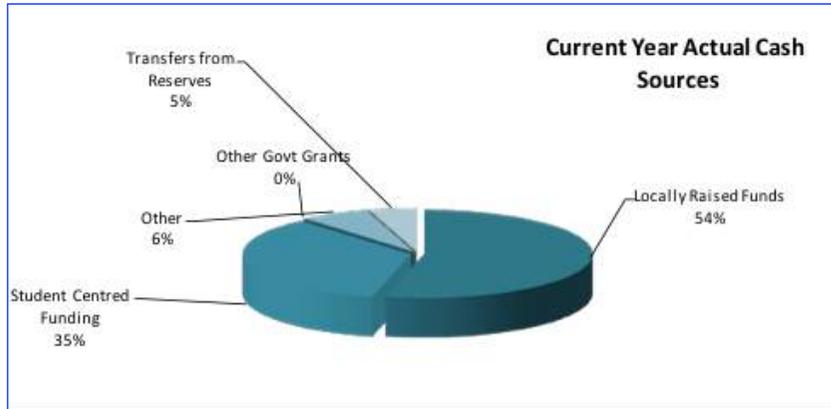
All Years Sorted by Reporting Period(s): Semester 2 2017					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	178	52	8	0	0
Shows self respect and care	216	20	2	0	0
Shows courtesy and respect for the rights of others	205	29	4	0	0
Participates responsibly in social and civic activities	195	40	3	0	0
Cooperates productively and builds positive relationships with others	201	36	1	0	0
Is enthusiastic about learning	195	36	7	0	0
Sets goals and works towards them with perseverance	175	57	6	0	0
Shows confidence in making positive choices and decisions	187	48	3	0	0
<b>Totals</b>	<b>1552</b>	<b>318</b>	<b>34</b>	<b>0</b>	<b>0</b>
<b>Percentages</b>	<b>81.5</b>	<b>16.7</b>	<b>1.8</b>	<b>0.0</b>	<b>0.0</b>

Through the analysis of the 2017 ABE and resilience data, areas of strength were identified. These were then used to identify areas for improvement in 2018.

Lower Primary PP-2	Primary Years 3 - 6
Areas of Strength Is enthusiastic about learning	Areas of Strength Shows self-respect and care Shows courtesy and respect for the rights of others
Focus for 2018 Sets goals and works towards them	Focus for 2018 Sets goals and works towards them with perseverance Works to the best of his/her ability

The whole-school social and emotional learning program, Bounceback!, will continue to be used to target these areas for improvement.

# FINANCE



Expenditure	Budget	Actual
Administration	\$18,521.80	\$25,919.49
Lease Payments	\$21,000.00	\$23,580.56
Utilities, Facilities and Maintenance	\$108,133.00	\$125,644.22
Buildings, Property and Equipment	\$78,731.00	\$117,510.70
Curriculum and Student Services	\$212,351.20	\$200,794.49
Professional Development	\$12,622.00	\$3658.62
Transfer to Reserve	\$26,115.00	\$26,115.00
Other Expenditure	\$8,164.00	\$8,549.97
Payment to CO, Regional Office and Other Schools	\$6,609.00	\$6,328.29
<b>Total Goods and Services Expenditure</b>	<b>\$492,247.00</b>	<b>\$538,100.94</b>
<b>Total Expenditure</b>	<b>\$492,247.00</b>	<b>\$538,100.94</b>
<b>Cash Budget Variance</b>	<b>\$13,326.10</b>	

Revenue - Cash	Fixed Budget	Actual
Voluntary Contributions	\$27234.00	\$29,172.5
Charges and Fees	\$110,230.00	\$114,833.11
Fees from Facilities Hire	\$26,000.00	\$28,365.92
Fundraising/Donations/Sponsorships	\$55,300.00	\$85,145.18
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$0	\$825.00
Other Revenues	\$12,098.00	\$31,397.94
Transfer from Reserve or DGR	\$0	\$60,651.00
Residential Accommodation	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$230,737.00</b>	<b>\$350,390.66</b>
<b>Opening Balance</b>	<b>\$25,882.10</b>	<b>\$25,882.10</b>
<b>Student Centred Funding</b>	<b>\$167,781.00</b>	<b>\$167,780.52</b>
<b>Total Cash Funds Available</b>	<b>\$416,744.00</b>	<b>\$544,053.28</b>
<b>Total Funds Available</b>		<b>\$544,053.28</b>



# STAFF INFORMATION



Class	Teacher
Year 6 Blue	Shelley Hollett & John McInerhney
Year 6 Red	Samantha Pallas
Year 5 Blue	Lauren Sherborne
Year 5 Red	Judith Curtis
Year 4 Blue	Phil Braimbridge
Year 4 Red	Jade Gatum, Nick Savatovic & Miriam Hawgood
Year 3/4	Rachael Smith
Year 3 Blue	Yvonne Murphy & Natasha Stavretis
Year 3 Red	Philippa Hawson
Year 2/3	Rochelle Reeves
Year 2 Blue	Monique Mackaiser
Year 2 Red	Chris Hill & Jess Schofield
Year 2 White	Joanne Stanton & Michelle Moyes
Year 1 Blue	Jaycee Arndell
Year 1 Red	Shannon Holmes & Tiffani Weston
Year 1 White	Nicole Addison
Pre-primary Blue	Sinead O'Neill
Pre-primary Red	Julie Ballantine
Pre-primary White	Jade Mulgrew
Kindergarten	Natalie Terry
Kindergarten	Sue Wilson
K DOTT	Gail Collett
K DOTT	Jo Romalski
Music	Katie Samsa
LOTE	Linda Williams
Phys Ed	Gavin Bond, Jo Shepherd & Alison Cook
Drama	Claire Munday
Art	Sally Gorey

Administration team	Role
Fiona Kelly	Principal
Lisa Wade	Assistant Principal
Shelley Hollett	Assistant Principal
Michael McInerhney	Assistant Principal
Support team	Role
Janelle Cosentino	Corporate Services Manager
Robyn Gilfillan	School Officer
Clare Hotchin	School Officer
Jack Dart	School Officer
Lauren Gabelich	School Psychologist
Coralie Sala Tenna	School Chaplain
Jenny LeFevere	Education Assistant
Deanne Moss	Education Assistant
Snehal Inamdur	Education Assistant
Amanda Wira	Education Assistant
Jane Jenkins	Education Assistant
Donna Dwyer	Education Assistant
Renee Garabedian	Education Assistant
Lisa Robbins	Education Assistant
Willow Wilkinson-Knight	Education Assistant
Michele Dwyer	Education Assistant
Candice Nicholas	ESL Education Assistant
Geoff Spence	Gardener
Gerson Patete	Gardener
Barbara Keely	Canteen Manager
Clare Etheridge	Library Officer
Lia Van den Beuken	Library Officer
Natalina Duarte Tavares	Cleaner
Inacio Duarte	Cleaner

# WEST LEEDERVILLE PRIMARY SCHOOL

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*Who we are:* The heart of the community

*What we do:* Give every child, every opportunity