



Delivering Educational Excellence
- every child, every opportunity

ANNUAL REPORT

2021



2021 WEST LEEDERVILLE PRIMARY SCHOOL ANNUAL REPORT

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Longitudinal Data – Data from a stable cohort of students e.g. NAPLAN in Year 3 in 2017 to Year 5 2019 – tested twice at West Leederville Primary School

Like Schools – Have the same Index of Community Socio-Educational Advantage (ICSEA)

P&C – Parents and Community Association

ICT – Information and Communication Technologies

DRA – Disability Resourcing Allocation

PAT – Progressive Achievement Tests

PRINCIPAL'S REPORT

It is a privilege to present West Leederville Primary School's Annual Report. It is an honour to have joined this wonderful school and have the opportunity to review the progress and achievements of the school in 2021. This is a school that has strong connections to its community, and where we look forward to an exciting future for each and every one of our students.

I extend my sincere thanks to the parent community, school administration, School Board, the Parents and Citizens Association for the warm welcome I have received upon joining the school and their tireless effort in supporting our students to continue to improve.

Our School Board has achieved a great deal over the course of 2021 and continues to passionately advocate for the school, represent the community's aspirations and contribute to the enactment and success of our school's Business Plan. I acknowledge all of our members, particularly Andrew Porter, the outgoing Board Chair who vacated the position at the beginning of 2021 and Derry Joyce, the incoming Board Chair, who so ably leads our meetings. Both have been outstanding partners to work with as a principal.

I sincerely thank the P&C President – Mr Andrew Faragher for leading a large group of dedicated volunteers that represent and advocate for West Leederville Primary School as part of the Parents and Community Association (P&C). As Andrew's children have now all left the school, he has handed over the President position for 2022, but his knowledge, diplomacy, commitment and passion has contributed to a very successful partnership between the school and our community for years. I would also like to acknowledge the dedication of the executive team and position holders for their continued commitment to offering our families onsite services such as the Uniform Shop and Canteen. Our P&C committee is proactive, and all members work passionately to build a welcoming school community, and to raise much needed funds to support school initiatives.

I also would like to acknowledge the outstanding support, and friendly and welcoming atmosphere created by our parents and carers throughout the course of 2021. I am impressed with the strong sense of community that exist within our school and have no doubt that this parent support adds so much value to the education of our students.



Finally, but not least I would like to acknowledge the tireless efforts of the school staff who work incredibly hard to support our students. I am sure our community will agree with me, they are committed, and passionate always greeting the students with a smile and such obvious care.

The Annual Report provides parents, carers and the wider community with information about our school, its' achievements and successes, the learning programs we provide and the performance of the student population. It also reviews our progress towards achieving our areas of focus and the targets set in our Business Plan 2021 – 2023, and outlines our future actions to be taken in 2022 to improve student achievement and further enhance the school's effectiveness.

It is important to note that the Annual Report is only one component of the total reporting process that the school undertakes. To contextualise the school's purpose and its operation the Annual Report should be read in conjunction with other documents such as the Business Plan and information booklets and policies – all of which can be located on the school's website.

The achievements of our students in 2021, both in academic and non-academic arena have been impressive. We continue to work towards further improvement with a focus on high quality teaching and learning programs as cornerstones to future success.

As the leader of this Independent Public School, I look forward to 2022 and the further success we can achieve through a strong focus on working together and aspiring to providing a dynamic school, innovative students and a nurturing community.

Sheri Evans – Principal

BOARD CHAIR REPORT

For many around the world, 2021 is a year they will want to forget but for us at West Leederville Primary School – it's a year worth remembering. It is a year that brought us all closer together, reminded us of the importance of family and community, and a year where our children had the privilege of being at school and learning, surrounded by their friends, when so many other kids couldn't.

For the Board, and School Administration, it has also been a year of new faces and new roles. Early in the year, Andrew Porter represented the Board on the selection panel to choose a new Principal for the school. We were delighted when Sheri Evans accepted the role and welcomed her to her first Board meeting in April. We also farewelled Andrew Porter in his role as Chair at our AGM, along with outgoing Board members Aine Sommerfield and Barry Harvie. I would like to sincerely thank Andrew, Aine and Barry for the enormous amount of work, passion, commitment and time they each have given to the Board and to the school over the years. We were thrilled when Andrew chose to remain as a community member on the board to ensure a smooth transition for the new team.

We also welcomed two new parent members to the board – Jarrad Dunning and Cindy Henderson - elected by the parent community they represent. The Board membership now stands at eleven voting members, including the Principal, two Associate Principals, one staff representative, five parent representatives and two local community representatives.

With so many new members, 2021 has been a year of learning and growth for the Board, beginning with the establishment of a three-year agenda and school board action plan. The Board has also spent significant time reviewing each strategic area of the school's business plan in preparation for the Public School Review, which will take place early December. This included teaching and learning, the learning environment, resources, and relationships and partnerships. In addition, a number of policies have been reviewed by the Board this year including our uniform policy and the school's code of conduct.

Being part of the School Board is a significant commitment and is one that none of our members take lightly. I am very thankful for the expertise offered, and value added, by each and every one of our Board members. I would also like to thank the school leadership and in particular, Sheri Evans, who in a very short time, has had an enormous impact on our school community.

As always, it takes a village, so to our outstanding teaching staff, fabulous P&C and to all the parents and carers, on behalf of the Board I want to thank you for your support throughout the year.

It has been a privilege to Chair the West Leederville Primary School Board in 2021 and I look forward to a healthy and happy 2022 for our whole school community.

- Derry Simpson



PRESIDENT OF THE P&C REPORT

It seems a little weird to think that my 2 years as President of WLPS P&C has been bookended by covid and how that has changed many things that we do and have done in those 2 years. In those 2 years I think the school and the community have drawn together and West Leederville has become a better place to live and educate our children.

In the last year there have been some significant changes at WLPS with Sheri Evans taking the reins as the new Principal and Rochelle Reeves stepping up into the assistant Principal role. There have also been quite a few staff changes as well. These changes have provided a positive and refreshing difference at the school and even the Kiss n Drive is now working as it should!

I think the P&C nearly managed to upstage the new Principal with the introduction of the new school dress after 10 years and a school survey to identify the best option. I have seen several photos of the dress on children, and it looks fantastic! Shannon, our school Uniform Shop Coordinator has done an amazing job coordinating this change as well as streamlining the process of ordering and supply.

From a P&C perspective 2021 has been an interesting and different year. We provided a vision to the school to enable them to understand our purpose and how we are going to achieve that. This explained how the P&C were going to ensure that there was the best educational, social and cultural environment possible for the development of all children at WLPS through active engagement with the school, parents and broader community.

We initiated or re-initiated the curriculum funding model, whereby the P&C supports the schools funding into areas that most need it and benefit the whole school. We donated \$30K to the school in 2021. The P&C also provided over \$10K in funds this year to the library to increase the number of modern books. Robyn Gilfan, our librarian, has been great at letting us know what the library needs with respect to the types of books that are required and then we have funded the request. This should be an ongoing expenditure for the P&C as books are an integral part of our children's education.

There have also been some significant changes in the Canteen with a new manager Bec taking over. We also had our first ever audit.

The Welcome BBQ was also a first for a while with a lovely introduction to the WLPS community for all the new parents and a chance for the others to reconnect after the summer holiday.

We also held our first ever Colour Run which was an amazing success with everyone thoroughly enjoying it, I have never heard so many teachers squealing like that before, and the kids were not far behind them. It was also important from a P&C perspective that the children understood the significance of the colour run from a cultural perspective and why the celebration of Holi is important. A big shout out to the teachers of WLPS for doing this.

On a very cold night in winter, we had another P&C first, a Comedy night in the Leederville Town Hall. It was a fun night with lots of laughter and some amazing comedians. It was a good job we were all wrapped up warm as the hall had minimal heating.

To sum up, in the last 2 years we have cemented the P&C as an integral part of the school not only as a fundraising body but as part of the school community. I think that the broader community and the school community understand what we want to do and how we will achieve our goals.

I was a little hesitant to become the President of the P&C after Julie, as she had done such a good job as the President and she had spent a lot of time at the school, which is something I couldn't do due to work commitments. I realised that I had to use the P&C Executive and other parents to understand what was going on and that has worked well. I am forever grateful to the P&C exec over the last 2 years that have enabled me to do the job that I thought I should do, without their input and guidance this could have been a complete disaster!

One last note, good luck to the next President of the WLPS P&C whoever you are. Your style will be different but please remember that this is all about the children in the school and all the children not a select few. I am always available for a chat and a coffee, if you pay, to explain how the P&C works and should work from a community perspective.

- Andrew Faragher



OUR VISION

Delivering Educational Excellence
- every child, every opportunity



Commitment

To deliver **educational excellence** through a safe, respectful and stimulating environment that inspires our students to unlock and fulfil their learning potential. Success is achieved through developing every child academically, socially, emotionally, creatively and physically.

Beliefs

We believe that optimum learning occurs when:

- students are valued, supported, encouraged to take risks and to think creatively.
- students have a growth mindset and understand the impact of effort on progress and achievement.
- learning is culturally relevant and makes connections to students' own life experiences.
- students co-operate, collaborate and interact purposefully with others to enhance their learning.
- the explicit teaching of high order thinking processes and metacognitive strategies is embedded throughout the curriculum.
- teachers use a range of assessment data to design developmental learning sequences and lesson structures that cater for individual learning needs.
- explicit teaching practices, including learning intentions and success criteria, support students in knowing what to do and how to do it.
- learning goals offer students an appropriate level of challenge; and timely, targeted feedback empowers them to monitor and progress their learning.
- information and communication technologies transform the way students think and learn and provide them with the required skills to be successful in today's society.
- all stakeholders commit to open and respectful communication and collaboration, for the purpose of enhancing student wellbeing and learning.

Values

In 2021, our Positive Behaviour Support (PBS) Committee launched our school values:

- Kindness
- Responsibility
- Courtesy
- Excellence
- Perseverance





SCHOOL CONTEXT

West Leederville Primary School is situated three kilometres from the central business district of Perth and occupies a unique place in public school education in Western Australia, due to the age and history of its buildings and a strong community focus. West Leederville Primary School is nestled in the Perth suburb of West Leederville, between Lake Monger and Subiaco Oval, 3 kms northwest of the CBD of Perth. West Leederville is the earliest area of residential subdivision in the Town of Cambridge occurring from 1891 onwards, with the school opening its doors in 1898 with 133 students. Today, close over 560 students from varied backgrounds and cultures are enrolled at the school. Our original buildings are heritage listed and these provide unique character with classrooms that surround the traditional school hall.

At the beginning of 2021 the school had 579 students and the number of students decreased slightly to reach 568 by the end of the year. Thirty-seven teaching and thirty-three support staff members were employed at West Leederville Primary School in 2021. All teaching staff are registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teaching staff are highly competent and have many years of experience. Six of our staff have senior teaching status and we were very excited to congratulate Mr Nicholas Savotovic on being accredited as a Level 3 Teacher in Semester 2.

Throughout 2021, our staff continued to work diligently to establish a professional learning culture focused on high quality teaching and learning, and their commitment to improvement was demonstrated by their engagement with the Western Australian Curriculum and new evidenced based programs.



CELEBRATIONS

GENERATIONS AND CONNECTIONS

At West Leederville Primary School, we have a very strong connection to our community and the long existing relationships that exist within this community to support the students in our care. One aspect of these relationships are the connections and family members that are included as part of our staff and extended volunteer group.

For many years now, we have had generations of families return to West Leederville to work alongside their mums, dads, aunties, uncles and cousins. These connections include; Mr Michael McNerheney and his son, Mr John McNerheney; Mrs Fiona Kelly and her cousin, Ms Rochelle Reeves; Ms Deane Moss, and her daughter Miss Holly Moss; Mrs Judith Curtis, and her nephew Mr Patrick Stapleton; Mrs Jen Le Fevre, and her daughter Mrs Jacinata Tremayne; Mrs Janelle Cosentino and her son, Julian Cosentino; Mrs Lisa Robbins and her daughter, Miss Maddie Robbins; Mrs Candice Nicholas and her son, Sam Miller, Mr Phillip McGinnity and his daughter Jacque McGinnity; and Mr Inacio (Nas) Duarte and his sister Natalina Duarte Tavares.

These family connections are testament to the connection that our staff feel towards the students, their families and our broader school community.

PUBLIC SCHOOL REVIEW

At the end of 2021, West Leederville had our first Public School Review since 2017. The purpose of a Public School Review is to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

During the review we were commended on:

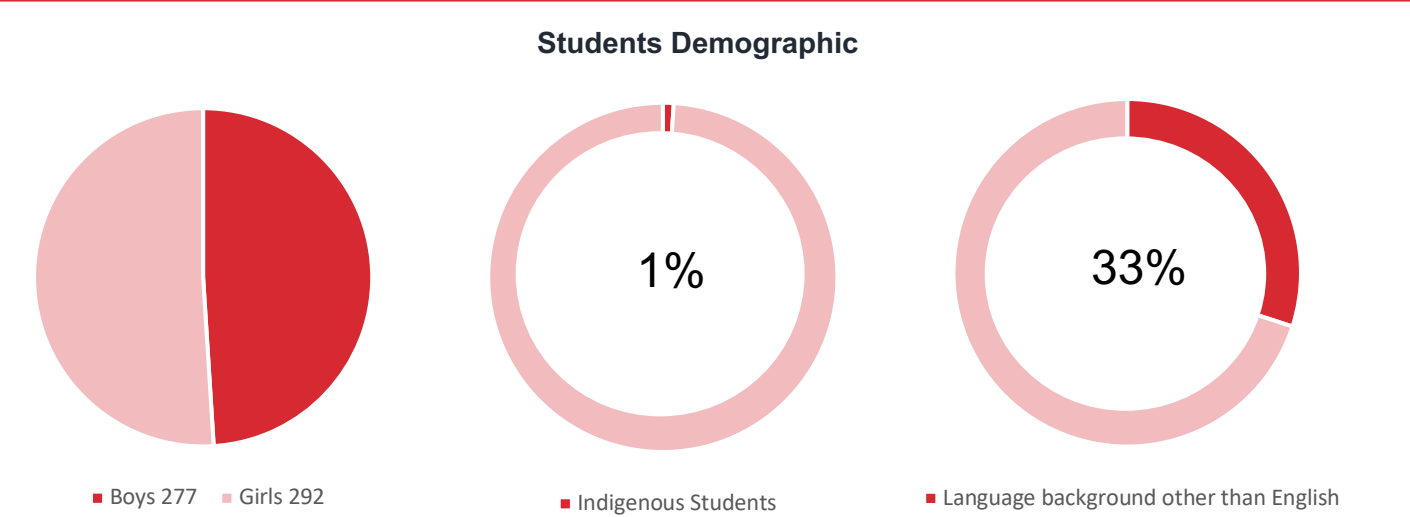
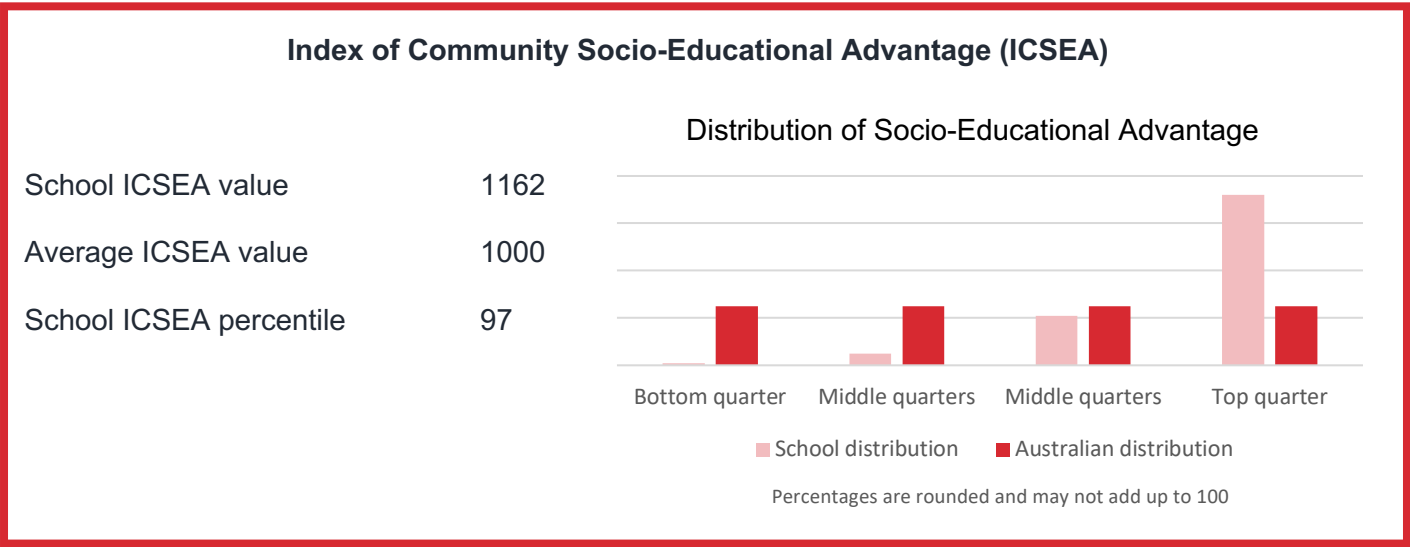
- The comprehensive and rigorous school self-assessment processes that engaged and incorporated the perspectives of a range of staff and school community representatives.
- The broad range of staff, student and parent representatives that participated enthusiastically during the validation phase, contributing authentic reflections in support of the school improvement agenda.
- Our ability to convey a strong and consistent message that expanded on statements and evidence we had collected for each domain.
- On the annotations, overviews and cycle of improvement exemplars that were provided for clarity and linked directly to the domain foci.
- The input of students in the form of a guided tour of the learning environment and meetings with members of the parent body and community served to support the school's self-assessment.
- How the ESAT preparation had enabled staff to share the work being done across the school to reinforce the strong positive culture that builds engagement and reflective practice.

For further information on the commendations and recommendations of this report, please see our [website](#).

We would like to thank and acknowledge all the students, staff and community members who contributed to this process. We would especially like to thank and acknowledge Mrs Shelley Thompson who oversaw and collated our evidence for the Electronic School Assessment Tool (ESAT). At West Leederville, we are committed to constantly reflecting and improving and have already started working on our recommendations. Please see our School Priorities for 2022 for our next steps.



SCHOOL DEMOGRAPHIC 2021





Student Numbers (Semester 1, 2021)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(39.5)	77	72	72	68	77	64	70	579
Part Time	79								

Student Numbers (Semester 2, 2021)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(40)	76	70	70	66	74	62	71	569
Part Time	80								

Gender (Semester 1, 2021)

Primary	Kin	PPR	Pri	Total
Male	46	34	206	286
Female	33	43	217	293
Total	79	77	423	579

English as a Second Language (Semester 1, 2021)

Primary	Kin	PPR	Pri	Total
Eligible for Funding	0	12	12	24
Not Eligible for Funding	2	0	25	27
Total	2	12	37	51

Our school numbers have increased over the past 10 years by nearly 200 students, with growth steadying in 2020 and 2021. The school is a 'local intake area school' and due to classroom availability and playground space, applications from out of area families are rarely accepted. The school is highly sought after by local families as the school of choice in the area.

Currently, the Kindergarten program is located off-site at Lake Monger Primary School due to a lack of space on the main site. The program can cater for up to 80 students and was at capacity in 2021.



ATTENDANCE PRIMARY YEAR LEVELS

The below tables and graphs illustrate our Attendance Data

ACHIEVEMENT COLOUR KEY: At or Above Average Below Average

Overall attendance percentages comparable to Like Schools										
Semester 2	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Average School	WA Average	Like Schools
2019	96%	96%	96%	96%	98%	96%	96%	96%	92%	95%
2020	96%	95%	96%	96%	96%	96%	95%	96%	92%	95%
2021	94%	94%	95%	94%	94%	96%	93%	94%		

Regular Attendance			
	School	WA Public Schools	Like Schools
2019	94.6%	91.6%	95.1%
2020	95.2%	91.9%	95.2%
2021	94.2%	91%	94.7%

Unauthorised Absences	
	School
2019	43%
2020	9%
2021	19%



Our attendance remains comparable to or slightly above *Like Schools* in all grade levels and overall. The percentage of unauthorised absences has fluctuated in the past three years, this may be due to the effect of COVID on attendance and the resulting changing rules in terms of quarantine periods. This is something we will closely monitor moving forward and work with our community to reduce.

On average, WA state primary school kids miss around 15 days of school per year for secondary students that jumps to 25 days of school per year. These figures equate to around 16,000 children absent from WA public schools each day. While most students will have a good reason to be away, there are many who will not.

Is there a safe threshold to missing school? Researchers wanted to know how many days of absence kids could 'get away with' before it started to affect how they were doing at school. The answer is none. They studied patterns of over 415,000 primary and high school students over a five-year time frame. In all analyses academic achievement in NAPLAN tests declined with any absence from school and continued to decline as the absent rate increased.

Every day of absence made a difference, and this was particularly true of unauthorised absences. The effect of missing days accumulated over time, so that school absence not only impacted on achievement in the year in which the days were missed but in future years as well.

- Retrieved from <https://www.telethonkids.org.au/our-research/research-topics/school-attendance/#:~:text=On%20average%2C%20WA%20state%20primary,are%20many%20who%20will%20not>. May 30 2022

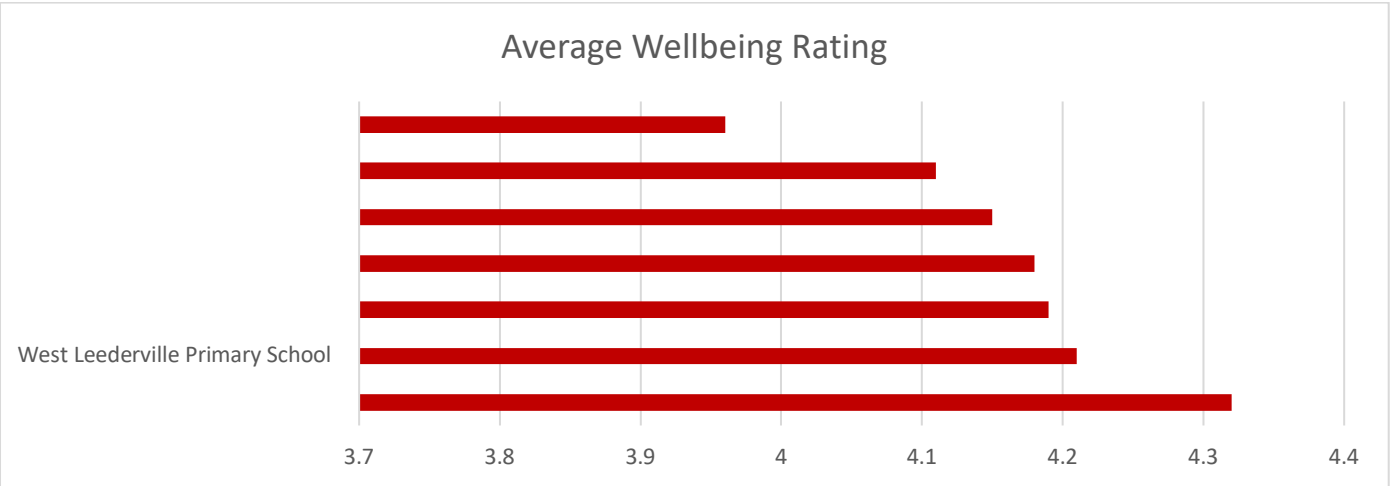


DESTINATION SCHOOLS FOR HIGH SCHOOL

SCHOOL	Male	Female	Total
Bob Hawke College	20	21	41
Iona Presentation College		4	4
John Curtin College Of The Arts		4	4
Scotch College	3		3
Shenton College	2	1	3
Mercedes College		2	2
Perth College		2	2
St Marys Anglican Girls School		2	2
Christ Church Grammar School	1		1
Methodist Ladies College		1	1
Perth Modern School		1	1
Presbyterian Ladies College		1	1
St Hilda's Anglican School - Girls		1	1

With the opening of Bob Hawke College in February of 2020, most students from West Leederville Primary School now attend their local public high school. A strong partnership between West Leederville Primary School and Bob Hawke College ensures the transition to high school is a smooth one for our outgoing Year 6 students.

In 2021, we worked collaboratively with the Galup Network of Schools to assess and monitor student wellbeing during the transition from primary to secondary school. Initiated by Bob Hawke College, the survey is to help us understand and then improve, if necessary, the transition process between our school and the college. The data shows that in all areas of wellbeing measured (connection to family, happiness during transition, sense of achievement and learning, sense of belonging, sense of meaning, sense of self-awareness, relationships with other students and friends, and relationships with teachers), West Leederville students had the second highest sense of wellbeing during this transition when compared to other schools in the local area.



BUSINESS PLAN PRIORITY AREA: STUDENT ACHIEVEMENT & PROGRESS

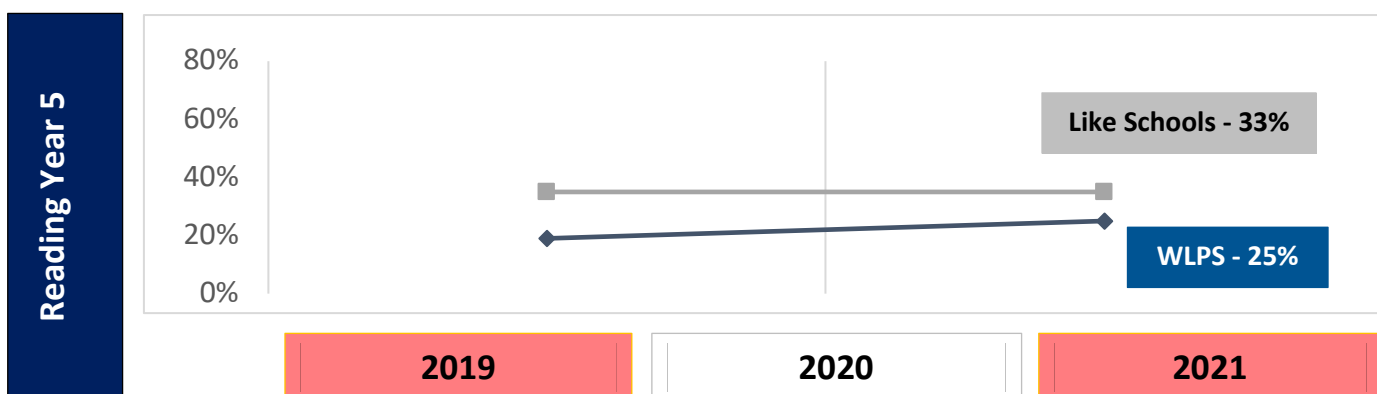
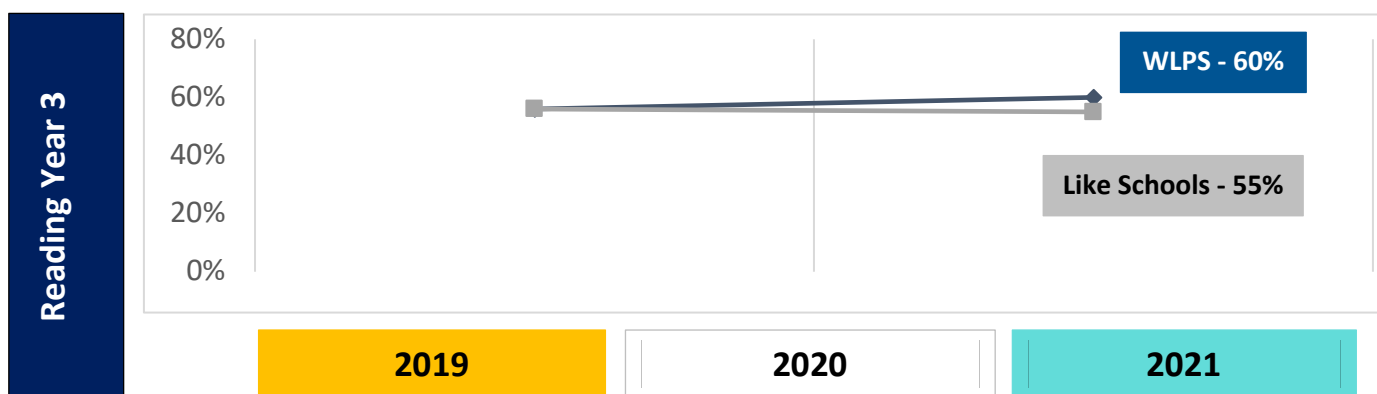
West Leederville Primary School has an established, systematic plan for the collection and analysis of a range of student achievement and wellbeing data. This drives school improvement ensures timely and appropriate decision-making.

NUMBER OF STUDENTS WHO SAT NAPLAN

	Year 3			Year 5		
	2019	2020	2021	2019	2020	2021
Students	64	0	67	64	0	63

ACHIEVEMENT COLOUR KEY: Above target Near target Below target

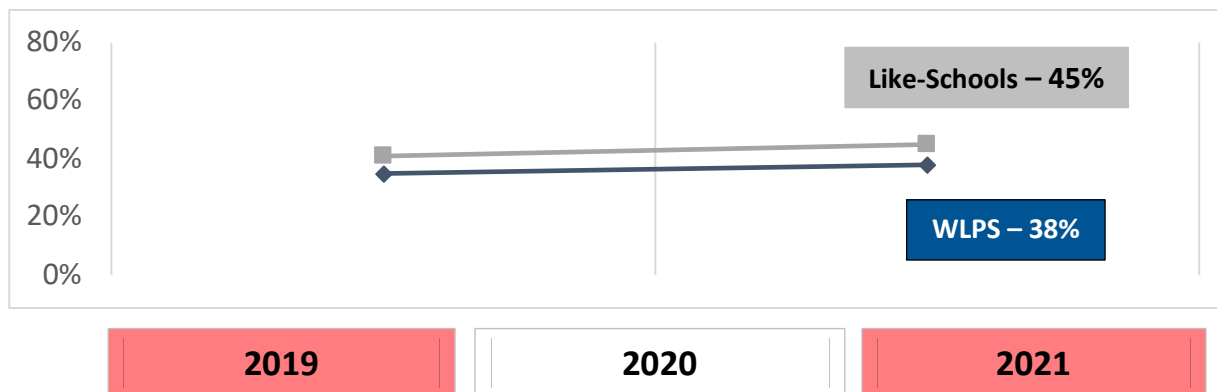
Target	To have an equal or higher percentage of students achieving in the Highly Proficient score range, in all areas of Literacy in NAPLAN, than like schools.
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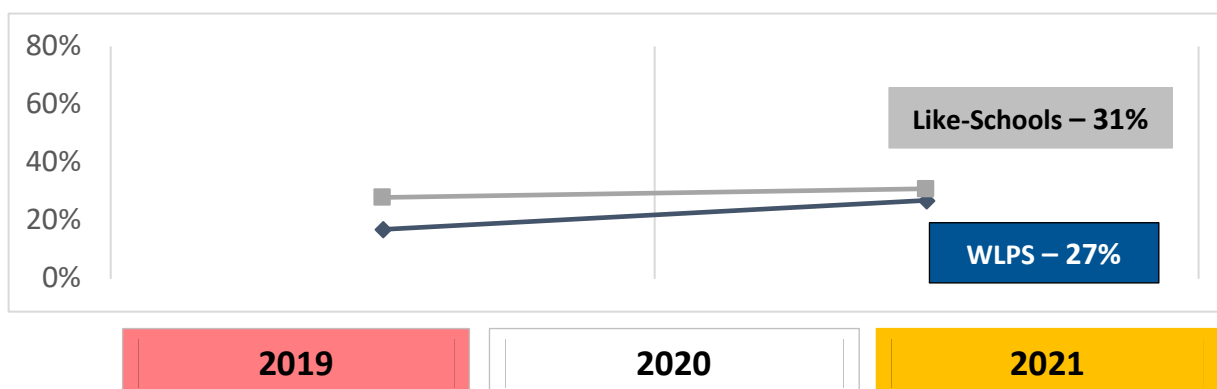
While West Leederville Primary students sit slightly above like-schools in reading in Year 3, we sit below like-schools in Reading by Year 5. This is an area for improvement and a continued focus for the school in 2022.



Spelling Year 3

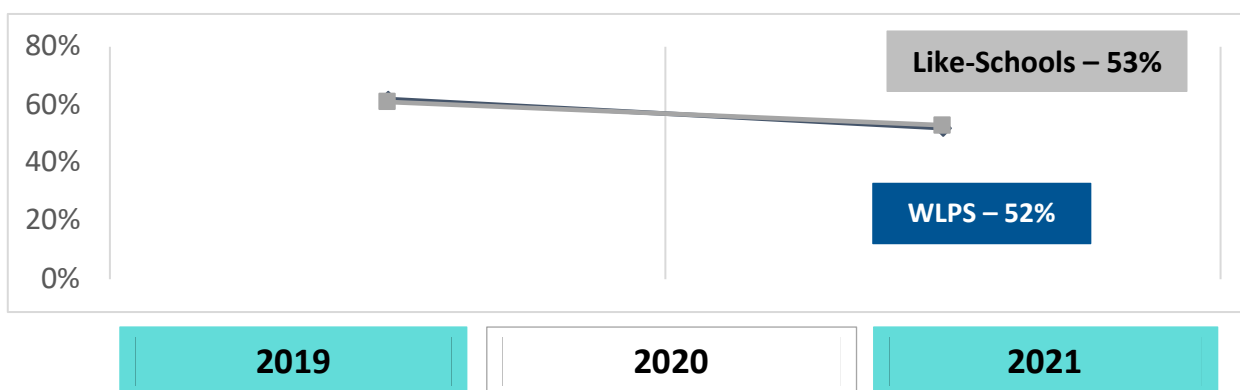


Spelling Year 5

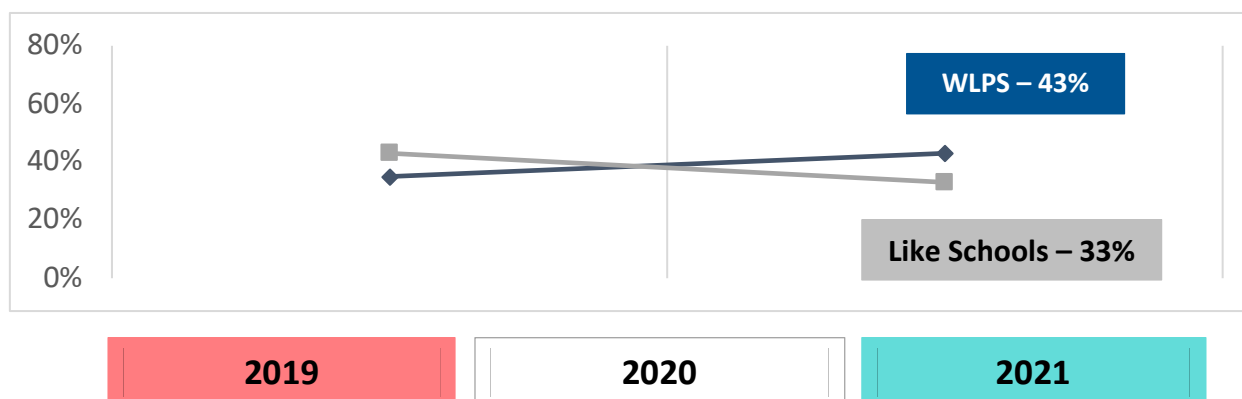


In both Year 3 and Year 5, West Leederville Primary School students sit slightly below Like-Schools however the percentage difference is not statistically significant (within the cohort of 67-Year 3 and 63-Year 5 the percentage difference equates to one student).

Grammar Year 3

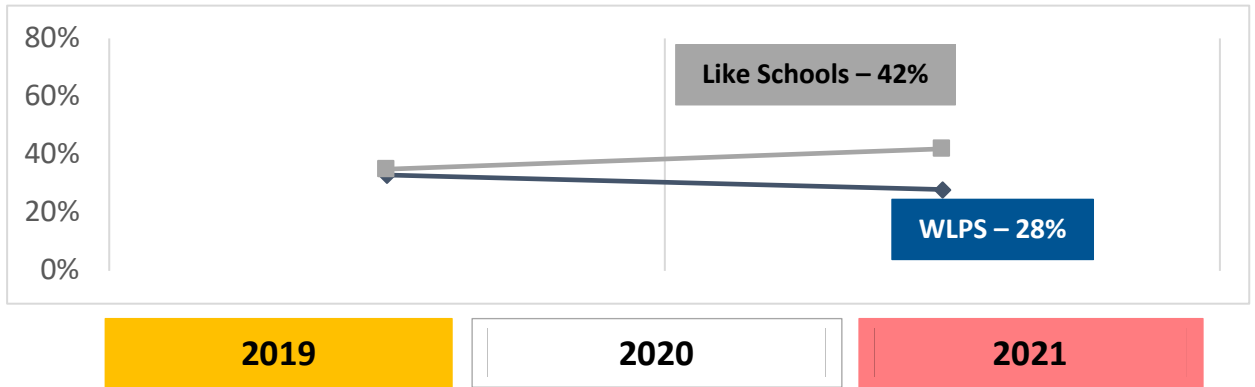


Grammar Year 5

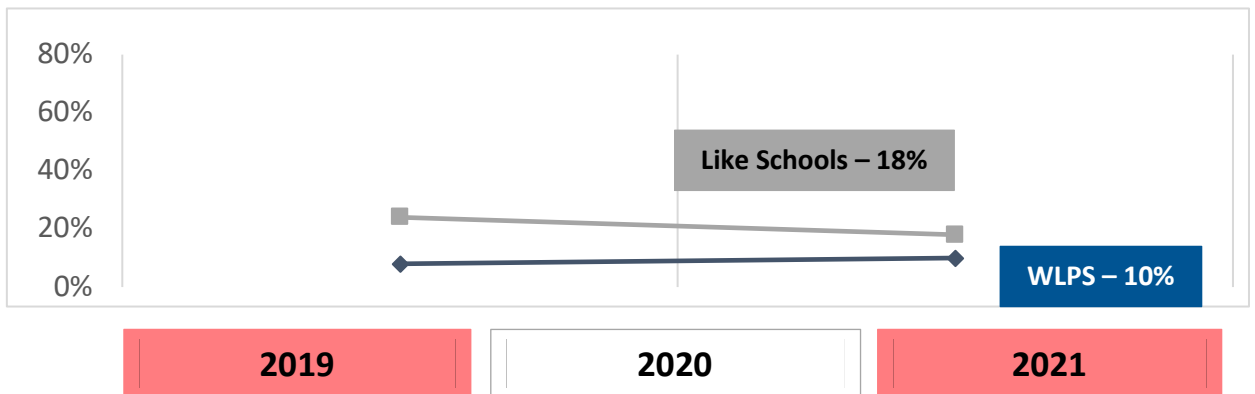


Grammar and punctuation is one of our success areas where we have already met or exceeded our target as stated in our 2021 – 2023 Business Plan. Maintaining this achievement while working on other areas of literacy will be important over the coming years.

Writing Year 3



Writing Year 5



We have some work to do in writing for Year 3 with a significant difference between West Leederville Primary School students and like-schools. While we have made some progress towards addressing the gap in Year 5, we will need to monitor this area closely in the coming years.



Target

To have an equal or higher percentage of students achieving in the Highly Proficient score range, in all areas of Numeracy in NAPLAN, than like schools.

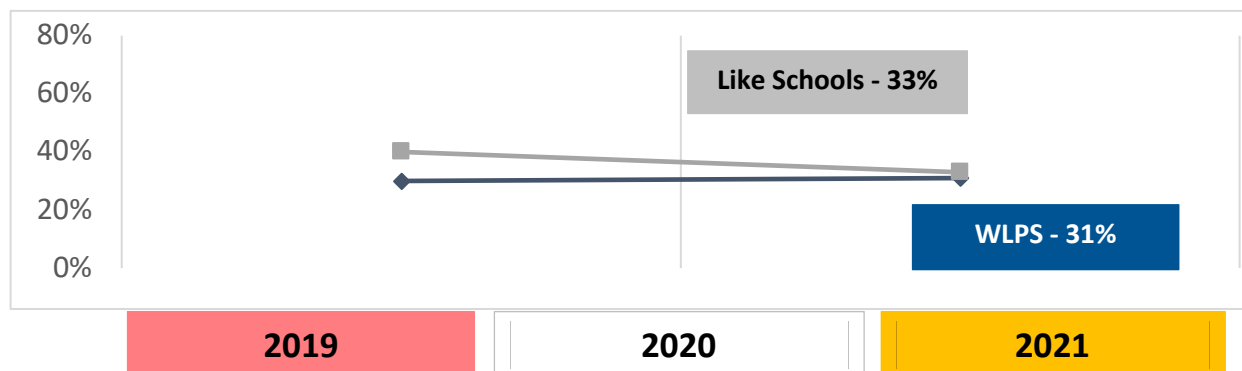
ACHIEVEMENT COLOUR KEY:

Above target

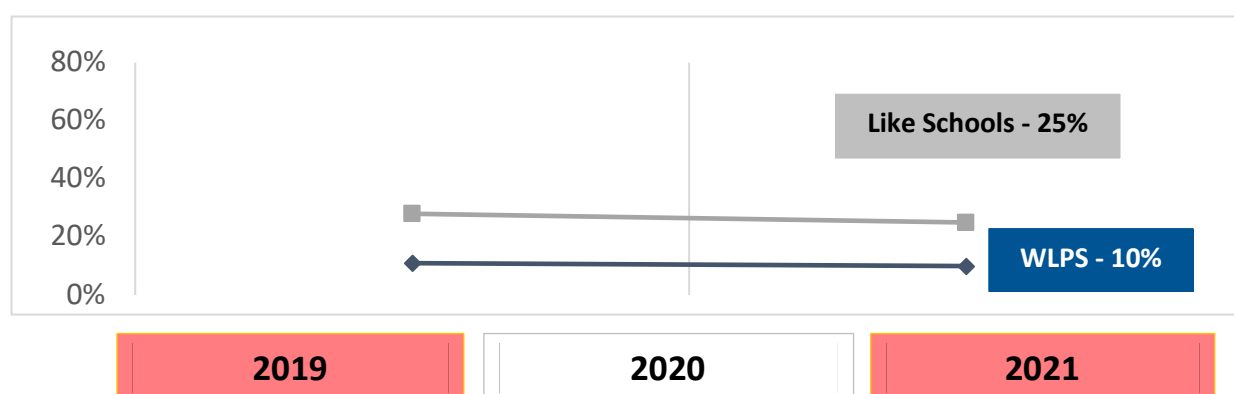
Near target

Below target

Numeracy Year 3



Numeracy Year 5



We have closed the gap between Like-Schools and West Leederville Primary School in Year 3 Numeracy, however we still have a some work to do to close the gap in Year 5. This is a focus for our school in 2022.



Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities. We need numeracy to solve problems and make sense of numbers, time, patterns and shapes for activities like cooking, reading receipts, reading instructions and even playing sport. At West Leederville Primary School students participate in a 'Numeracy Block' four times a week to ensure they develop the skills needed to be successful in Mathematics in High School.

Target	To achieve parity or exceed like school mean NAPLAN scores in all areas of Literacy.
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ACHIEVEMENT COLOUR KEY: Above target Near target Below target

Reading	Year	Year 3		Year 5	
		School	Like Schools	School	Like Schools
	2016	479	478	564	544
	2017	475	495	559	564
	2018	484	489	574	557
	2019	501	491	539	555
	2020	No Data Available			
	2021	493	489	549	554

Spelling	Year	Year 3		Year 5	
		School	Like Schools	School	Like Schools
	2016	465	464	527	531
	2017	445	462	516	545
	2018	430	460	539	539
	2019	452	460	521	544
	2020	No Data Available			
	2021	441	463	539	548

Grammar	Year	Year 3		Year 5	
		School	Like Schools	School	Like Schools
	2016	490	491	562	558
	2017	478	505	530	562
	2018	498	492	564	558
	2019	522	508	549	567
	2020	No Data Available			
	2021	480	486	568	556

Writing	Year	Year 3		Year 5	
		School	Like Schools	School	Like Schools
	2016	458	453	516	508
	2017	439	459	503	514
	2018	431	448	511	508
	2019	459	460	489	517
	2020	No Data Available			
	2021	449	468	511	522

In all areas of literacy our mean NAPLAN scores demonstrate an inconsistent trend line, bouncing between above or achieving parity with like-schools to significantly below like-schools. This unpredictable nature of our student results is something we are looking to address, working towards being consistently above like-schools between cohorts from year to year.



Target To achieve parity or exceed like school mean NAPLAN scores in all areas of Numeracy.

ACHIEVEMENT COLOUR KEY: Above target Near target Below target

Numeracy	Year	Year 3		Year 5	
		School	Like Schools	School	Like Schools
	2016	442	455	558	548
	2017	442	468	544	551
	2018	448	459	541	541
	2019	465	464	512	550
	2020	No Data Available			
	2021	441	451	525	545

Overall the pattern in numeracy scores trend below like-schools. While we are only in our second year of implementation of our Business Plan 2021 – 2023 and working towards these targets, our aim will be to start making progress towards addressing this trend in 2022 through a number of strategies.

Target	To remain within one standard deviation of our expected performance in all areas of Literacy and Numeracy NAPLAN.
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ACHIEVEMENT COLOUR KEY: Above target Near target Below target

Reading Performance							
	2015	2016	2017	2018	2019	2020	2021
Year 3	-0.1	0.2	0.7	0.0	0.7	No Data Available	0.3
Year 5	-0.8	0.2	-0.4	0.8	-0.3		-1.1

Spelling Performance							
	2015	2016	2017	2018	2019	2020	2021
Year 3	0.7	0.0	-0.8	1.3	0.4	No Data Available	0.8
Year 5	-0.3	-0.3	-1.6	-0.1	-0.1		0.3

Grammar & Punctuation Performance							
	2015	2016	2017	2018	2019	2020	2021
Year 3	0.0	0.1	-1.0	0.1	0.9	No Data Available	-0.2
Year 5	-1.3	0.0	-1.7	0.0	0.5		0.1

Writing Performance							
	2015	2016	2017	2018	2019	2020	2021
Year 3	-1.2	0.0	1.2	-0.9	-0.5	No Data Available	-1.1
Year 5	-0.2	0.3	-0.1	0.1	-1.0		0.9

Numeracy Performance							
	2015	2016	2017	2018	2019	2020	2021
Year 3	-0.8	-0.2	-0.9	-0.2	0.2	No Data Available	0.2
Year 5	-1.0	1.2	0.8	0.3	-0.9		-1.4

In most areas across the timeframe from 2015 to 2021, West Leederville Primary students in both Year 3 and Year 5 have achieved scores in NAPLAN that remain within one standard deviation of our expected performance. In some cases, such as Spelling Year 3 2018, Writing Year 3 2017, and Numeracy Year 5 2016 we have achieved above one standard deviation of our expected performance in a positive way.

Our pattern varies between negative and positive compared to expected performance, we would like to address this to remain on the positive side of our expected performance.



SUMMARY

Our NAPLAN data in 2021 was not what we had hoped for, with numeracy, writing, reading and spelling demonstrating low progress and low achievement compared with like schools.

We were particularly disappointed with numeracy; although our mean score increased by 13 NAPLAN points and we decreased the difference between our mean score and that of like schools, we still fell more than one standard deviation below our expected performance. Grammar and Punctuation was a strength in 2021 and saw WLPS almost achieve parity with like schools in Year 3 and exceed the performance of like schools in Year 5.

Longitudinal data shows student progress and achievement at WLPS from Year 3 to Year 5 varies significantly from year to year, with no clear patterns or trends. Our challenge is to establish more consistent results in all assessment areas which demonstrate year-on-year growth.

Future Recommendations

Our longitudinal data, and recommendations from the 2021 Public School Review, indicate that our key focus needs to be in writing and numeracy. To improve in these areas, we will:

- Form relationships with other high ICSEA schools across Australia who have consistent high achievement/high progress trends, to see what we can learn and implement at WLPS.
- Rearrange the school times to establish a two-hour literacy block, and revisiting expectations for this time.
- Revisit the implementation of Talk 4 Writing as a whole-school strategy.
- Form partnerships with community experts to facilitate data analysis in numeracy and the establishment of effective intervention and differentiation.
- Establish coaching roles in literacy and numeracy, to commence in 2022.
- Focus on the fluency proficiency strand
in numeracy, through the implementation of a consistent school-wide approach to warm-ups.
- Shelley Thompson – Associate Principal



Target To achieve above the national mean in PAT assessments in numeracy, literacy and science.

ACHIEVEMENT COLOUR KEY: Above target Near target Below target

PAT READING						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Mean	83.85	107.3	119.3	130.9	130.9	134.5
Australian Mean	87.1	100.5	110.9	118.7	124.5	128.8

PAT MATHS						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Mean	105.6	110.3	119.3	128.2	129.4	130.8
Australian Mean	93.2	103	110.9	117.4	122.7	127

PAT SCIENCE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Mean	No Data Available Science test only available for Year 3 and above		122.2	120	122.5	125.8
Australian Mean			115.8	118.5	121.2	122.3

The results in PAT Reading and PAT Maths are pleasing, however these results are compared to the national mean as opposed to like-schools. We will need to continue to strive to stay significantly above the mean moving forward.

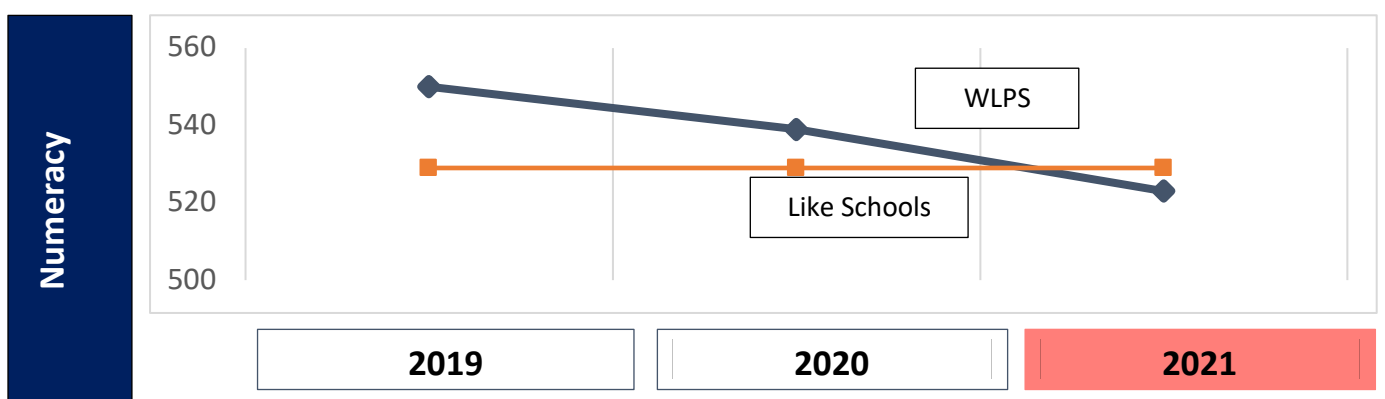
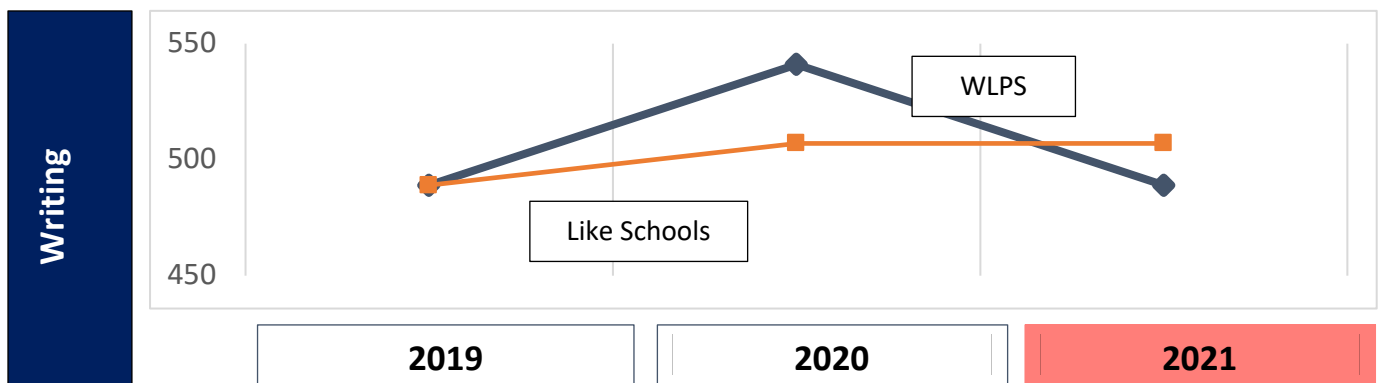
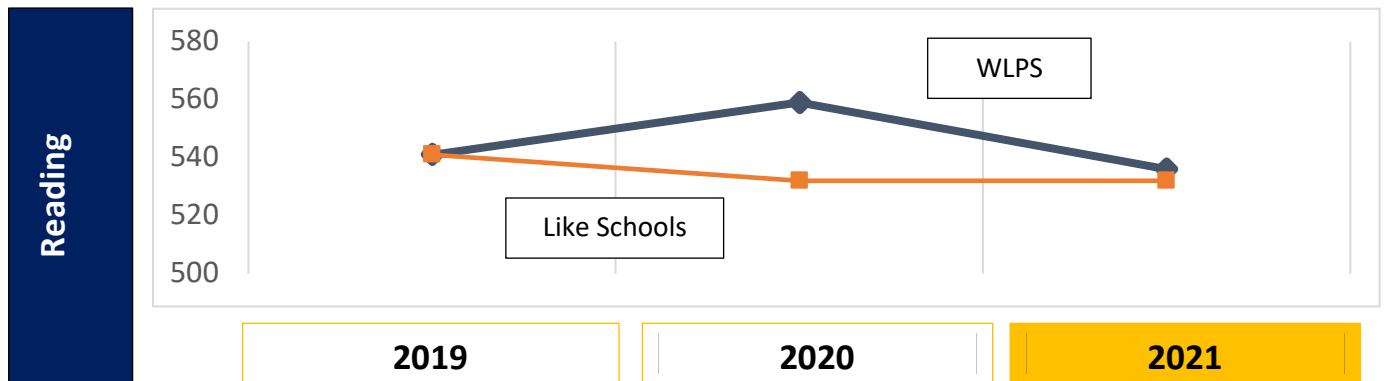
Our PAT Science results will need to be monitored closely to ensure we increase our scores to similar levels achieved in other subject areas.

NUMBER OF STUDENTS WHO WERE ASSESSED ON ENTRY 2021

	Pre Primary			Year 1		
	2019	2020	2021	2019	2020	2021
Students	59	63	69	50	63	65

ACHIEVEMENT COLOUR KEY: Above target Near target Below target

Target	Match or exceed WA like schools' average progress in On-Entry assessments in Pre Primary and Year 1.
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Student Achievement Targets based on the On Entry Assessment help us to examine progress made from Pre Primary to Year One and measure our impact in Pre Primary.

In the areas of reading and writing our results show a peak in 2020 and a downward trend in 2021. Unfortunately the Numeracy Graph above shows a downward trend line since 2019. As a school we have identified this as an area for improvement and we worked collaboratively with the Pre Primary teachers throughout 2021 to make some adjustments to the teaching and learning programs to address these concerns. By the end of 2021 we had noted that graduating Pre Primary students were achieving much higher than the previous cohort and are optimistic for their results at the beginning of 2022.

Please note: On Entry Data is not available for comparison to like-schools for the strand 'talking and listening'.

Literacy in the Early Years – Recommendations and Improvements

- Increased fidelity and differentiation of the existing Letters and Sounds Program. This includes using in-class group work to differentiate the program; short, sharp, focused and frequent revision of sounds already taught; sound work using whiteboards and magnetic boards, and an increased focus on games rather than worksheets to teach sounds.
- Re-introduction of the sight word program Magic 300 Words (M300W), allowing for self-paced learning, frequent assessment and connection to home learning.
- Re-introduction of predictable texts to ensure students developed a variety of word attack skills when reading and comprehending.
- Daily writing program.

In 2022, our focus will be on improving the Numeracy results through a whole school effort, the introduction of a maths coach and professional learning on the Principles of Counting.



BUSINESS PLAN PRIORITY AREA: TEACHING

There is unequivocal evidence that the quality of teaching is the critical school variable in raising student outcomes.

At West Leederville Primary school, we deliver educational excellence through the provision of purposeful and challenging learning opportunities, connected to our students' experiences, states of development and backgrounds. Our teachers hold high expectations of students and focus on achieve success for all.

The West Leederville Way (WLW) is the term used to describe our approach to delivering the West Australian Curriculum. There are three layers to the West Leederville Way:

- Overarching pedagogical approaches, instructional strategies, higher-order thinking processes and metacognitive strategies which are threaded through all learning experiences,
- Whole-school programs applicable to specific learning areas, and
- Whole-school approaches to assessment and data analysis.

In 2021, there were a range of teams dedicated to collaborating to ensure quality teaching and learning programs were established and maintained at West Leederville Primary School. By working together to make decisions, resource, and lead learning we ensure a shared ownership of programs and the opportunity to draw on a broad range of expertise.

Phase of Learning Teams (PoL) meet every week to regularly review the six big questions of professional learning communities:

1. What is it we want our students to know? Curriculum
2. How will we know if our students are learning? Assessment
3. How will we respond when students do not learn/participate? Instruction
4. How will we ensure that students develop independence? Instruction
5. How will we increase our instructional competence? EA Development
6. How will we coordinate our effort as a school? Leadership

There are seven year level PoLs, a specialist teacher PoL, a mainstream education assistant PoL and a special needs education assistant PoL.

In addition to Phase of Learning Teams, there are additional priority area committees (PACs):

- Positive Behaviour Schools (PBS)
- Students at Educational Risk (SAER)
- Working our Way (WoW)
- Data Drivers
- Executive Committee
- Reconciliation Action Plan (RAP)
- BounceBack!
- Sustainability
- Technologies
- Staff Wellbeing Committee

Finally, we have a range of maintenance teams for English, Maths, Science, HASS, Library and Early Childhood Education (ECE).

Highlights for 2021 include:

- Development of a critical and creative thinking routines reference guide linking the Critical and Creative Thinking General Capabilities with commonly used differentiation routines such as cooperative learning, visible thinking routines, SOLO Taxonomy, Philosophy for Children (P4C), Blooms Taxonomy, Habits of the Mind, Six Thinking Hats, Multiple Intelligences, Ryan's Thinkers Keys and the Williams model.
- Bump It Up Walls were introduced to make explicit learning goals to students.
- Teaching staff participated in 30 face to face professional learning and training sessions on a range of themes from gifted and talented education, students at educational risk, change champions, classroom observations and effective use of education assistants.
- All staff completed a Performance Improvement Plan (PIP) to identify areas for development based on the Australian Teaching Standards.



BUSINESS PLAN PRIORITY AREA: LEARNING ENVIRONMENT

A supportive learning environment that is safe, caring and inclusive provides the intellectual, social and physical conditions in which effective learning can occur.

WLPS has an established learning environment that is safe, supportive, caring and inclusive. The positive learning culture, focus on wellbeing and resilience, and consistent behavioural expectations provide the intellectual, social and physical conditions in which effective learning occurs.

Highlights for 2021 include:

- The establishment of a SAER Committee to triage referrals for support for students with additional social, emotional, and academic needs.
- The introduction of a Student Wellbeing Action Team (SWAT) to allow a flexible timetable for Level 3 Special Needs Education Assistants to go to a point of need and upskill other Education Assistants and Teachers.
- The launch the Positive Behaviour Support (PBS) Token System to articulate and acknowledge students demonstrating the school values.
- A continued focus on student voice through providing students with the opportunity to provide feedback to their teachers as part of their performance improvement process (360 degree feedback), and also provide feedback on their classroom's learning environment.
- The development of a Reconciliation Action Plan with strategies to promote reconciliation and cultural awareness.
- Two entries into the Cambridge Rotary Public Speaking Competition presenting speeches on
- The design of a school graphic to represent the school values.
- The finalisation of our Behaviour Matrix as part of the PBS approach.
- The continuation of our strong focus on student wellbeing and pastoral care through the implementation of the Bounceback!
- The introduction of the 'Flourish Program' which she supports the wellbeing of upper-primary students by helping them to develop resilience.
- Continuation of the Chaplaincy Program which recieved 420 requests for support from students and/or parents/carers and parents and 40 referrals to external support services.
- The Year 6 leadership program is strong and provides every Year 6 student with a leadership role. In addition, a team of Year 6 students is helping to conduct a review of the Year 6 leadership program by gathering survey data from students.
- A continued partnership with Cambridge Rotary to support School Councillors to develop their leadership skills.

BUSINESS PLAN PRIORITY AREA: RELATIONSHIPS AND PARTNERSHIPS

Successful schools develop partnerships with students, families, carers and the community. There is a collective sense of responsibility towards the achievement of an explicit improvement agenda to support student learning and wellbeing.

At West Leederville Primary School, we engage with our local community and the broader educational community to enhance our learning programs and to create a culture that promotes learning. We develop partnerships with others whose knowledge, experience and skills can be harnessed to motivate, engage and inspire. The associations we develop with other schools, professional networks, people in the wider community with expertise, systems authorities, university researchers, politicians and civic leaders enhance the learning outcomes of our students.

In 2021, one of our most significant foci was the continued improvements relating to our Communication and Engagement Framework. Several strategic improvements were implemented to increase the effectiveness, accuracy, and timing of our communication with our parents and carers. This included the phasing out of our Skoolbag App and the introduction of the SchoolStream App. Feedback has been very positive concerning this change. We also saw the reintegration of the use of social media to share good news stories, information relating to teaching and learning programs and reminders.

At the end of year, we surveyed our community to measure the impact of the improvements and future directions. We received 227 responses (the highest response rate ever received by the school). Feedback from the survey was extremely positive about the changes already made, the questions and content of the survey and the involvement of parents in decision making processes for future changes. 70% of survey respondents were using the new SchoolStream App with an average of 4 out of 5 stars for satisfaction with the App and the way the school was using this App to communicate with our community. The survey indicated that our community would like to see us continue to streamline communication processes with the next step in 2022 to introduce one consistent approach across the school for classroom teachers to communicate with parents.

Other Highlights for 2021 include:

- Strengthened partnership with Bob Hawke College through a variety of shared events, teaching activities and shared use of facilities.
- The development of the 'Gallup Network' of schools feeding into Bob Hawke College.
- The establishment of a Staff Well-Being Committee to plan for and implement a range of team building and staff appreciation activities.
- The introduction of a 3-year agenda plan for the School Board to ensure all compliance requirements are met and a clear purpose to illustrate items for discussion, approval and
- The development of a vision statement for the Parents and Community Association (P&C).
- Hosting the Triple P – Fearless Parent Program to support our parents and carers to understand anxiety in children and how to develop healthy mindsets.





BUSINESS PLAN PRIORITY AREA: LEADERSHIP

High-performing leaders create a culture in their schools where every classroom is led by teachers who get the best out of every student.

At WLPS, the leadership team is focussed on nurturing and developing the quality of teaching within the school and maintaining a school-wide focus on improving student outcomes. In Semester 2 of 2021, members of the leadership team refined the way they provide teachers with feedback on their practice – through providing objective observation data. This was very well received by staff and is something that the team is looking forward to expanding in the future, along with the implementation of Learning Walks and Instructional Rounds as articulated in our Business Plan.

WLPS has a distributed leadership strategy, based on the Future Leaders Framework. This strategy supports the development of individuals with a high potential for, and interest in, school leadership. There were many leadership positions being fulfilled across the school in 2021; many of which are timetabled and resourced to ensure teachers can be released to lead improvement through the mentoring of others.

Student leadership is also a focus at WLPS. All Year 6 students are encouraged to adopt a leadership role. Leadership time is timetabled and provides the students with the opportunity to develop and practise their leadership skills. In 2021 there were three formal leadership roles: student councillors, faction captains and literacy leaders. Members of the Student Council were mentored by a representative of the Cambridge Rotary Club: Jeremy, who helped them to learn how to run effective meetings, create agendas and take minutes.

Highlights for 2021 include:

- Mr Nic Savatovic was awarded his Level 3 Lead Teacher status based on his leadership in the area of gifted and talented education and digital technologies – Congratulations Mr S, we are very proud of you!
- Mrs Lisa Wade completed the Aspirant Principal Preparation Program (APPP) and was selected to take on an Acting Principal position at Mosman Park Primary School and Woodvale Primary School.
- Mrs Rochelle Reeves obtained her Senior Teacher Status.
- The introduction of new leadership roles in the areas of Students at Educational Risk (SAER), supporting education assistants, and staff well-being.
- The development of a roles and responsibilities matrix to provide clarity of leadership and line management for all staff.
- Engagement in the Network Aspirant Programs continued with the following teachers completing action research projects in 2021: Mr Mitch Green, Mrs Lynne Drysdale, Mrs Rochelle Reeves, and Mr Nic Savatovic participating in the Aspirant Leaders Programs in the Shenton and Churchlands Network.
- Congratulations to Mrs Michelle Moyes who was successful in winning a permanent Associate Principal position at Duncraig Primary School.
- The participation of Rhys and in the Cambridge Rotary Public Speaking Competition.

BUSINESS PLAN PRIORITY AREA: RESOURCES

The strategic deployment of school resources through targeted school improvement planning maximises student achievement.

At West Leederville Primary School, every available resource is strategically deployed, directly or indirectly, to improve student outcomes. There is an astute alignment between our priorities (as outlined in our Business Plan and Operational Framework), DoE priorities, and our allocation of financial, human and physical resources. The budgeting decisions made by the Finance Committee are highly transparent and shared with the School Board and P&C.

We believe that human resources are our most important investment when improving student outcomes, and we try to harness these at every opportunity. In 2021, we saw considerable changes to our Leadership Team and Teaching Staff due to promotion and leave relating to maternity leave. This created a fantastic opportunity to recruit new staff with different experience and expertise who have added value to our programs. We continue to successfully shape a diverse and inclusive staff that is comprised of employees with a wide range of skills, and backgrounds that support to our priority areas in our Business Plan.

WLPS has one of the smallest footprints for a public school in Western Australia. Outdoor learning spaces have therefore been carefully designed, in collaboration with the community, to maximise their use and capacity to cater for our growing student population. In 2021 we continued several collaborative partnerships with our local secondary schools, the local council and community groups to find innovative ways to share local resources and spaces.

Highlights for 2021 include:

- In 2021 'Priority Area Committees' were established. These committees are aligned with our strategic plans and ensure that priorities were appropriately resourced. This devolved process of decision making has increased accountability of staff towards resources and has enhanced their understanding of the 'big picture' of school budgeting.
- Our TDS status in 2020 and 2021 has provided many other staff without Senior or Level 3 Teacher status the opportunity to contribute their own knowledge and expertise for the betterment of our own students' outcomes, and those in other schools.
- A review and audit of our Disability Resourcing Allocation (DRA) and the way it is utilised has seen a stronger investment in the skills and competencies of our mainstream and special needs education assistants, a new Students at Educational Risk (SAER) Team and new Referral Process. Some of the DRA and Student Characteristics funding has been reallocated to introduce of several intervention programs such as Drumbeat, Strengths Program and the Lego Club.
- A new Student Wellbeing Action Team (SWAT) has been introduced utilising the experience and skills of Level 3 Special Needs Education Assistants to provide flexible intervention strategies and mentor Level 2 Education Assistants.





OTHER ACHIEVEMENTS

Teacher Development School (TDS)

In 2021, West Leederville Primary School was identified as a Teacher Development School (TDS) for Design and Technologies, Digital Technologies and Gifted and Talented Education.

This TDS initiative promotes the sharing of high-level classroom expertise and innovation across school and networks, providing practical support for schools and teachers. In 2021 there are 35 Teacher Development Schools across the State providing support for teachers from Kindergarten to Year 12. As part of this collection of schools we provided five face to face professional learning sessions, hosted five video conference workshops, one school visit, and provided ongoing consultation with both Albany Primary School and Eddystone Primary School.

We strive for excellence in the learning areas of Technologies which includes Design and Technologies and Digital Technologies. We offer school tours and detailed professional learning support to schools throughout the state. This takes the form of web conferencing (SABA or WebEx) and face-to-face professional learning events held here at our inner-city school. In addition, we provide tailored professional learning support to other schools on request.

Our philosophy is to embed Technologies into the curriculum so that it becomes a natural and integral part of students' learning experiences. We are a BYO iPad school Year 4 – 6, this program aims to engage students and further enable them to develop the skills and habits to become successful 21st century learners.



In 2021, we added to our TDS portfolio with the introduction of programs of professional learning for our staff and staff at other schools in Gifted and Talented Education. Our efforts in 2021 were focused on the development of a 'Thinking Skills Framework' to capture and organise the variety of strategies available to promote and extend student thinking and discussions.

- Nic Savotovic

POSITIVE BEHAVIOUR SUPPORT (PBS)

2021 was a big year for our PBS team with several key initiatives coming to fruition.

The most significant was the launch of the PBS Values and Token System. In preparation for this week held in early Term 3, the values logo design was finalised with the help of, a parent with amazing graphic design skills. Once the logo design was finalised a range of signage could be developed. In addition the tokens could also be designed and Mrs Robyn Gillifan and Xania had the huge task of ensuring this job was completed.

The launch was a fantastic week of events, activities, and lessons designed to promote our school values of persistence, kindness, courtesy, responsibility and excellence. It was concluded with an obstacle course to demonstrate persistence coordinated by Mr Phil Braimbridge.

This week also saw the introduction of our new PBS mascot 'Westy'. Although he didn't fair to well with all the attention he got and needed a few running repairs, we hope that he will soon feature regularly at our assembly and special events.

We were excited that all these events took place before Mrs Rachel Swinhoe needed to take maternity leave to have her first child. Mrs Rachel Swinhoe held the PBS Leadership Role and we would like to acknowledge the enormous amount of work, passion and coordination that she took on to promote the PBS program. In Mrs Swinhoe's absence, Mr Mitch Green and Miss Olivia Jacobson ensured that PBS remained a focus for the school for the remainder of the year and into 2022.

After the Launch, the token system saw our students experience their first reward – a movie and popcorn lunchtime program. It was a huge hit with the students, although it kept the teachers very busy each day heating up the popcorn.

The implementation of the PBS Program at West Leederville Primary has truly been a team effort: a partnership between staff, students, parents and the community.

- Mitch Green – PBS Team Leader



Since 2006, Reconciliation Action Plans (RAPs) have enabled organisations to sustainably and strategically take meaningful action to advance reconciliation. Based around the core pillars of **relationships**, **respect** and **opportunities**, RAPs provide tangible and substantive benefits for Aboriginal and Torres Strait Islander peoples, increasing economic equity and supporting First Nations self-determination.

In 2021, to build on our prior efforts to embed the Aboriginal Cultural Standards Framework, a new team was formed to develop a Reconciliation Action Plan (RAP). The team was made up of school staff and several parent and community representatives with connections to the local Aboriginal community. The team set about evaluating existing processes and understandings by surveying staff, students, and the community to determine vision and foci for our plan. They then set about analysing this data against the RAP Framework to develop a set of actions and develop a vision statement.

Our vision for reconciliation at West Leederville Primary School is to create an environment in which the students will learn about, and be respectful of, the Aboriginal and Torres Strait Islander community. Our focus is on developing relationships and providing meaningful opportunities, activities, and experiences, for students to be immersed in Aboriginal and Torres Strait Islander cultures and develop deep respect for Aboriginal and Torres Strait Islander peoples past, present and future. Our goal is to work with the entire school community and actively progress reconciliation, through developing a better understanding of, and respect for, Aboriginal and Torres Strait Islander peoples. We hope that all Aboriginal and Torres Strait Islander students and their families will continue to feel valued and respected at West Leederville Primary School because of the positive emphasis placed on educating the entire school population about the importance of reconciliation. We commit to developing a genuine relationship and rapport with Elders and Aboriginal and Torres Strait Islander people as the RAP committee and entire staffing team collaborate with community to educate and engage the entire school population in our journey towards reconciliation. "YENNER KOORLANG, WEYANINY YENNER KOONDARM" Every child - aiming every dream" Noongar language Southwest of Western Australia.

Please see a snapshot of the plan for your reference and refer to our website for further details.

Julie Ballantine – RAP Team Leader



RECONCILIATION ACTION PLAN		WEST LEEDERVILLE PRIMARY SCHOOL	
IN THE CLASSROOM		AROUND THE SCHOOL	WITH THE COMMUNITY
RELATIONSHIPS RESPECT OPPORTUNITIES	<ul style="list-style-type: none"> Enhance teaching and learning activities by engaging Aboriginal and Torres Strait Islander people from within the school community. Support educators to embed Aboriginal and Torres Strait Islander histories and cultures into the curriculum as outlined in the EYLF. 	<ul style="list-style-type: none"> Provide opportunities for Aboriginal and Torres Strait Islander students and children to engage in activities that celebrate their cultural heritage and identities. Encourage Aboriginal and Torres Strait Islander representation on committees. Invite Elders and Traditional Owners to speak to students, children and staff about the histories and cultures of the local area. 	<ul style="list-style-type: none"> Provide opportunities for staff to build and extend knowledge and understanding of Aboriginal and Torres Strait Islander cultures. Provide opportunities for staff, students and community members to collaborate on whole school reconciliation projects. Coordinate a Welcome to Country for significant events. Celebrate National Reconciliation Week (NRW) from 27 May to 3 June each year. Maintain a list of Aboriginal and Torres Strait Islander communities, organisations and other key stakeholders within the local area to help implement RAP initiatives. Build relationships with the local Aboriginal and Torres Strait Islander community that are founded on mutual respect, trust and inclusiveness.
	<ul style="list-style-type: none"> Teach about the concept, history and progress of reconciliation in Australia. Raise awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. 	<ul style="list-style-type: none"> Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year. Physically and visibly demonstrate respect for Aboriginal and Torres Strait Islander histories, cultures and contributions around the school. 	<ul style="list-style-type: none"> Organise and participate in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and reconciliation. Fly or display the Aboriginal and Torres Strait Islander flags all year round to demonstrate pride and respect for Australia's First Peoples. Raise awareness of, teach about, and take positive action against racism.
	<ul style="list-style-type: none"> Ensure Aboriginal and Torres Strait Islander histories and cultures are incorporated in curriculum planning, development and evaluation processes. 	<ul style="list-style-type: none"> Ensure policies are inclusive of Aboriginal and Torres Strait Islander people and aim to increase knowledge of Aboriginal and Torres Strait Islander histories and cultures. Encourage staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities. Allocate funds in the budget specifically for the implementation of RAP Actions. Establish avenues for acknowledging children, students, staff and community members that embody the spirit of reconciliation throughout the year. 	<ul style="list-style-type: none"> Visit appropriate Aboriginal and Torres Strait Islander sites, attend significant local events and explore Aboriginal and Torres Strait Islander perspectives on excursions. Celebrate RAP progress in the school and throughout the community. Teach or learn about Aboriginal and Torres Strait Islander languages, including the language specific to the local area.



SCHOOL PRIORITIES 2022

The staff at WLPS undertake an annual self-assessment process, making judgements about the effectiveness of school processes in maximising student achievement. The 2022 priorities identified through our self-assessment processes and analysis of system priorities are:

NUMERACY: To address negative trend line compared to like-schools in numeracy by conducting a gap analysis PP-6 and introducing strategies to build the capability of our teachers to address identified gaps. This will include professional learning, lesson observations and the introduction of a Maths Coach. Additionally, we will focus on fidelity to our Numeracy Lesson Design Model, particularly the use of daily fluency warm-ups.

BENCHMARKS FOR ACHIEVEMENT AND PROGRESS: The introduction of benchmarks for minimum achievement and progress will support the staff at West Leederville to frequently monitor all students to ensure they are 'on track' and intervene to ensure students achieve basic skills in literacy and numeracy.

INTERGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES: To increase the competencies of teachers in K-3 to effectively integrate iPad use through developing a greater understanding of the SAMR Model (Substitution, Augmentation, Modification and Redefinition). In alignment with this focus, increase the understanding of parents and carers in the early years of the digital technologies' curriculum.

HIGH EXPECTATIONS: Through our established Positive Behaviour Support Program (PBS), raise expectations of and ensure consistency of student behaviour and standards of social and academic conduct across the school.

STRENGTHEN SUPPORT FOR TEACHING AND LEARNING EXCELLENCE IN EVERY

CLASSROOM: Increase fidelity and consistency of whole school approaches. Staff will be supported to work collaboratively through 'learning walks' and 'learning sprints' to ensure school wide understandings when making judgements about the effectiveness of school-wide approaches.

DIFFERENTIATION: To ensure all students are achieving year on year progress, we will increase our focus on using group work to differentiate skill-based learning.

RECONCILIATION AND CULTURAL

AWARENESS: To strengthen our previous work in relation to the Aboriginal Cultural Standards Framework by implementing our Reconciliation Action Plan (RAP) in partnership with key advocates in the community and through fostering relationships with our local community.

STUDENTS AT EDUCATIONAL RISK (SAER):

Develop different pathways to support students at educational risk. In continuity with changes implemented in 2021, we will continue to sharpen the foci on triaging SAER Team referrals, developing a flexible approach to using Disability Resourcing Allocations (DRA), and developing the capacity of teachers and education assistants to implement interventions.



FINANCIAL SUMMARY

Year	Enrolment Numbers	Per Student Funding	Voluntary Contributions	% Revenue Collected	
2020	553	\$ 5,064,848.72	\$ 26,585.00	100.00%	
2021	579	\$ 5,251,066.16	\$ 29,422.50	97.83%	+ 3.7%

Voluntary Contributions

The School Board approved voluntary contributions for 2021 at \$60.00 per child, which is the maximum allowed by the School Education Act 1999.

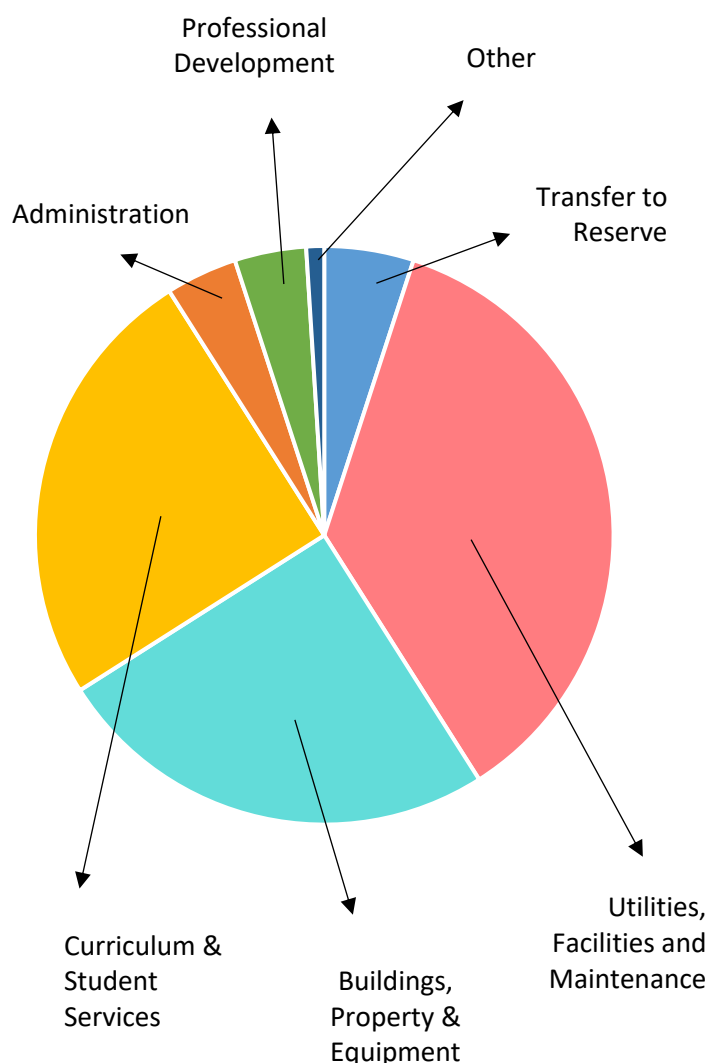
The percentage of revenue received from voluntary contributions in the 2021 dropped slightly. The school used a number of strategies and payment methods to promote the payment of the contributions: statements, Facebook and website promotion.

Per Student Funding

Per Student Funding increased slightly between 2020 and 2021 by \$186,217.88 which is reflective of a slight increase in student enrolment numbers.

Even though we had a slightly lower collection rate of our voluntary contributions, due to the increase in the number of students overall the school collected an additional \$2,837.50.

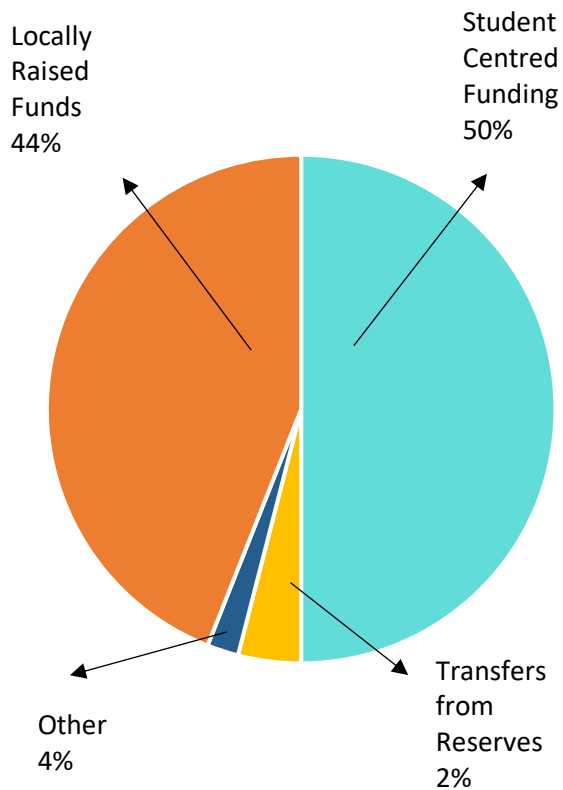
Expenditure



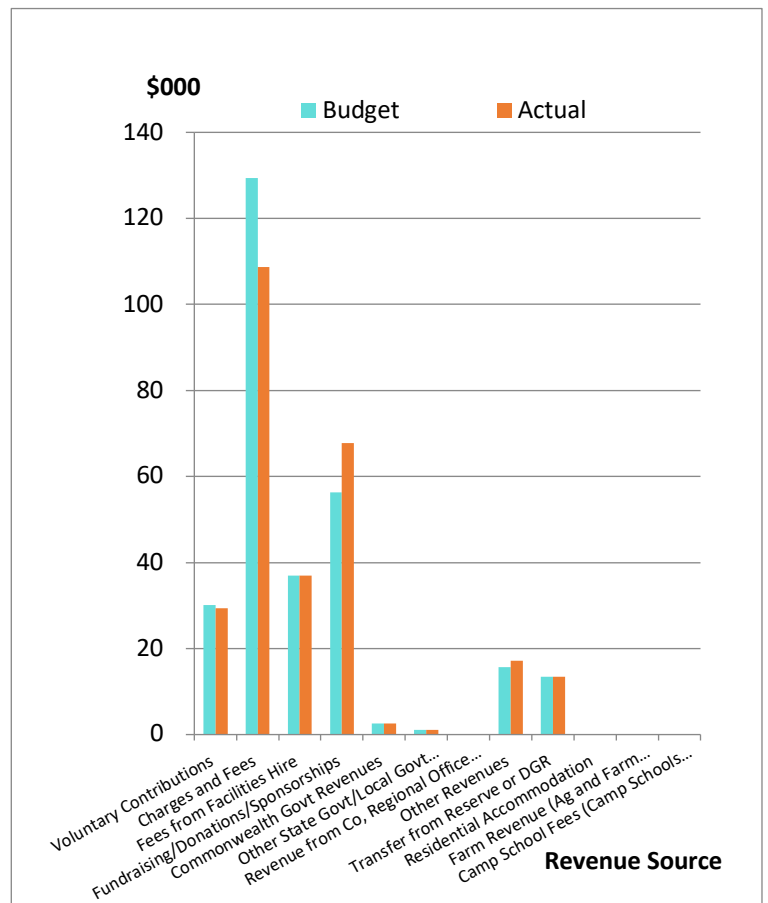
Assets and Resources at 31 December 2021

Revenue – Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 30,074.00	\$ 29,422.50
2	Charges and Fees	\$ 129,373.00	\$ 108,627.51
3	Fees from Facilities Hire	\$ 36,919.00	\$ 36,918.16
4	Fundraising / Donations / Sponsorships	\$ 56,318.00	\$ 67,699.73
5	Commonwealth Govt Revenues	\$ 2,634.00	\$ 2,633.59
6	Other State Govt / Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 15,690.00	\$ 17,093.28
9	Transfers from Reserve or DGR	\$ 13,401.00	\$ 13,400.35
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools Only)	\$ -	\$ -
Total Locally Raised Funds		\$285,509.00	\$276,895.36
Opening Balance		\$31,682.41	\$31,682.41
Student Centred Funding		\$271,325.00	\$271,835.87
Total Cash Funds Available		\$588,516.41	\$580,431.63
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$588,516.41	\$580,431.63

Current Year Actual Cash Sources



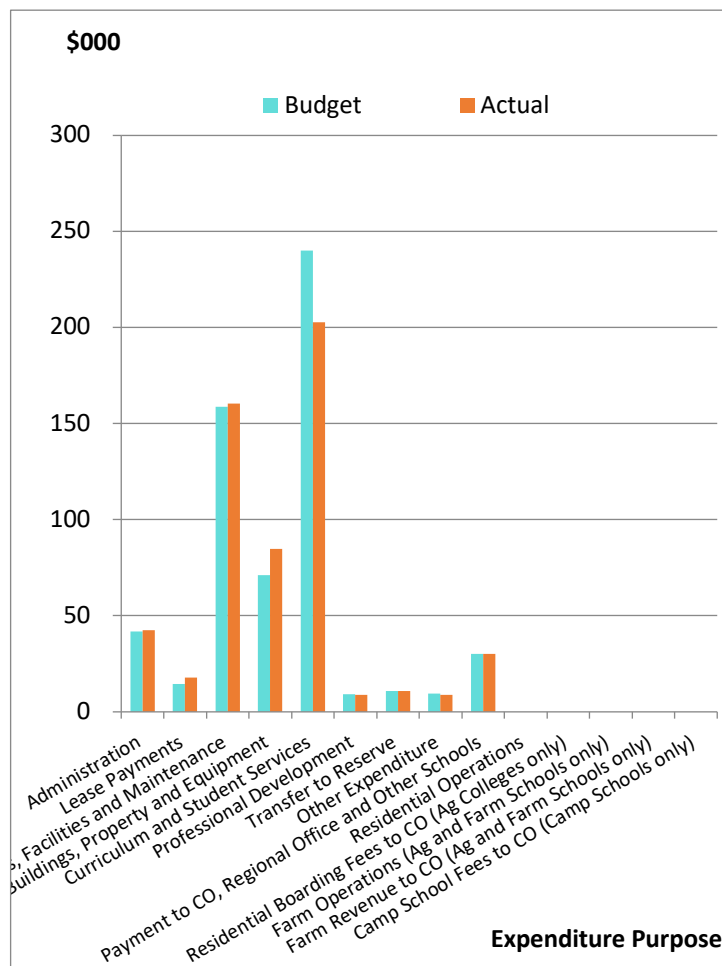
Locally Generated Revenue – Budget vs Actual Sources



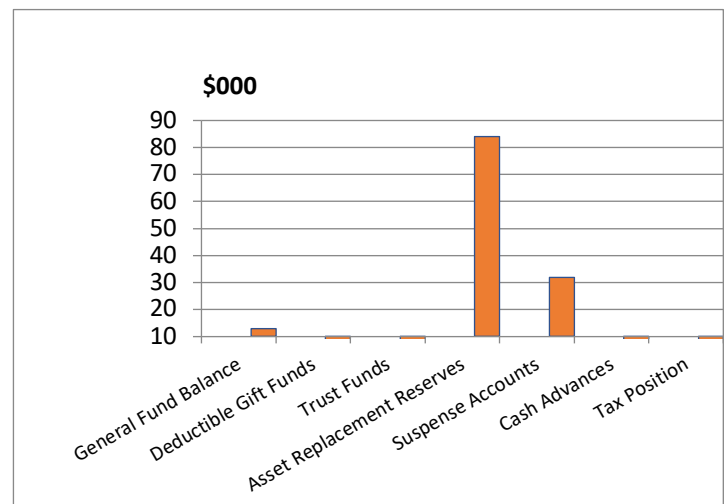
Assets and Resources at Expenditure – Cash and Salaries 31 December 2022

Expenditure – Cash and Salary		Budget	Actual
1	Administration	\$ 41,844.66	\$ 42,417.39
2	Lease Payments	\$ 14,400.00	\$ 17,944.54
3	Utilities, Facilities and Maintenance	\$ 158,921.00	\$ 160,448.18
4	Buildings, Property and Equipment	\$ 71,005.00	\$ 84,681.75
5	Curriculum and Student Services	\$ 239,991.25	\$ 202,624.53
6	Professional Development	\$ 9,068.00	\$ 8,986.04
7	Transfer to Reserve	\$ 10,816.00	\$ 10,816.00
8	Other Expenditure	\$ 9,382.00	\$ 8,966.04
9	Payment to CO, Regional Office and Other Schools	\$ 30,152.09	\$ 30,132.27
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (AG Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (AG and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Tax Goods and Services Expenditure		\$585,580.00	\$567,579.63
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$585,580.00	\$567,579.63
Cash Budget Variance		\$2936.41	

Goods and Services Expenditure – Budget vs Actual



Cash Position



	Cash Position as at:	Actual
	Bank Balance	\$ 121,139.83
	Made up of:	
1	General Fund Balance	\$ 12,852.00
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 84,047.95
5	Suspense Accounts	\$ 31,902.88
6	Cash Advances	\$ -
7	Tax Position	\$ (7,663.00)
	Total Bank Balance	\$ 121,139.83



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