Annual Report 2024

Wellard Village

PRIMARY SCHOOL

Wellard Village Primary School Annual Report 2024

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Our Second Year

Our second year at Wellard Village Primary School was a smooth one in comparison to 2023. We started the year with 481 students, an increase of 130 students. The increase in enrolments reflected in our class structure, where we added 4 classes to our structure and utilised our Doodja block for the first time. The increase in our student numbers resulted in an increase of teaching staff, specialist staff and allied staff.

We added the following amazing people to our team:

- Miss Nicole Wilkins
- Mrs Michelle Harvey
- Mrs Brittany Johnson
- Mrs Diana Williams
- Miss Ebony Kursar
- Miss Jessie List
- Mr Charlie Carnegie
- Miss Natalie Earl
- Ms Laura Ainsworth
- Ms Eleni Lipcar
- Mr Devan Boden
- Miss Michalea Jones
- Mrs Ellie Ashford
- Miss Gabi Wight

Our school environment also changed in response to our student numbers, as we have identified the need to increase play opportunities at waabiny. One of the highlights of this year was the addition of stage one of our nature play. The nature play is linked to our four factions: Wardarn (Ocean), Marlak (Bush), Binjar (Swamp) and Djarlma (Forest).

The first stage that has been built reflects Wardarn (ocean) and includes a beach scene tying in our 'She sells seashells' artwork by Steve Tepper and our connection to land via the Kwinana Beach. Play includes a 'Kwinana Shipwreck' with water play, sand play like the shoreline, 'old Kwinana jetty' and stilts for imaginary play walking over water and sand, underneath the blue sky (our custom shade sail).

The Binjar (Swamp) part also commenced with planting and some elements of crossing over the 'boggy water' with steppers, mounds for climbing, a creek bed, and a small bridge. All four areas lead to a central path that guides the children to a tree in the centre of their play. This play element connects us to the Leda Swamp which is on the edge of our local boundary.

We are very thankful to our community for fundraising and supporting the P&C contributing $10,000 to stage 1, 10% of the total cost. We are now starting to plan for stage two to be built at the same time next year. This stage will finish off the Binjar area and commence and finish Marlak. The cost of this stage is $97,000. The final stage- Djarlma will be built in 2026.

A lot of time and thought has gone into creating a space that is reflective of our school vision and creates purposeful play where children can learn about our school and its culture.

We are looking forward to 2025, and what the year is set to bring.

Jaclyn Huts

Foundation Principal

Wellard Village Primary School Annual Report 2024

School Overview

Wellard Village Primary School commenced operation in 2023, with 337 students and 35 staff. The school is located on the corner of Brentford Parade and Lambeth Circle within the City of Kwinana, approximately 35km south of Perth. The school is built on and situated next to Tuart Woodlands and Forests of the Swan Coastal Plain.

To ensure the management of the native vegetation and fauna surrounding our school an 'Environmental Offset Plan' and a 'Vegetation and Fauna Management Plan' are implemented. To acknowledge the cultural and environmental history of our school, we have named our teams to embed Noongar language and connect to our local environment. Wardarn (Ocean- Blue), named in reference to Kwinana Beach and our "she sells seashells artwork". Marlak (Bush- Red), named in reference to the bush area at the back of our school. Binjar (Swamp- Green), named in reference to the Leda Swamp in our local intake area. Djarlma (Forest- Purple), named in reference to the Tuart Forest our school site is on.

Our school is a state-of-the-art facility with beautifully landscaped surrounds. Our buildings include an administration block, library, staffroom, early childhood block, two double story and one single story general learning blocks including a media arts and languages room, a covered assembly area with a music room and canteen, an oval with tiered seating and hard courts.

To acknowledge the history of the site and the First Nation people we have also named our buildings using Noongar language. The words selected have been tied to our school motto of ***'Building the minds of tomorrow'*** to mark the passage of time, much like the school day, term, year. Block 1 Djidar (dawn); Block 2 Bina (light of the morning); Block 3 Doodja (heat of the day); Block 4 Djart (sunset) and our Oval Kanana (land where the sun sets).

Our school's mission is to ***create an inclusive, connected community.*** This mission is clearly reflected in the design of our school logo with the integrated pattern of united hexagons. The architecture of our hexagons acts like that of a beehive, where all the bees work together to ensure the success of all. Our goal at WVPS is to create an inclusive environment where everyone feels like they belong. Our learning environment is a unified, positive, and harmonious space where children feel safe and accountable. We value the impact that connections can have on student learning and to foster this we work in partnership with families to ensure they play an active role in their child/ren's learning.

Our vision, ***'together, we embrace diversity and empower our students by building inquiring minds'*** reflects the layers of diversity in Wellard. Our school is culturally diverse, and our students and their families come from a wide variety of places around the world. We have over 38 languages spoken at our school and 6% of our population is Indigenous and 58% have a language background other than English.

Our school values of ***'Courage, Compassion and Responsibility',*** reflect those of the Wellard Village Community. Our school utilises positive behaviour support (PBS) to educate our students about our values and expectations as well as to support their social and emotional development.

Our focus at Wellard Village is on developing the whole child, and ensuring all students are catered for. Our children are provided with a balanced curriculum, through explicit teaching of the Western Australian Curriculum. We utilise explicit teaching, play-based learning, and inquiry alongside the Quality Teaching Strategy to ensure our students have the knowledge and skills to succeed. Our school wide approaches are guided by our pedagogical framework and the use of data to inform our evidence-based practices, ensuring we meet the needs of our students.

Our school culture is based on powerful relationships where we work together in collaboration with all key stakeholders and the wider Wellard Village community. Staff at our school work within a team environment and are highly collaborative and reflective practitioners who work together to ensure the best outcomes for all students.

Jaclyn Huts, Rachel Dowling and Aleesha Meuleners
Foundation Leadership Team

A Message from Our Board Chair: Charmaine Mendes

It has been an honour and a privilege to be re-elected as Board Chair for a second term. For those unfamiliar, the school board comprises of parent representatives and school staff. Early in Term 1, the school sought nominations to fill a vacant position on the board. We were fortunate to have Jen Pryce volunteer and join the board alongside Craig McDonnell, Crystal Peters, Justin Young, and Rachel Dowling.

The School Board plays a crucial role in providing the parent perspective, offering feedback on various initiatives, and endorsing the school's ideas.

This past year has been exceptionally busy for both the school and the board. A significant highlight was the development of the school's 2024-2026 Business Plan. This comprehensive document outlines our school's strategic focus, improvement strategies, key performance indicators, and measures of success for the next three years.

We reviewed and updated a few policies and analysed the school's finances. This year, in addition to endorsing the 2025 voluntary contributions, we endorsed the 2025 School Development Days, the 2025 Kindy Calendar, the two half-day closures for parent interviews and contract renewal of Big Childcare.

We reviewed and analysed the performance results for Year 1 Phonics, On-entry data, NAPLAN, and DIBELS data to continuously improve student outcomes.

We also endorsed an intervention program to support students identified as “needing additional support” in the NAPLAN results.

We endorsed the Hands-on Learning program, proudly making Wellard Village Primary School one of three demonstration schools in WA.

Another goal for the Board was to increase its profile within the school community. We achieved this during the Learning Journey by displaying the names and faces of Board members and engaging with parents. This not only increased the board's visibility but also facilitated open communication and the gathering of feedback about the school, staff, and the overall atmosphere.

I am proud of our school’s progress in enhancing transparency and feedback integration, which has led to improved school outcomes. A special thanks to Principal Jaclyn Huts, the Associate Principals, and staff for their exceptional contributions this year.

Heartfelt thanks to our school's P&C for their vital support through fundraising and their commitment to the benefit of students and the overall community.

Congratulations to all students for a year of incredible growth and learning, especially the Year 6 students who will be transitioning to high school in 2025.

As we look forward to 2025, I would like to thank outgoing board member Crystal Peters for her service. We are seeking a new parent member to join the board in 2025.

Thank you.
Kind Regards,
Charmaine Mendes
School Board Chair 2024

P&C Report

Our 2024 P&C was made up of 19 members, which included 4 Office Bearers, 5 Executive Members, and our Ex Officio Member from the school. The remainder were General Members who might not have been as available as the rest, but they stay in the loop with our meeting agendas and minutes from the side lines. We're really proud to have so many members in our crew, committing to whatever they can to help out the students.

We ran an open General Meeting once a term, something we scheduled at the beginning of the year, where we tried to cover Mondays to Thursdays, alternating between a 9am and a 6pm start. This ensured that we could reach as many families as possible - the working and the stay at home. As well as these, we ran Executive Meetings as needed (usually once per term) to pass any motions that couldn't wait for the next General Meeting. We had a very active group chat as well, in which the 9 of us (non-staff) discuss whatever needs discussing - but doesn't need a meeting. The "this could have been an email" content, if you will!

The fundraisers and events that we ran within the year depended on ideas that come from our community, and willingness of volunteers to carry it out. We've had a 'Potential Fundraisers' document from our first day in 2023, in which we list any idea that's brought to us - it's a long one now! 2023 was certainly a year of trial and error, but we've found our feet a little more in 2024 and feel very confident for the years ahead. We feel that even though we won't consist of the same members in 2025 and beyond - we've set a good blueprint for the future members to follow should they wish.

In 2024 we ran:

- **Term One:** Harmony Day Breakfast, Superhero Dress-Up Day, Colour Run.

- **Term Two:** M.A.G.I.C. Stall (Mums, Aunties, Grandmothers and Important Carers), Cross Country Bake Stall and Lunch Orders.

P&C Report

- **Term Three:** S.M.I.L.E Stall (Special Man I Love Enormously), Athletics Carnival Bake Stall and Lunch Orders, Dough Raiser with Domino's Pizza, Costume Buy & Swap.

- **Term Four:** non-fundraising Clean-Up Day, Halloween Disco, Billy G's Gourmet Cookie Dough Fundraiser, S.A.N.T.A Stall (Stuff and Novelties That Amaze).

While our list of fundraisers looks like a large undertaking, we split off to sub-committees to take care of each one, and they're not all on site in school hours so parents are able to pick and choose what their family would like to be involved in - there's no obligation at all, and some even run behind the scenes with hardly any work whatsoever. We couldn't do any of these without the support of our school, so we're truly thankful for having a 'Yes Girl' for a Principal, and Associate Principals!

This year we donated $10,000 to the school for our Nature Playground build, and plan to send more their way early in 2025.

As well as our fundraisers and events, we've also adopted the school oval (Kanana Oval) for a period of 2 years to keep it clean under the ADOPT-A-SPOT program under Keep Australia Beautiful Program with the help of the local Council of Kwinana.

We've got our 2025 calendar pencilled in already for next year's committee - with our Colour Run and Mother's Day and Father's Day stalls scheduled in. We wish them all the best in carrying on our school's P&C success!

Georgia Galati, P&C President 2024
Lubaina Najmuddin, P&C Vice President 2024

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Student Numbers and Characteristics

Student Numbers:

Our school was predicted to commence 2024 with 439 students, however, we commenced Semester One with 481. This growth in our student cohort was expected and we set up a class structure that enabled us to accommodate all our students. Over the next two years we are set to experience an increasing enrolment trend aligned with the growing suburb of Wellard Village.

	Kin	PPR	Pri	Sec	Total
Male	41	41	159		241
Female	39	45	156		240
Total	80	86	315		481

	Kin	PPR	Pri	Sec	Total
Aboriginal	5	6	33		44
Non-Aboriginal	75	80	282		437
Total	80	86	315		481

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(40)	86	72	58	61	55	38	31	441
Part Time	80								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Transiency

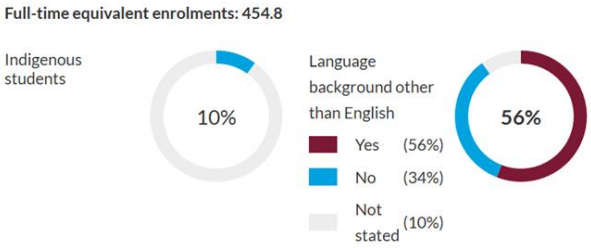
Student Transiency	2024	13.2% (5)
	2023	22.6% (8)

This year we have experienced a lower percentage of transiency, compared to 2023. Transiency is the measure of student movement at a school during a calendar year, specifically student arrivals and departures. Transiency rates are determined by dividing the total number of students arriving and leaving a school during any one year by the average of that school's first and second semester census student numbers.

Our student numbers did not grow as fast into Semester Two, as per last year. This year we have gained an equal number of students to those who have transferred to new schools over the year. Subsequently our growth between semesters has only been 8 children. At our August census we had 489 students.

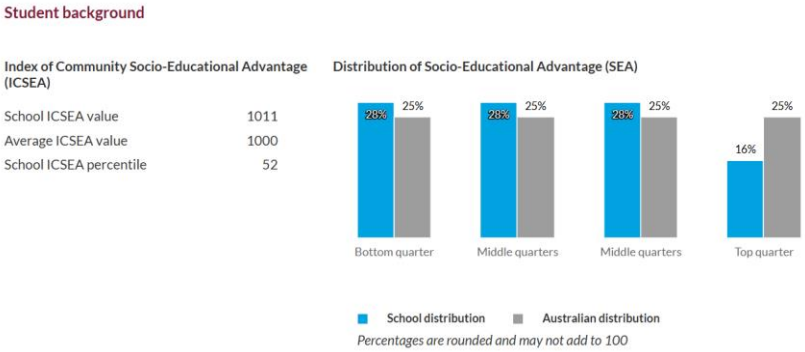
Student Characteristics:

Our school community is made up of many languages and cultures. Our school data shows our student population has 56% of students who have a language background other than English and 10% of students are Indigenous.



As part of our culturally responsive approach, we acknowledge and appreciate all cultures within our school environment. Our school is made up of people who speak the following languages: Anuak, Arabic, Bengali, Biscaya, Burmese, Cebuano, Cook Island, Creole Seychelles, Dutch, English, Farsi, Filipino, French, German, Gujarati, Hiligaynon, Hindi, Indonesian, Japanese, Korean, Malay, Manaen, Mandarin, Marathi, Nepalese, Nepali, Persian, Portuguese, Punjabi, Russian, Samoan, Setswana, Spanish, Tagalog, Telugu, Thai, Urdu.

Our school ICESA value is 1011, just over the average ICSEA across schools in WA. We have a relatively high percentage of disadvantage at our school as represented in the bottom and middle (1st) quarters. To support our families, we have 'Feed it Forward' fruit delivered, breakfast club and food bank, emergency lunches and snack supplies as well as support through our Health and Wellbeing Officer.



Workforce Composition

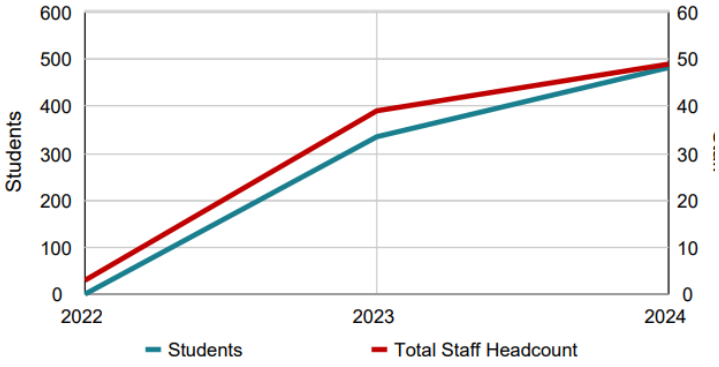
Our staff numbers have grown since 2023, in line with student growth. In 2023 we had 35 staff over 30.8 FTE.

In 2024, we have increased to 42 staff and 37.5 FTE.

During 2024 we conducted staffing processes and recruited a further: two cleaners, 7 classroom teachers, 1 part time specialist teacher, 1 mainstream allied educator and 1 corporate service officer. This was all in preparation for 2025. Our workforce growth is aligned with our student growth.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.8	0
Total Administration Staff	3	2.8	0
Teaching Staff			
Other Teaching Staff	26	22.7	0
Total Teaching Staff	26	22.7	0
Allied Professionals			
Clerical / Administrative	2	1.8	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	10	9.6	0
Total Allied Professionals	13	12.0	0
	42	37.5	0

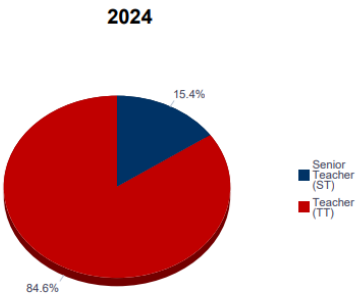
Figure 4 Students and Staff Trend



Occupation Group	Active Headcount	Active FTE
Leadership	3	2.8
Teacher	26	23.3
Mainstream EAs	5	5.0
Education Support EAs	5	4.6
Admin	2	1.8
Cleaner	5	2.9
Gardener	1	0.6
Other	2	1.4
Total	**49**	**42.4**

Our workforce composition will grow and change as we continue to recruit more staff. In 2024 we had 6 male staff to 38 female staff. The average age of our staff is 43 and we have a small percentage of teachers who are counted as Senior Teachers. This year our percentage of Senior Teachers has increased; however, we know we have at least 6 more staff members who qualify to be a Senior Teacher and it is our aim to support them through the achievement of this process in 2025. We also currently have no Level 3 teachers on staff, we hope to encourage our current staff to engage in this process as well.

Year	Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE
2023	2	2.0	18	15.8
2024	4	3.4	22	19.9



Attendance

Overall Attendance Data

Our overall attendance data for the year, compares well to ***WA Public Schools*** where our total primary attendance rate is 88.3% compared to 89.4%. However, our attendance data has not improved in 2024, whilst it is hard to compare cohorts from 2023 to 2024 because of the difference in student numbers, our data is of concern.

Whilst we compare well to WA Public Schools, our data is lower than ***Like Schools*** in all three primary attendance rate categories as well as regular attendance. This is the same for the at-risk attendance categories of moderate and severe where we have higher percentages of students.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	90.4%	90.7%	90.3%	68.8%	84.4%	74.3%	89.1%	90.3%	88.9%
2024	90.1%	91.6%	91%	72.5%	79%	74.3%	88.3%	91.1%	89.4%

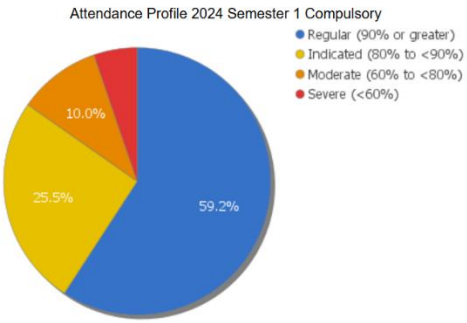
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	61.6%	20.7%	14.3%	3.4%
2024	59.2%	25.5%	10.0%	5.3%
Like Schools 2024	69.7%	21.1%	7.1%	2.1%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

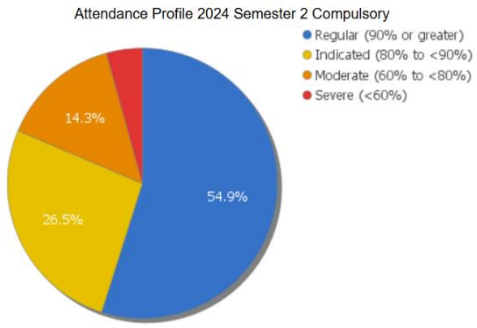
To improve our attendance data, we have set this as a target in our 2024-2026 Business Plan. Utilising the baseline data collected in 2023 our target is: ***Our primary attendance rate will improve to be equal to like schools.*** To do this, we will need to:

- Review our current Attendance Policy and Procedures.
- Utilise our Attendance watchlist more effectively.
- Promote the importance of regular attendance with the community.
- Utilise the strategies outlined in the DoE Attendance Toolkit.
- In 2025, we have employed an Engagement and Support Leader (0.6 FTE) to manage our attendance more effectively, as well as to better support families.

School Based Attendance Data: Semester One vs Semester Two

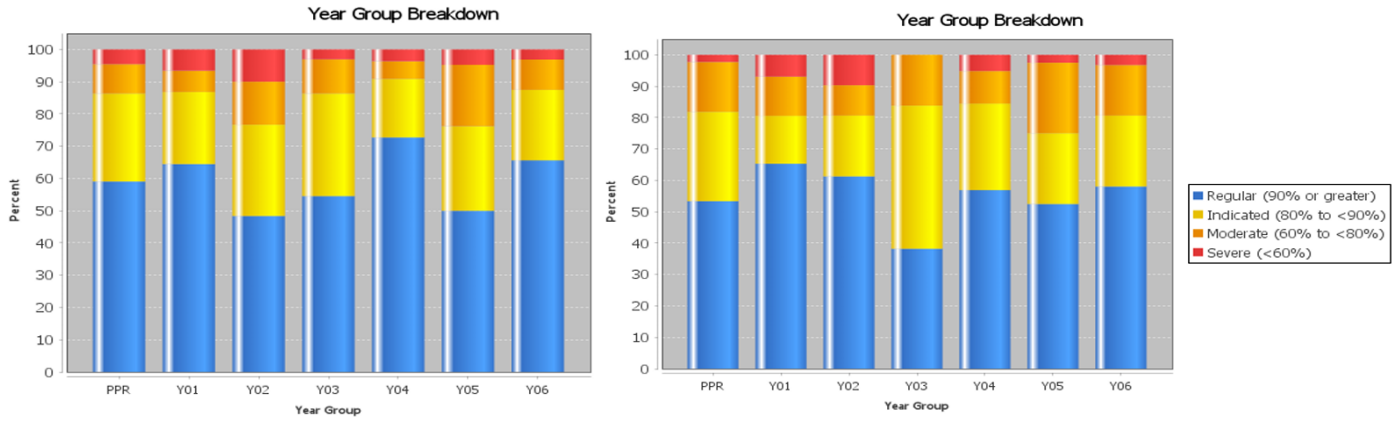
Our school-based data comes from our Student Attendance Reporting (SAR) system. This data is used to conduct a fine-grained analysis of attendance data, rather than the overall school perspective.





Our data shows that our attendance was more regular in Semester One compared to Semester Two, where we had 59.2% of students attending regularly compared to 54.9%. This has resulted in a higher % of students being in the indicated at risk category, 25.5% and 10% compared to 26.3 and 14.3%%.

Attendance



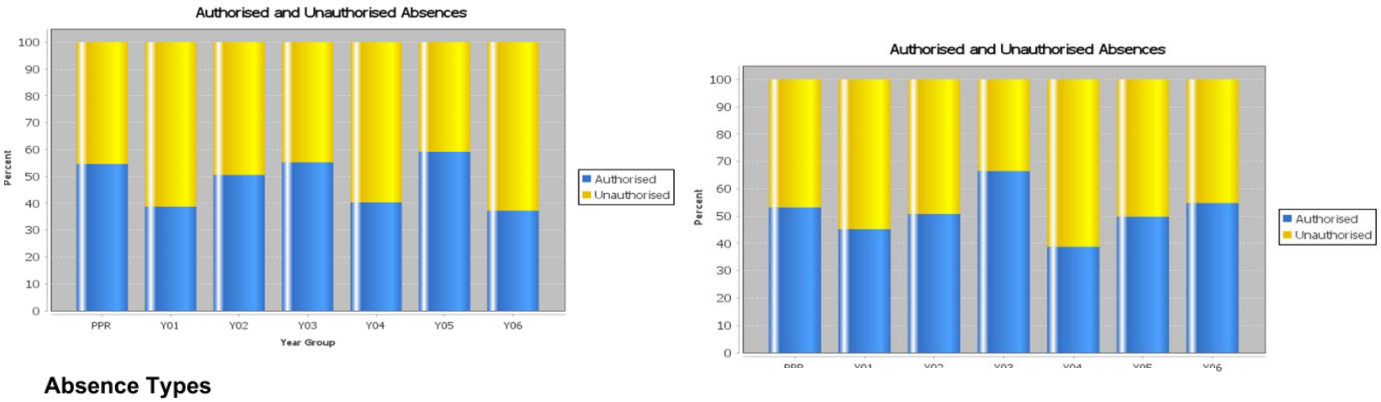
The diagrams above show the at-risk categories breakdown for each year level from Semester One and Semester Two. This allows us to identify and focus on the most at-risk year groups. Moving into 2025 we will need to track our current Year 1 and Year 3 groups to improve their attendance as a cohort (these groups were also identified in 2023, into 2024).

To improve our regular student attendance data, we have set this as a target in our 2024-2026 Business Plan. Utilising the baseline data collected in 2023 our target is: ***Our overall percentage of students attending regularly will increase.*** To do this, we will need to:

- Utilise SAR data to identify individual students in the at-risk categories.
- Create Individual Attendance Plans for children in the moderate and severe categories.
- Contact parents regularly of students not attending school.

Absences

Part of our attendance data analysis includes looking at the breakdown of authorised vs unauthorised absences. An authorised absence includes when parents notify the school a child is sick, there is a reasonable cause or a cultural absence. An unauthorised absence includes an unexplained absence, an unacceptable reason, or an unauthorised vacation. As you can see, we have a high proportion of unauthorised absences. Of particular concern is the number of families taking holidays in the school term (this is shown as a K in absence types). Our target is ***to promote the importance of taking vacations during school holidays.***



Absence Types

Enrolments	R	N	C	V	Z	U	X	T	K
Current	800	4297	160	0	8	3204	538	0	1221
Former	4	44	0	0	0	32	4	0	0
All	**804**	**4341**	**160**	**0**	**8**	**3236**	**542**	**0**	**1221**

Enrolments	R	N	C	V	Z	U	X	T	K
Current	619	3480	44	0	21	2399	345	0	1594
Former	0	22	0	0	8	63	0	0	0
All	**619**	**3502**	**44**	**0**	**29**	**2462**	**345**	**0**	**1594**

Student Achievement and Progress: NAPLAN

This was the second year of NAPLAN data collection at Wellard Village Primary School. We had 62 Year 3 students compared to 44 in 2023, and 37 Year 5 students compared to 23 in 2023, complete the testing in Term One of 2024. The collection of this data enables us to measure the progress of our students and make informed decisions for future improvements. Please note, we were not able to filter this data to just our stable cohort, as we do not have a group of students who have completed Year 3, 4 and 5- two cycles of NAPLAN where we can assess the impact we have made at our school, this will occur for us in 2025. Instead, our data includes new students and is an 'as tested' cohort. We are still able to however identify what improvements are required for this cohort.

Comparative Performance

Comparative Performance for Year 3

Year 3	Performance		Students	
	2023	2024	2023	2024
Numeracy	-1.4	-2.2	44	62
Reading	-0.7	-1.4	44	62
Writing	-0.9	-0.9	44	62
Spelling	0.4	-1.3	44	61
Grammar & Punctuation	0.1	-1.8	44	61

Comparative Performance for Year 5

Year 5	Performance		Students	
	2023	2024	2023	2024
Numeracy	-0.3	-2.8	23	37
Reading	-0.3	-1.9	23	37
Writing	1.7	-1.5	23	37
Spelling	1.6	-0.8	23	36
Grammar & Punctuation	0.8	-1.7	23	36

Above Expected - more than one standard deviation above the predicted school mean

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

Our Year 3 students:

Performed *below our expected performance* range for Numeracy, Reading, Spelling and Grammar & Punctuation.
Performed within the *expected performance* range for Writing.

Our Year 5 students:

Performed *below our expected performance* range for Numeracy, Reading, Spelling and Grammar & Punctuation.
Performed within the *expected performance* range for Writing.

NAPLAN Analysis – Board Meeting Term 4 2024

WVPS v. National Mean	2023 – Year 3: 51 students Year 5: 23 students										2024 – Year 3: 64 students Year 5: 37 students									
	Numeracy		Reading		Writing		Spelling		Grammar		Numeracy		Reading		Writing		Spelling		Grammar	
	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.	WVPS	Nat.
Year 3	372.88	406	373.71	404	389.41	417	401.90	404	394.80	409	362.50	404	362.19	404	391.78	416	368.79	401	348.51	409
Year 5	467.19	488	474.41	496	510.85	483	519.04	490	501.22	496	442.95	489	455.81	492	452.50	485	479.58	486	458.81	498

Key:

> National Average | + to 2024

Student Achievement and Progress: NAPLAN

Student Distribution

Numeracy	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	8%	21%	3%	20%
Middle 60%	58%	63%	62%	64%
Bottom 20%	34%	16%	35%	16%

In comparison to like schools in Year 3 Numeracy we have a ***significantly higher percentage of students in the bottom 20%*** and a subsequently lower percentage in the middle and top. Our Year 5 students achieved similar results with a **significantly *higher percentage of students in the bottom 20%,*** a relatively equal middle 60% *and a lower percentage in the top 20%.*

Reading	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	11%	21%	11%	20%
Middle 60%	61%	64%	57%	67%
Bottom 20%	27%	15%	32%	13%

In comparison to like schools in Year 3 Reading we have a ***significantly higher percentage of students in the bottom 20%*** and a subsequently lower percentage in the top. Our Year 5 students achieved similar results with a **significantly *higher percentage of students in the bottom 20%,*** and a subsequently lower percentage in the middle and top.

Writing	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	5%	23%	8%	25%
Middle 60%	76%	63%	76%	64%
Bottom 20%	19%	14%	16%	10%

In comparison to like schools in Year 3 Writing we have a ***higher percentage of students in the bottom 20%*** and a subsequently lower percentage in the top, ***we do have a higher percentage of students in the middle.*** Our Year 5 students achieved similar results with a ***higher percentage of students in the bottom 20%,*** and a subsequently lower percentage in the top, ***we do have a higher percentage of students in the middle.***

Spelling	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	7%	22%	19%	20%
Middle 60%	69%	65%	53%	66%
Bottom 20%	25%	13%	28%	14%

In comparison to like schools in Year 3 Spelling we have a ***higher percentage of students in the bottom 20%*** and a subsequently lower percentage in the top, ***we do have a higher percentage of students in the middle.*** Our Year 5 students achieved similar results with a ***higher percentage of students in the bottom 20%,*** and a subsequently lower percentage in the middle, one positive is we nearly equalled in the top 20%.

Grammar	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	8%	28%	8%	21%
Middle 60%	46%	50%	56%	64%
Bottom 20%	46%	22%	36%	15%

In comparison to like schools in Year 3 Grammar we have a ***significantly higher percentage of students in the bottom 20%*** and a subsequently lower percentage in the middle and top. Our Year 5 students achieved similar results with a **significantly *higher percentage of students in the bottom 20%,*** and a subsequently lower percentage in the middle and top.

Student Achievement and Progress: NAPLAN

Targets:

- Increase the % of students in the 'strong' proficiency level between Year 3 and Year 5 and Year 5 and 7(this target will be measured in 2025).
- Student performance in Year 3 and Year 5 NAPLAN is equal to like schools- we are working towards this target.

Continued Improvement Strategies:

- Create case management plans for children identified as Needing Additional Support.
- Utilise PAT (Progressive Achievement Data) to identity focus areas in each year level in Numeracy and Reading.
- Focus on developing consistency in the teaching of our whole school approaches:
    - Linguistic phonics: Sounds-Write (P-3); WVPS scope and sequence; Year 4-6 intervention and poly-syllabic lessons.
    - Reading/Fluency: daily repeated oral reading and shared reading (comprehension in context, questioning the author, explicit teaching of text structure).
    - Vocabulary instruction (Tier 2 & 3 words related to Inquiry).
    - Comprehension: Read with a pencil and Read, Ask, Put (RAP).
    - Writing: WVPS text sequence.
    - Editing: ARMS and CUPS.

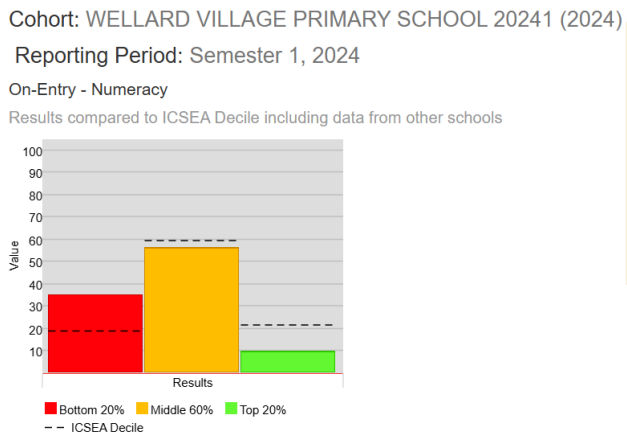
    - WA curriculum taught through the Paul Swan curriculum threads.
    - Paul Swan Lesson Design: Tune In, Warm Up/ Mental Component Fluency, Explicit Teaching, Reflection.
    - Natural Maths Strategies for mental computation.
    - Explicit teaching of Maths Vocabulary using Paul Swan Word Books.
    - Use of Paul Swan milestones in Number.
    - Problem Solving: CUBES strategy.

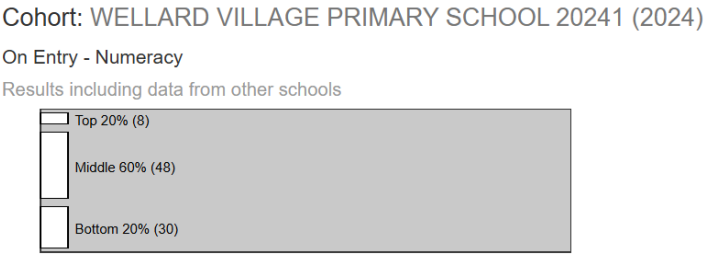
New Improvement Strategies 2025:

- Train Year 3-6 staff in Sounds-Write (3-6)- Focus on development, morphology and etymology.
- Investigate the possible implementation of the DSF Word Origins program- Year 3-6 spelling and word study program.
- A new partnership with Scitech – Lighthouse Maths (a problem-solving approach).
- Intervention in Sounds-write for Year 2-6 students.

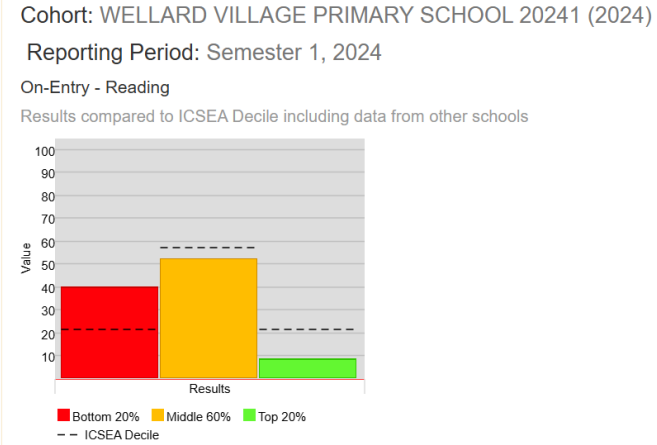
Student Achievement and Progress: On Entry

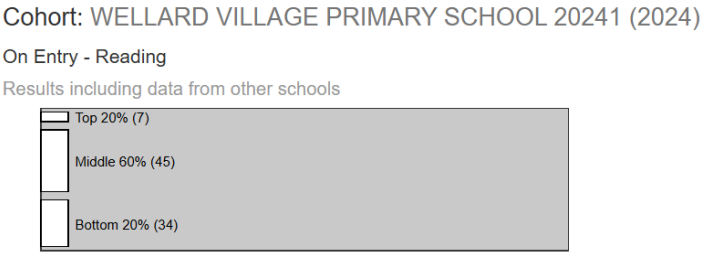
Pre-Primary



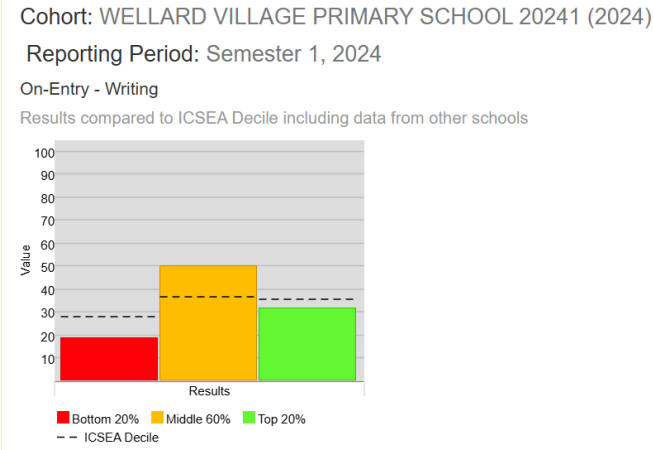


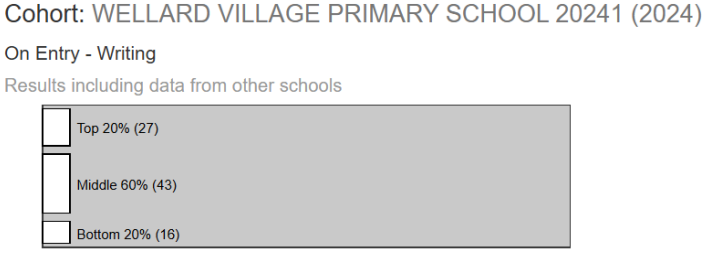
Numeracy: Compared to like schools in PP Numeracy we have a higher percentage of students in the bottom 20%, resulting in lower percentages in the middle 60% and top 20%.





Reading: Our PP Reading results are almost identical to our Numeracy results. Compared to like schools we have a higher percentage of students in the bottom 20%, resulting in lower percentages in the middle 60% and top 20%.

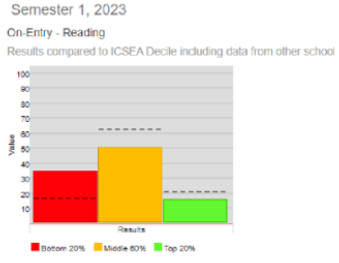




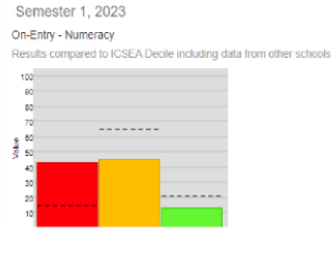
Writing: **Our Writing results are the best in comparison to like schools.** We have a higher percentage in the middle 60% and nearly equal percentage in the top 20%, resulting in less students in the bottom 20%.

As a point of interest, our results are similar to 2023 (please note these are 2 different cohorts).

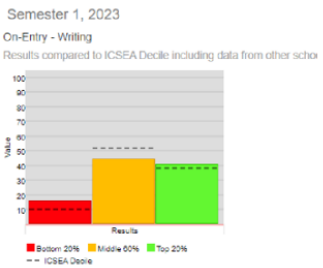
Pre-Primary 2023



PP Reading has a higher % of students in the bottom compared to like schools; subsequently less in the middle and top.



PP Numeracy has a higher % of students in the bottom compared to like schools; subsequently less in the middle and top.

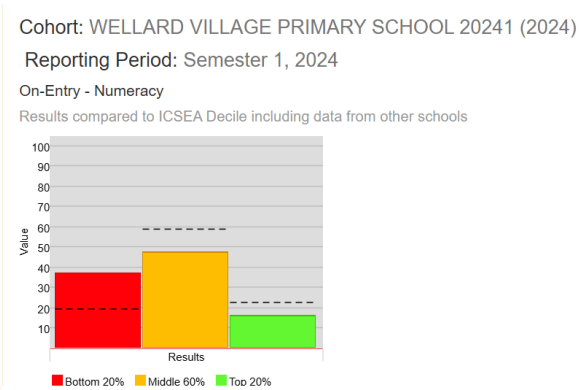


PP Writing is comparable to like schools.

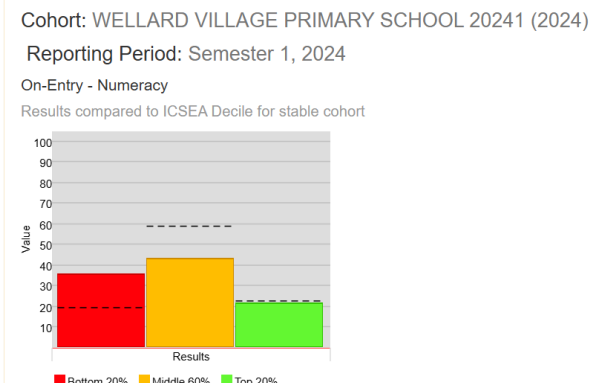
Student Achievement and Progress: On Entry

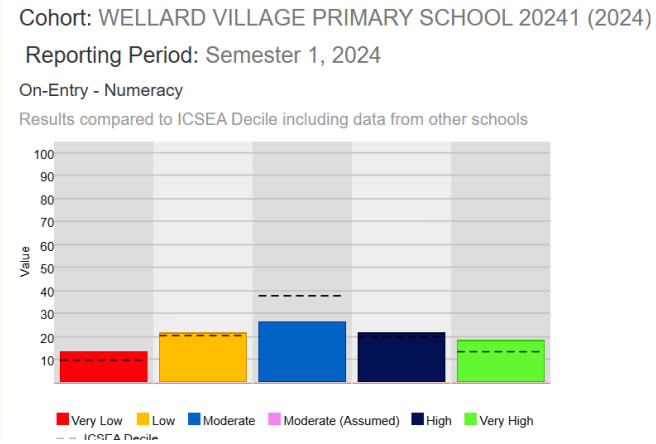
Year One: Numeracy

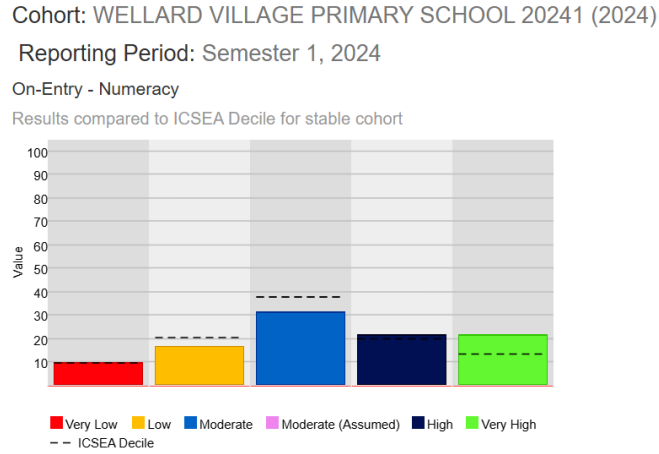
Current cohort- as tested Numeracy (left)

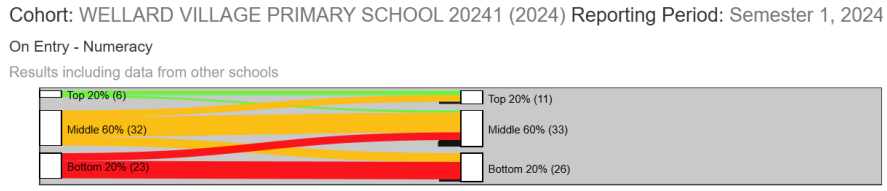


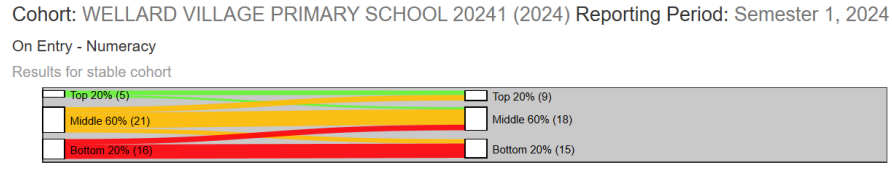
Stable Cohort (Children at WVPS in PP & Year 1)











Target: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.

Numeracy: Working towards target (moderate).
Met in high and very high progress.

Summary of our Year 1 Numeracy results:

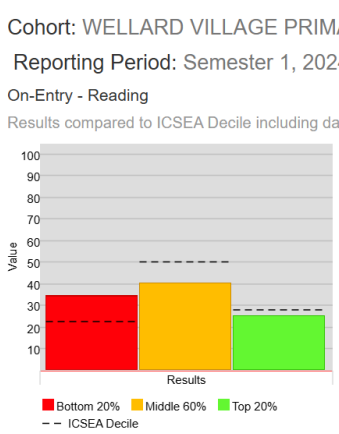
- Our stable cohort's performance in Numeracy is quite comparable to like schools with an equal percentage of students in the top 20%, however we do have more students in the bottom 20%.
- Our stable cohort's progress demonstrates the impact of our teaching practices **in the high and very high progress categories where we have a higher percentage than like schools**. **However we have less students making moderate progress compared to like schools.** This target could be considered met due to the higher percentage of students in the high and very high progress categories, but we aim to move those students making low progress. Our impact is also evident when you compare our as tested cohort which includes students who did not complete Pre-Primary in our school, as the results are quite different with more students in the very low and low progress categories.
- Our data flow shows the movement of some students from the bottom 20% in Pre-Primary to the middle 60% in Year One and the middle 60% in Pre-Primary to the top 20% in Year One, which shows their progress and the impact of our practice.

Student Achievement and Progress: On Entry

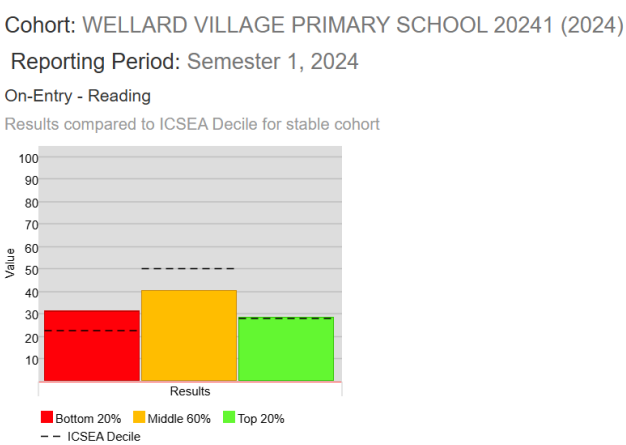
Year One: Reading

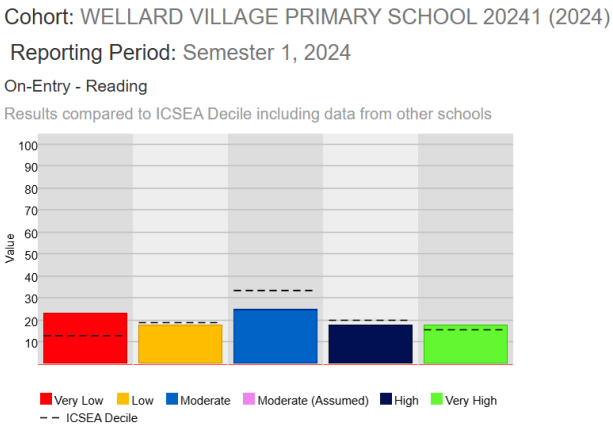
Current cohort- as tested Reading (left)

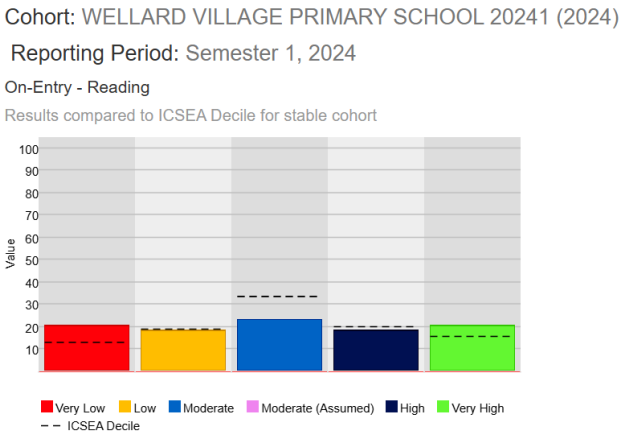
Year 1)

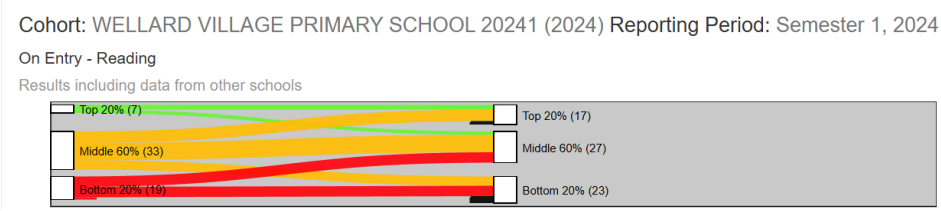


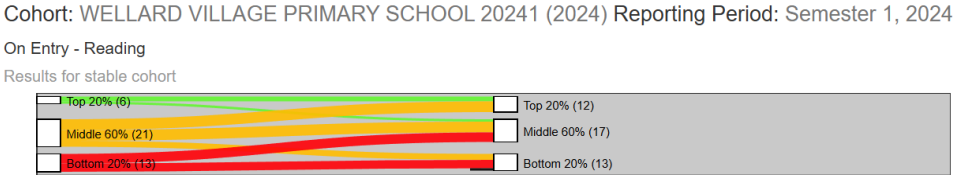
Stable Cohort (Children at WVPS in PP &











Target: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.

Reading: Working towards target.

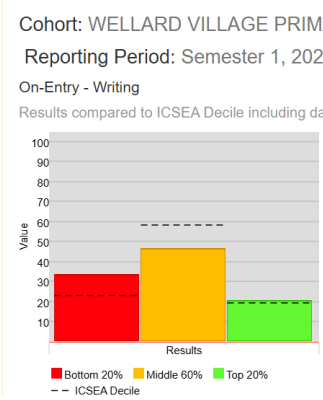
Summary of our Year 1 Reading results:

- Our stable cohort's performance in Reading is quite comparable to like schools with an equal percentage of students in the top 20% (more than in Numeracy), however we do have more students in the bottom 20% (less than in Numeracy).
- Our stable cohort's progress demonstrates the impact of our teaching practices **in the very high progress category where we have a higher percentage than like schools.** **However we have less students making moderate to high progress compared to like schools.** This target could be considered met due to the higher percentage of students in very high progress category, but we aim to move those students making low progress. Our impact is also evident when you compare our as tested cohort which includes students who did not complete Pre-Primary in our school, as the results are quite different with more students in the very low progress category.
- Our data flow shows the movement of some students from the bottom 20% in Pre-Primary to the middle 60% in Year One and the middle 60% in Pre-Primary to the top 20% in Year One, which shows growth and progress.

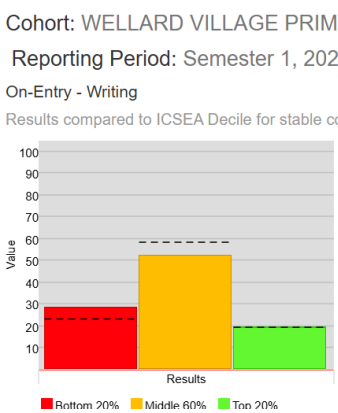
Student Achievement and Progress: On Entry

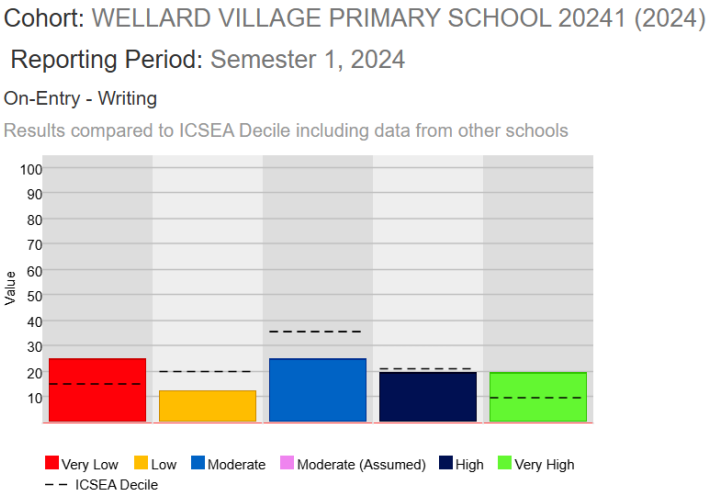
Year One: Writing

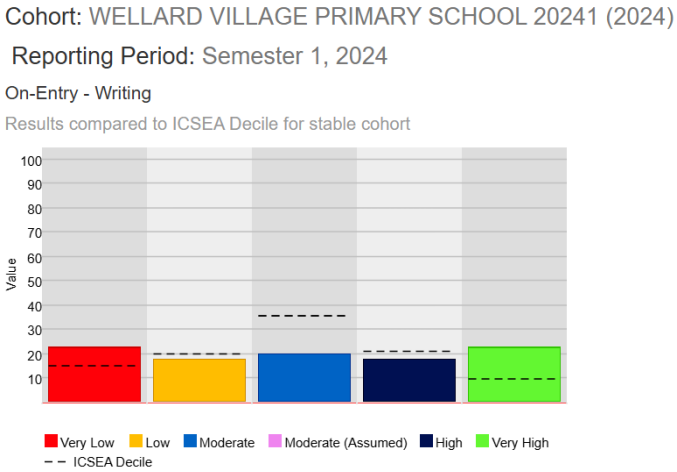
Current cohort- as tested Writing (left)

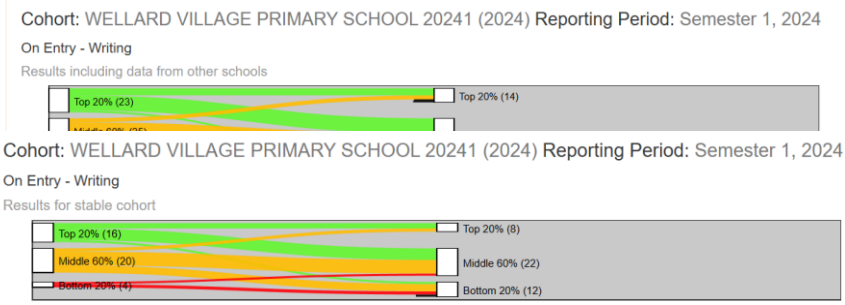


Stable Cohort (Children at WVPS in PP & Year 1)









Target: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.

Writing: Working towards

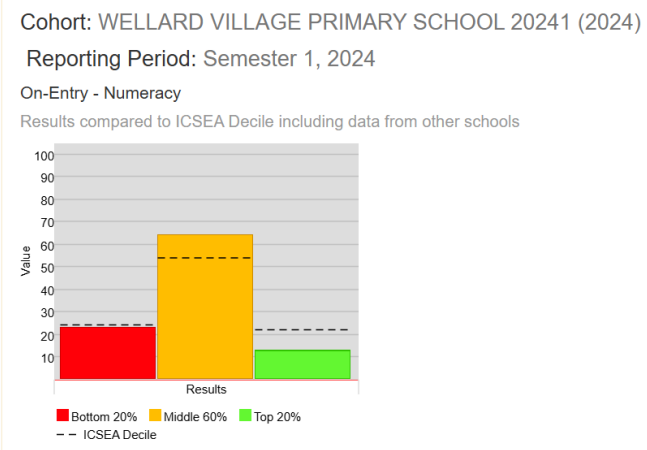
Summary of our Year 1 Writing results:

- Our stable cohort's performance in Writing is quite comparable to like sch[illegible] in the top 20%, however we do have more students in the bottom 20%; like our Reading results. The gap though in the middle 60% is not far off like schools, and whilst the bottom 20% is more than like schools it is close.
- Our stable cohorts progress demonstrates the impact of our teaching practices **in the very high progress category where we have a significantly higher percentage than like schools. However we have less students making moderate to high progress compared to like schools.** This target could be considered met due to the higher percentage of students in very high progress, but we aim to move those students making low progress. Our impact is also evident when you compare our as tested cohort which includes students who did not complete Pre-Primary in our school, as the results are quite different with more students in the very low progress category. The comparison clearly shows that our students are making high to very high progress.
- Our data flow for Writing is interesting compared to Reading and Numeracy, as you can see movement between all 3 categories. In this flow some students are making progress and others not, in order to analyse this further we need to look at individual student results.

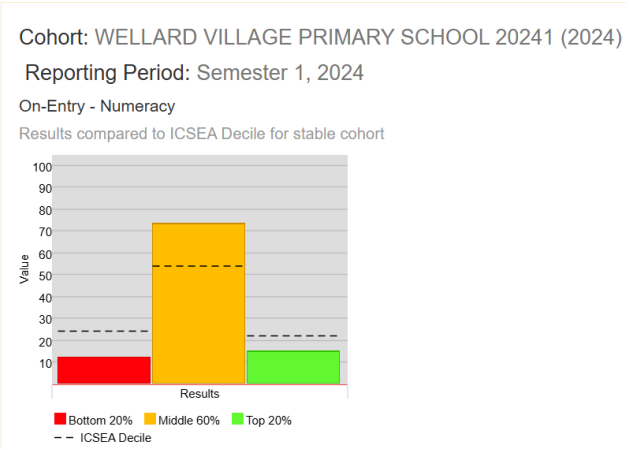
Student Achievement and Progress: On Entry

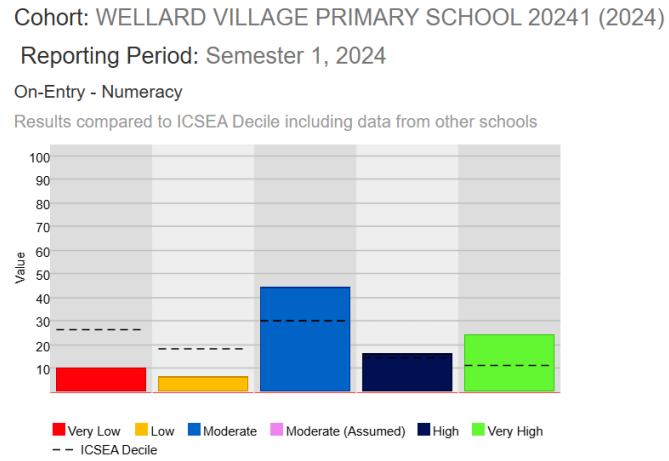
Year Two: Numeracy

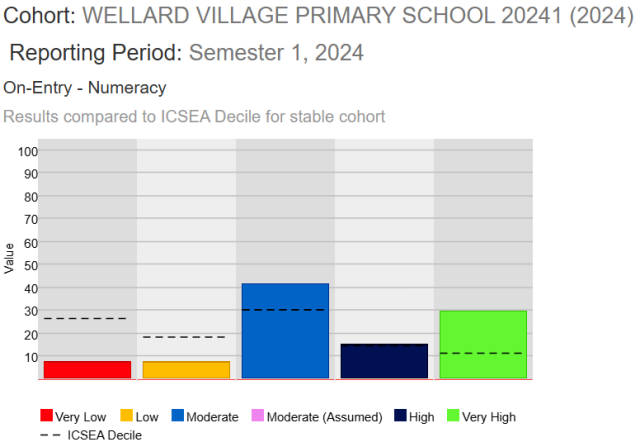
Current cohort- as tested Numeracy (left)

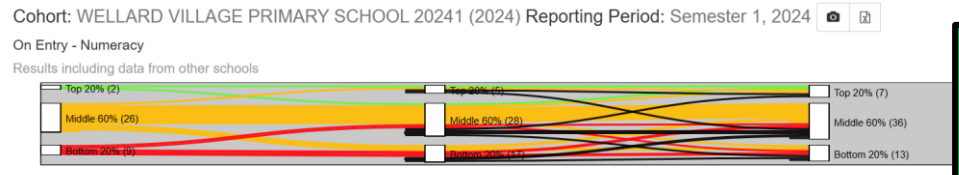


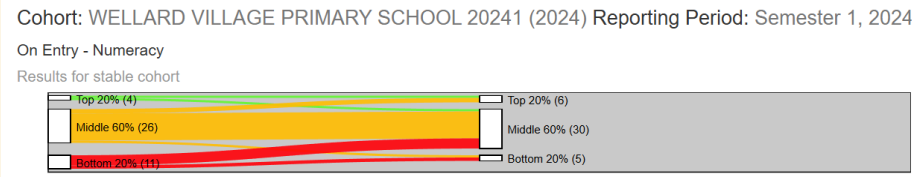
Stable Cohort (Children at WVPS in Year 1 & Year 2)











Target: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.

Numeracy: Target met.

Summary of our Year 2 Numeracy results:

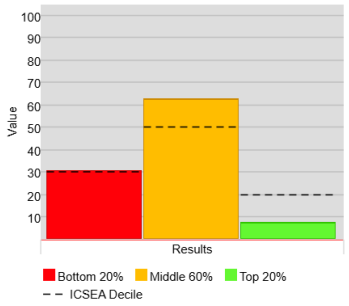
- Our Year 2 stable cohort have performed well against like schools in Numeracy with a lower percentage of students in the bottom 20%, and a significantly higher percentage in the middle 60%. We do however, have a lower percentage in the top 20%.
- Our stable cohort's progress demonstrates the impact of our teaching practices and is something to be celebrated. **We have met our target, as we have performed better than like schools in the moderate, high and very high progress categories. In the very high progress category we have a significantly higher percentage than like schools.**
- When you read our data flows, there is a difference in the graphs as the as tested cohort shows PP, Year 1 and Year 2 where students may have been tested at other schools. The stable cohort shows only years tested at WVPS.
- The stable cohort data flow shows the progress our students have made, evidenced by the movement across the categories, especially the bottom 20% to the middle 60%.

Student Achievement and Progress: On Entry

Year Two: Reading

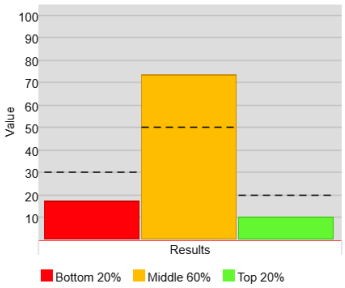
Current cohort- as tested Reading (left)

Cohort: WELLARD VILLAGE PRIMARY SCHOOL 20241 (2024)
Reporting Period: Semester 1, 2024
On-Entry - Reading
Results compared to ICSEA Decile including data from other schools

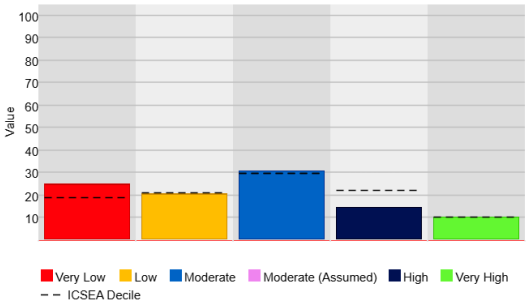


Stable Cohort (Children at WVPS in Year 1 & Year 2)

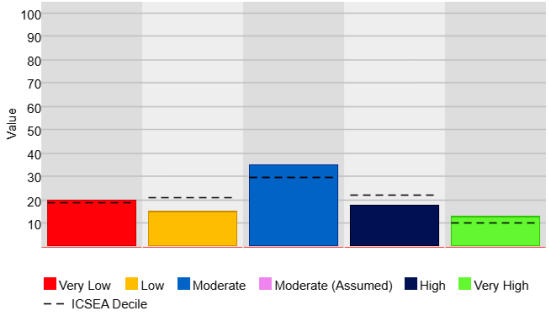
Cohort: WELLARD VILLAGE PRIMARY SCHOOL 20241 (2024)
Reporting Period: Semester 1, 2024
On-Entry - Reading
Results compared to ICSEA Decile for stable cohort



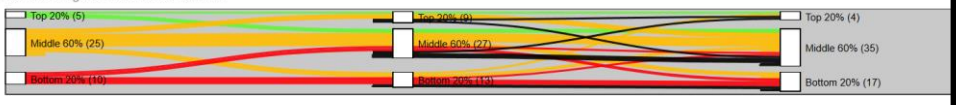
Cohort: WELLARD VILLAGE PRIMARY SCHOOL 20241 (2024)
Reporting Period: Semester 1, 2024
On-Entry - Reading
Results compared to ICSEA Decile including data from other schools



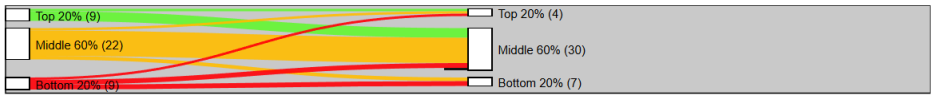
Cohort: WELLARD VILLAGE PRIMARY SCHOOL 20241 (2024)
Reporting Period: Semester 1, 2024
On-Entry - Reading
Results compared to ICSEA Decile for stable cohort



Cohort: WELLARD VILLAGE PRIMARY SCHOOL 20241 (2024) Reporting Period: Semester 1, 2024
On Entry - Reading
Results including data from other schools



Cohort: WELLARD VILLAGE PRIMARY SCHOOL 20241 (2024) Reporting Period: Semester 1, 2024
On Entry - Reading
Results for stable cohort



Target: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.

Reading: Target met

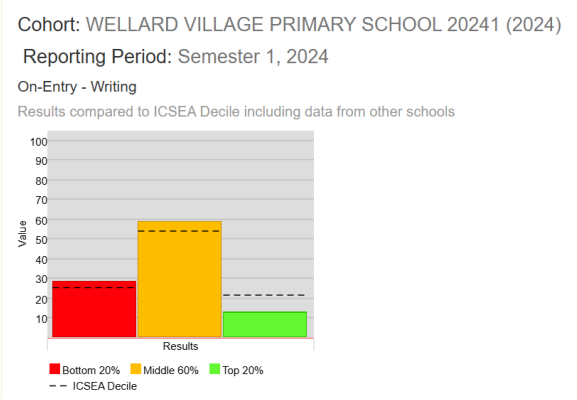
Summary of our Year 2 Reading results:

- Our Year 2 stable cohort have performed well against like schools in Reading with a lower percentage of students in the bottom 20%, and a significantly higher percentage in the middle 60%. We do however, have a lower percentage in the top 20%. This result is similar to our Numeracy performance.
- Our stable cohort's progress demonstrates the impact of our teaching practices and is something to be celebrated. **We have met our target, as we have performed better than like schools in the moderate, and very high progress categories.**
- When you read our data flows, there is a difference in the graphs as the as tested cohort shows PP, Year 1 and Year 2 where students may have been tested at other schools. The stable cohort shows only years tested at WVPS.
- The stable cohort data flow shows the progress our students have made, evidenced by the movement across the categories, especially the bottom 20% where some students have moved to the middle or the top (which is significant individual growth). An area for WVPS to monitor is the students who moved from the top to the middle.

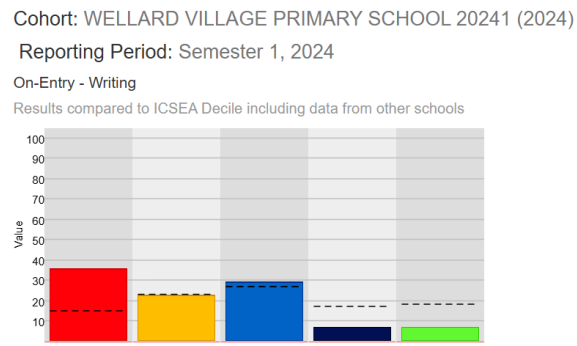
Student Achievement and Progress: On Entry

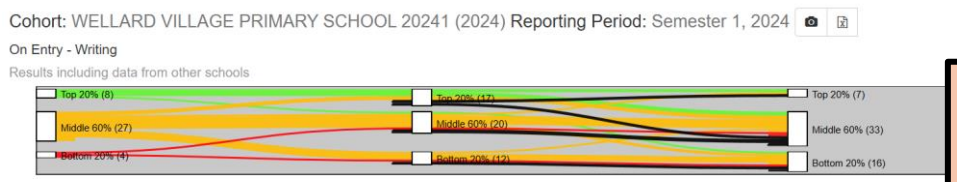
Year Two: Writing

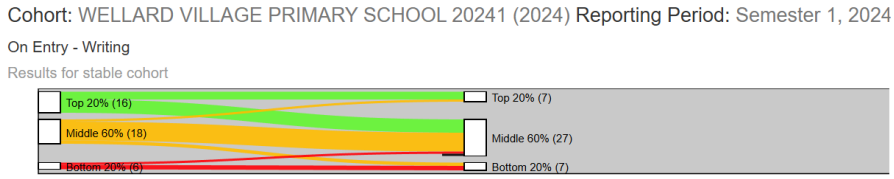
Current cohort- as tested Writing (left)



Stable Cohort (Children at WVPS in Year 1 & Year 2)







Target: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.

Writing: Working towards

Summary of our Year 2 Writing results:

- Our Year 2 stable cohort have performed well against like schools in Writing with a lower percentage of students in the bottom 20%, and a higher percentage in the middle 60%. We do however, have a lower percentage in the top 20%. This result is similar to our Numeracy and Reading performance.
- Our Year 2 cohort have not made the same progress in Writing as they have done in Reading and Numeracy. **Whilst we have comparable moderate progress against like schools, we do not compare in the high and very high progress.**
- When you read our data flows, there is a difference in the graphs as the as tested cohort shows PP, Year 1 and Year 2 where students may have been tested at other schools. The stable cohort shows only years tested at WVPS.
- The stable cohort data flow shows the progress our students have made, evidenced by the movement across the categories, especially the bottom 20% where some students have moved to the middle 60%.

Student Achievement and Progress: On Entry
Celebrations and Future Improvements

Additional Information: Our ICSEA is 1011 and we are in decile 3.

Summary of Targets:

Priority One: Building the minds of tomorrow		
Target	**A**	**WT**
Numeracy Year 1: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.		
Reading Year 1: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.		
Writing Year 1: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.		
Numeracy Year 2: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.		
Reading Year 2: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.		
Writing Year 2: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.		

Celebrations:

- Pre-Primary Writing performance- our students have performed better than like schools with less students in the bottom 20%, more in the middle 60% and nearly equal in the top 20%.
- In Year 1 Numeracy WVPS exceeded like school progress in the high and very high progress categories.
- In Year 1 Writing we have a significantly higher percentage of students in the very high progress category.
- In Year 2 Numeracy WVPS exceeded like school progress in the modeate high and very high progress categories.
- In Year 2 Numeracy we have a significantly higher percentage of students in the very high progress category.
- Across Year 1 and 2, our stable cohort has performed better and made more progress than our as tested cohort, this shows our impact within a year. In all data sets there is difference between as tested and the stable cohort.

Areas for improvement:

- Identify the children in the bottom 20% and those making very low/ low progress in Year 1 and 2 and identify ways we can support them in their growth (individual education plans, small group intervention, regular attendance, referrals to outside agencies/ child development service/ school psychologist).

Student Achievement and Progress: Year One Phonics Check

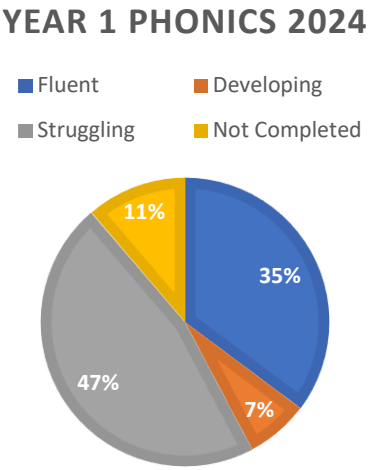
The Year 1 Phonics Check is a diagnostic tool that teachers can use to ascertain how Year 1 students are progressing in the development of their phonics knowledge and skills. It is a simple 40-word check. In order to be a reliable check of decoding skills, it uses both real and pseudo-words.

Success in phonics depends on phonemic awareness, a prerequisite for learning the alphabetic code. If children cannot isolate the separate sounds in words, they cannot relate these sounds to the letters of the alphabet and so cannot use decoding skills to read unknown words. This can be challenging for some learners, particularly those for whom English is an additional language.

To build competent phonics skills, students require explicit teaching of letter-sound correspondences and frequent opportunities to blend together and pull apart the sounds in written words. Students also need to develop automaticity of decoding skills as this contributes to fluency, which will assist their reading comprehension.

At Wellard Village Primary School, we use SoundsWrite which is a linguistic phonics program, based on hearing the sounds in speech and mapping those sounds using symbols. The teaching program begins with the Initial Code (most common spellings of English speech sounds) and continues into Extended Code (additional ways that sounds can be represented/spelled).

The Department of Education requires all schools to assess Year One students' phonics skills by mid-year, in order to identify their progress against the Department's expected proficiency.



Explanation of the data:

Fluent decoders: Score range of 28–40. They display well-developed decoding skills.

Developing decoders: Score range of 20–27. These students generally, correctly respond to most words but are challenged by some. They display basic decoding skills.

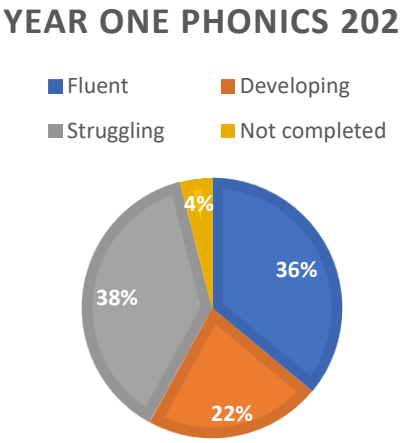
Struggling decoders: Score range 0–19. These students experience high levels of challenge. They display minimal decoding skills.

Fluent	Developing	Struggling	Not completed	
25 children	5 children	33 children	8 children	71 children in total

Business Plan Target 2024-2026: Build foundational literacy competencies by increasing the percentage of students meeting the mid-year expected proficiency benchmark in Year One phonics. We are still working towards this target.

Points of Interest:

- In comparison to last year: We had a similar percentage of students in the Fluent category and a larger percentage of students in the Struggling category.
- A high proportion of students in 2024 were identified as being 'at educational risk', compared to the 2023 cohort.
- Our Year One cohort increased: 50 vs 71 students from 2023 to 2024.
- We have a stable cohort of 63 students (this is students who were at WVPS in both Pre-Primary and Year One).



Student Achievement and Progress: Year One Phonics Check

Points of Interest continued:

- In 2023 as a result of the introduction of Soundswrite Pseudo words was a focus for our then Pre-Primary students. There was a significant improvement in our data between our 2 cohorts with our 2023 Year Ones not having been exposed to this at our school, due to completing Pre-Primary at other schools.
- Our Year One teaching program in 2024 was reviewed and adjusted at the beginning of Term 2 to better suit the needs of the students and their skill level.
- At the point of testing, 19 of the 40 words contained sounds that our Year One cohort had been taught.
- Teachers felt that the results were a true and accurate representation of the students' skills.
- Teachers noted a correlation between students who regularly complete home reading with the higher results-consolidation of in-class learning.

Future Considerations:

- Our new and revised program structure in Soundswrite should have positive results in 2025. As a result at the same point of the year in 2025, 28+ words should contain taught sounds (compared to 19 in 2024).
- As a staff we will prioritise fluency pairs for reading practise and consider other ways to promote reading.
- The leadership team will determine the school's capacity to provide Tier 2 intervention for those in the struggling and developing categories.
- In 2025 we will introduce Heggerty instruction in Kindergarten and Pre-Primary to provide students with a strong foundation in phonemic awareness to better prepare them for phonics instruction. The Heggerty program teaches eight integral phonemic awareness skills: rhyme, onset fluency, phoneme isolation, blending, segmenting, adding, deleting, and substituting.

Expected proficiency for mid-Year 1

Knowledge expected	Examples
All single letters representing initial code* phoneme-grapheme** relationships * Initial code refers to the alphabetic code that includes sounds/ letters of the alphabet and consonant digraphs. ** A grapheme is a letter or group of letters that spell a phoneme in a word (for example, 'f' in fog).	a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q(u), r, s, t, u, v, w, x, y, z
All double letter consonant digraphs* representing initial code phoneme-grapheme relationships * A digraph is a grapheme made up of two letters that represents one sound (for example, 'sh' as in shop).	ff, ll, ss, zz
Common consonant digraphs representing initial code phoneme-grapheme relationships	sh, th, ch, ck, ng, wh
Common vowel teams and single vowels representing extended code* phoneme-grapheme relationships. By mid-Year 1, it is anticipated that most students will have knowledge of how long vowel sounds can be represented in more than one way. * Extended code refers to the alphabetic code that include vowel and consonant sounds which are represented by alternative spellings (ai, ay, a, ea, a-e representing 'ae').	ai, a_e, ay, ee, e, ea, oa, oe, o, o_e, ie, i_e, y, igh, oo (as in book), oo (as in moon), u_e, ow, oi, ur, er, ir, or, ar, aw, ew, ou, oy

What our children are expected to know half way through Year One:

Community Partnerships

Young Achievers Club (YAC):

In 2024 we started a partnership with the Institute of Indigenous Wellbeing and Sport of WA, implementing a new program in our school called Young Achievers Club, YAC. YAC is a, in-school, culturally secure support program that aims to build and maintain cultural connections and improve health, social and emotional wellbeing for Aboriginal and Torres Strait Islander students (The Institute of Indigenous Wellbeing and Sport of WA, 2024).

The program aims to improve educational outcomes by providing cultural connection sessions through positive Indigenous role models as well as improved support and engagement with Indigenous families and communities to engage with schools.

Program facilitators visit our school once a week for an hour and run sessions on Noongar language and culture. Students have learnt new vocabulary and developed their knowledge of Aboriginal culture, through activities and games.

Through this partnership, we were also very fortunate to have Barry Winmar speak at our NAIDOC assembly and complete a Welcome to Country. Having the opportunity to listen to a Noongar elder speaking about the importance of connecting to country and looking after our environment, positively impacted all our students. YAC facilitators also judged our Deadly Doors competition as part of NAIDOC Week and the winning classes participated in traditional indigenous games.

As part of this program, students have also learnt several traditional games. In Term 4 we participated in the Traditional Indigenous Games competition, competing against other schools. Wellard Village Primary School came third place in the competition and students displayed teamwork, persistence, and sportsmanship.

As a direct impact of being a part of this program, we have noticed an increase in awareness of Aboriginal and Torres Strait culture and language within our school, with many of our YAC students becoming more confident in their culture and willingness to share what they have learnt with their class and teachers. It has also provided our school with connections to people who speak Noongar so we can continue to build this into our school culture.

We look forward to continuing this positive partnership in 2025.

Community Partnerships

Power Up:

Gilmore College has commenced a partnership with Youth Opportunities to train facilitators at their school to run the Power Up student leadership program. Gilmore College reached out to local primary schools and offered their facilitators to run the Year 6 program at no cost. Our Year 6 cohort was interested in this program, so have been engaging with the facilitators over Semester 2, where they come out to our school and run 45-minute sessions. Our Year 6 teacher, Miss Earl, then continues this language and learning in her class during Morning Circle so students get the most out of the program.

Our Year 6 students have learnt about self-image, communication awareness, personal leadership, habits and attitudes, self-talk, and assertive communication as part of the program.

Feedback from Gilmore College facilitators has been positive, with our students being engaged in the program and displaying positive behaviour in each session.

By building this partnership with Gilmore College, we hope to reduce some of the anxiety our Year 6 student have moving to high school and are hopeful this program creates a positive image of public education in the Kwinana area.

Gilmore College Power Up featuring WVPS: https://fb.watch/vSH7ilCs89/

Your Move:

Your Move is an initiative run by the Department of Transport, aiming to increase active travel. By promoting safe routes to school, it is hoped that behaviour change will take place, leading to an increased number of people actively travelling in and around their neighbourhoods.

2024 is our second year or being part of the Your Move program. Part of this program involved working with West Cycle to create a safe route to school booklet, so we could share the best ways to get to our school using footpaths. Our partnership with West Cycle continued during Ride to School Day, where they donated prizes for our decorate your bike competition. Your Move also allowed us to connect with the active travel facilitators at the City of Kwinana and they supported us with running a wonderful event in 2023 and 2024 for Ride to School Day. The theme for 2024 was: Be a superhero, wear a helmet, so our students had a great time dressing up as their favourite superhero and riding safely to school. Through this event, we were able to promote other community initiatives, like Bike Linc, a program run by Crime Stoppers to reduce theft of bicycles.

Throughout the year we ran other events like walk safely to school day and promoted bike month with ride safely to school week, where students were encouraged to ride to school and then could ride their bike or scooter at Waabiny 1 and 2. We also linked one of our PBS rewards to active travel to school, with a ride at waabiny reward.

Through positive stories on the Your Move page and sharing our survey data, we have been able to achieve Platinum status in 2024. This allowed us to apply for a grant to get shades and scooter racks for our bike enclosures. We are hoping we will be successful with our grant application in early 2025.

High School Destinations

This year we had 31 Year Six Students, completing their final year of primary school at Wellard Village.
The students participated in a transition to high school program in Term Four, with our feeder high school Gilmore College. Gilmore College is part of our local school network, the Kwinana Federation. At our graduation assembly the Deputy Principal of Gilmore College, presented one of our students, Neo Du Guzman with the Gilmore College Award.

Our Year Six students are off to 13 different high schools to start the next chapter of their educational journey.

High School	Number of Students
Gilmore College	10
Atwell College	2
Baldivis Secondary College	1
Comet Bay College	1
Lynwood Senior High School	1
Rockingham Senior High School	2
Safey Bay Senior High School	2
King's College	4
Peter Carnley Anglican School	4
Court Grammar	1
Fountain College	1
Living Waters Lutheran College	1
AIC - Australian Islamic High School	1

School Funding: Financial Summary

Setting up a new school requires a significant amount of resourcing, especially for the number of children we started with, which once again grew significantly this year. Our cash budget was significantly higher than the average primary school our size, but given the resourcing required, it was necessary. Our **cash budget was $612,000** ($60,000 less than 2023) which we spent on good and services. Most of our money in curriculum and student services, and buildings, property and equipment. This money was utilised to set up our 6 new classrooms. Each new classroom requires a maths trolley, STEM kit, class set of whiteboards, home readers, teacher laptop ipads and a pc lock box and stationery. On average we spend approximately $20,000 each time we set up a classroom. We have a philosophy of buying each class the exact same resources so there is fairness and equity across the school.

Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	$35,573.00	$35,571.49	$1.51	100.00%
Lease Payments	$26,985.00	$26,984.63	$.37	100.00%
Utilities, Facilities and Maintenance	$92,442.00	$92,441.41	$.59	100.00%
Buildings, Property and Equipment	$183,946.00	$183,946.01	$-.01	100.00%
Curriculum and Student Services	$173,167.00	$173,168.95	$-1.95	100.00%
Professional Development	$31,232.00	$31,232.46	$-.46	100.00%
Transfer to Reserve	$67,000.00	$67,000.00	$.00	100.00%
Other Expenditure	$2,455.00	$2,455.18	$-.18	100.01%
Payment to CO, Regional Office and Other schools	$.00	$.00	$.00	%
Residential Operations	$.00	$.00	$.00	%
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00	%
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00	%
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00	%
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00	%
Total	**$612,800.00**	**$612,800.13**	**$-.13**	**100.00%**

The majority of our one-line budget was spent on salaries for staff. We were fortunate that we **carried forward just over $129,000** into our 2024 staffing budget. The majority of our 2024 budget (80%) was directed towards human resources to meet the teaching and learning needs of our students. Due to the number of students requiring additional support we again made the decision to employ additional special needs allied educators for our students, as we did in 2023.

Most of our income came from our student-centred funding based on our student enrolments and their characteristics. Our locally raised funds came from three sources: through our partnership with Big Childcare whose licence fee generated $70,000; donations from our P&C and $10,000 from our families who elected to pay the voluntary contributions. We were thrilled with the number of parents and carers who paid the $60 per student. We had 60% pay in 2024, which indicates strong support for our school, and we are hoping this continues into the future.

Operational One Line Budget Statement

Issued on 12 December 2024

School:	Wellard Village Primary School	**School Year:**	Dec 2024 (Verified Nov Cash)
Region:	South Metropolitan Region	**Aria:**	0
		Distance to Perth (km):	35.26

One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	187,405	187,405	0
Carry Forward (Salary):	$	129,848	129,848	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	5,232,727	5,232,727	0
Locally Raised Funds:	$	139,100	139,098	2
Total Funds:	$	5,689,080	5,689,078	2
EXPENDITURE				
Salaries:	$	4,735,013	4,598,706	136,308
Goods and Services (Cash):	$	612,800	612,800	-0
Total Expenditure:	$	5,347,813	5,211,506	136,308
Variance:	$	341,266	477,572	-136,306

School Funding: Financial Summary

Each year the school is held accountable by a Funding Agreement. The Funding Agreement outlines the accountability expectations of the principal in relation to the management of funding through the school budget. The school budget operates as a one-line budget, providing the schools the flexibility to develop educational programs and staffing profiles that best suit the needs of their communities within given parameters. School funds are public money, so principals are accountable for using them responsibly under legislation and policy including the *Financial Management Act 2006*, *School Education Act 1999*, *Public Sector Management Act 1994* and the Department's Code of Conduct.

Oversight of our school budget was provided by the WVPS School Board and the WVPS Finance Committee. The Finance Committee met regularly to review the school budget, to track spending, and approve additional budget allocations. Part of the DoE Funding Agreement is that we spend 96% of our budget.

- This year we expended more than 96% of our budget, meeting the minimum requirement.

2025 Funding Priorities:

- Continue to allocate funds for our future nature play into our reserve accounts.
- Fund stage two of the nature play in 20245.
- Create a reserve plan for the anticipated future replacement of our technology (ipads and interactive whiteboards).
- Allocate funds to purchase new ipads for our 2026 classes (2 additional sets).
- Allocate funds for the installation of the Hands-on Learning precinct.

2024 Budget

2024 Budget (SCFM and Locally Raised Funds)		
Current Budget	$	5,371,827
Minimum Expenditure of 96%	$	5,156,954

2024 Carry Forward (Salary and Cash at Bank)		
Carry Forward	$	317,253
2023 Budget	$	4,103,055
% of 2023 budget	%	8
Minimum Expenditure of 10%	$	

2024 Minimum Expenditure Requirement

96% of Current Budget	$	5,156,954
10% of Carry Forward	$	
Total 2024 Minimum Expenditure Requirement	**$**	5,156,954

2024 Current Forecast Expenditure

Salaries	**$**	**4,735,013**
Appointed Staff	$	4,311,792
New Appointments	$	(102)
Casual Payments (General)	$	257,125
Casual Payments – Leave Relief	$	156,938
Other Salary Expenditure	$	9,260
Goods and Services (Cash Expenditure)	**$**	**545,800**
Total Expenditure 2024	**$**	**5,280,813**

Information Used

2024 Budget	**Dec 2024**
Verified Cash	Nov 2024

Priorities, Progress and Planned Actions

In 2023, our first year, we created a Business Plan with our staff and community for 2024-2026. This plan is to guide our future operation and is underpinned by the domains in the Standard for Public School Review. The new Business Plan was underpinned by operational plans in all learning areas as well as behaviour, health and wellbeing, culture, attendance, and early childhood. We made significant progress against the targets in our Business Plan, this year, and in Term Four we conducted a school self-assessment to determine where we were at, and our priorities for 2025.

A= Achieved/ WT= Working Towards

Priority One: Building the minds of tomorrow		
Target	**A**	**WT**
Student performance in Year 3 and Year 5 NAPLAN is equal to like schools.		
Increase the % of students in the 'strong' proficiency level between Year 3 and Year 5.	**NA**	**NA**
Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1 and Year 1 to Year 2, in On-Entry assessments, annually.		
Improve our performance against WA like schools in the percentage of students who make moderate to very high progress from Year 3 to Year 5 (NAPLAN) in Numeracy and Reading (2025).	**NA**	**NA**
Improve our performance against WA like schools in the percentage of students who make moderate to very high progress from Pre-Primary (On Entry) to Year 3 (NAPLAN) in Numeracy and Reading.		
Build foundational literacy competencies by increasing the percentage of students meeting the mid-year expected proficiency benchmark in Year One phonics.		
Optimise learning and development in early childhood (Kindergarten to Year 2), by meeting the 7 Quality Areas in the National Quality Standard.		

Priority One: Building the minds of tomorrow		
On Entry Targets	**A**	**WT**
Numeracy Year 1: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.		
Reading Year 1: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.		
Writing Year 1: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1, in On-Entry assessments, annually.		
Numeracy Year 2: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.		
Reading Year 2: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.		
Writing Year 2: Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Year 1 to Year 2, in On-Entry assessments, annually.		

Improvement Targets for our 2024-2026 Business Plan

Priority Two: Inclusivity		
Target	**A**	**WT**
Create a strong cultural ethos, by moving from Cultural Awareness to Cultural Responsiveness in all five domains of the Aboriginal Cultural Standards Framework.		
Create a mentally healthy community by building the capacity of staff through the completion of Be You professional learning.		
When surveyed, 90% (4.5/5) of students rate 'agree' in the Be You Children's Survey- Mentally Healthy Communities and Learning Resilience.		
When surveyed, 90% (4.5/5) of staff rate 'agree' in the Be You Educator's Survey- Mentally Healthy Communities and Learning Resilience.		
Student voice has an authentic place in our school and is used to inform decision making.		

Priority Three: Pathways		
Target	**A**	**WT**
Increase the number of staff leaders in identified workforce categories**.**		
The development of staff is systematically planned for, documented, and reviewed, through an ongoing performance management cycle linked to their job description form.		
Our overall percentage of students attending regularly will increase.		
Our primary attendance rate will improve to be equal to like schools.		
80% of WVPS students demonstrate consistent attitude, behaviour, and effort, in all aspects of schooling.		
Utilise the 'needs additional support' (NAS) NAPLAN proficiency level to identify, plan and document individual student goals to ensure progress.		
All students with a beginning level of Standard Australian English will be monitored and reported on using the EAL/D progress maps.		

Priority Four: Connections		
Target	**A**	**WT**
School board membership is increased to reflect the composition outlined in the WVPS Terms of Reference.		
School Board self-assessment demonstrates positive trends in all areas of the "Ten Elements of an Effective School Board" survey.		
Achieve gold accreditation level in the Your Move schools' program.		
Increase and maintain student, staff, and parent satisfaction rating of above 4.0 in National School Opinion Survey.	**NA**	**NA**
Actively increase the number of connections and partnerships within our local community that benefit our students.		