



Annual Report 2024



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Monota Avenue, Shelley WA 6148

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PART ONE – GENERAL INFORMATION

SCHOOL OVERVIEW

Our vision 'Inspiring a Passion for Learning' reflects the view the school community holds towards all facets of education here at Shelley Primary School (SPS).

Our teachers know and understand their students, both individually and as a class. They work hard to build respectful, trusting relationships with our families, making our parents partners in their child's education.

Our active and supportive P & C Association is friendly and welcoming, with dedicated volunteers organising events, fundraisers, busy bees and out of school activities, bringing the school community together.

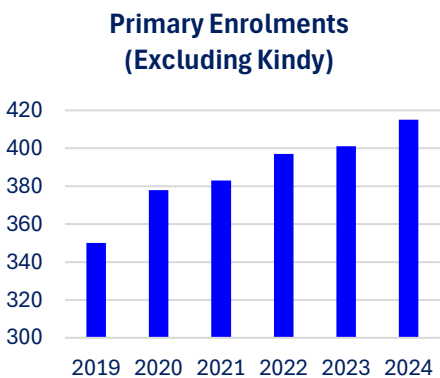
We provide strong foundations in Literacy, Numeracy Science and HASS (History and the Social Sciences). Outside of core curriculum, we offer a range of specialist subjects including Visual Arts, Music, Physical Education and Digital Technologies.

Our dedicated focus on teaching and learning consistently results in standards of student attendance and achievement that are higher than statistically similar schools.

'... everyone should be grateful to have their kids in such a great school environment'.

Year 6 Parent

STUDENT NUMBERS AND CHARACTERISTICS



Enrolment growth continued in 2024 at a rate that was consistent with previous years.

Most of the enrolment growth occurs from years 3 - 6, where our cohorts now regularly exceed 60 students.

Approximately 52% of students identify as male. Approximately 64% of our families have a language background other than English.



PRINCIPAL COMMENT

Due to the increase in numbers, particularly at the senior end of the school, composite (split) classes will become the norm for the foreseeable future. While some families find these groupings challenging, there is no evidence that composite classes impact academic learning. There is evidence of improved social outcomes for students in split classes.

We were able to secure an extra transportable building during 2024 to support increased enrolment. However, this highlighted an infrastructure problem at the school – the electrical switchboards in the main blocks were built in 1975 and not suitable for the electricity demands of contemporary education. The switchboard in B Block was replaced over the summer break.

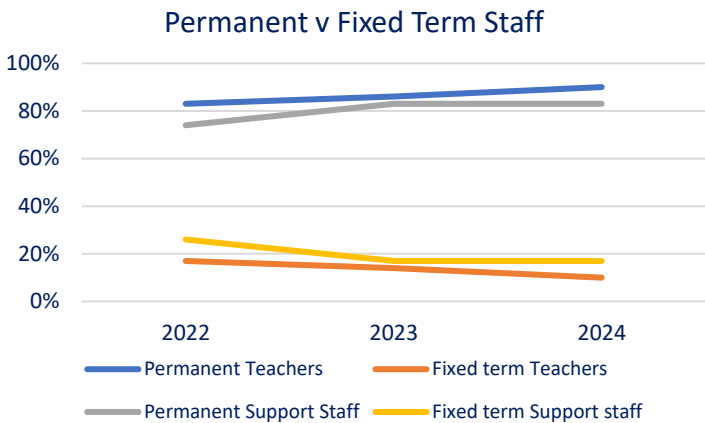
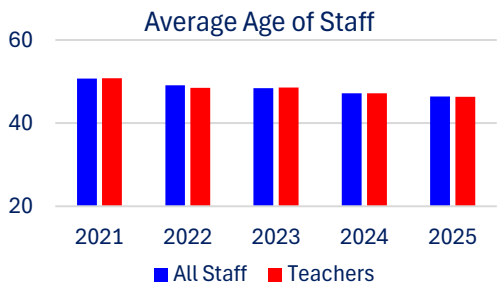


WORKFORCE COMPOSITION

SPS has a stable but growing staff in line with the recent enrolment growth.

The average age of SPS staff has gradually decreased over the last few years with several long-term staff, both teaching and non-teaching, retiring or moving on to other opportunities.

The percentage of staff, both teaching and non-teaching, filling permanent positions has shown a slight rising trend. Approximately 90% of teaching positions are now occupied by permanent staff, up from 83% in 2022. The trend for non-teaching staff is similar.



PRINCIPAL COMMENT

Recruitment of young staff was a priority in 2022 and 2023 to balance the overall workforce composition. Now that has been addressed, the current recruitment strategy has shifted to recruiting mid-career staff who bring some experience and but still have many years ahead of them. Two teachers were recruited under that strategy in 2024.

While the average age of staff has decreased over the last few years, there are still several staff retiring over the next two years. A focus for school recruiting in the near term will be teachers of years 3-6 and education assistants – particularly mainstream assistants.

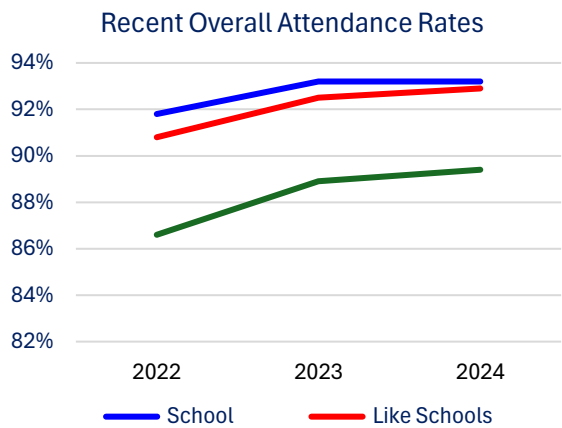
Retention of quality staff is a key indicator of an effective workplace and enhances our ability to maintain the high quality of education delivered at this school. The increasing number of permanent staff supports our school to offer high-quality programs every year that best meet the needs of our community.



STUDENT ATTENDANCE

Student attendance at SPS remained high in 2024 (93.2%), but not yet back to pre-covid level of 94.7% (Sem. 1, 2019). Attendance at SPS continues to be higher than the attendance rate at statistically similar schools and well above the state average.

Regular attendance (where students attend at least 90% of school days) continued to trend upwards in 2024 (79.6% compared to Like Schools 76.7%), although there are still some cohorts where non-attendance is a significant risk factor. (see Target 2.2 on page 12). Pre-Covid (2019) regular attendance was above 83%.



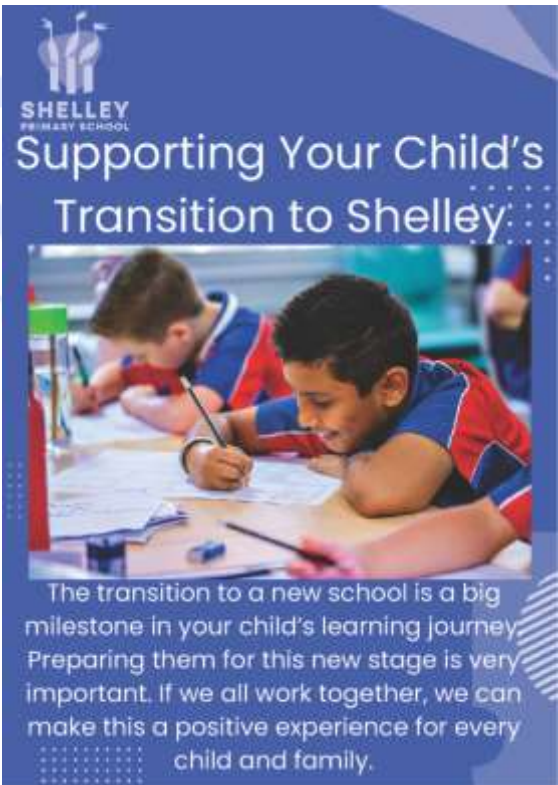
PRINCIPAL COMMENT

It was pleasing to note that the overall attendance rate has remained high. However, the percentage of students at moderate or severe

SPS Attendance Groups 2022-24	Regular	Indicated Risk	Moderate Risk	Severe Risk
SPS 2022	69.3%	26.2%	4.2%	0.2%
SPS 2023	75.3%	22.5%	1.7%	0.5%
SPS 2024	79.6%	14.4%	5.0%	1.0%
Like Schools 2024	76.7%	18.7%	4.0%	0.7%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

risk has grown. SPS now has more students in those categories than similar schools. This has resulted in our school opting to take a more proactive approach in 2025, with the development of a Transition and Engagement Coordinator (TEC) role.

One of the key functions of the TEC is to promote better attendance and engagement with our school. At the end of 2024, the Tec produced a series of transition documents for families of new students, supporting them to understand some of the nuances of this school. And offering families strategies to ensure a smooth transition into our school.



PART TWO - STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN

In 2024, the Year 3 Numeracy mean score fell below similar schools for the first time in many years.

Both the entire group and the stable cohort (those who have been at SPS for more than 2 years) scores have declined for the second consecutive year.

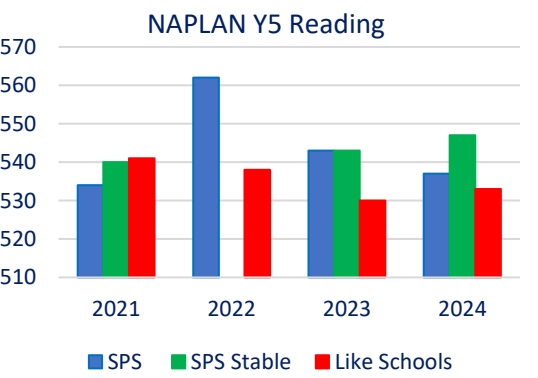
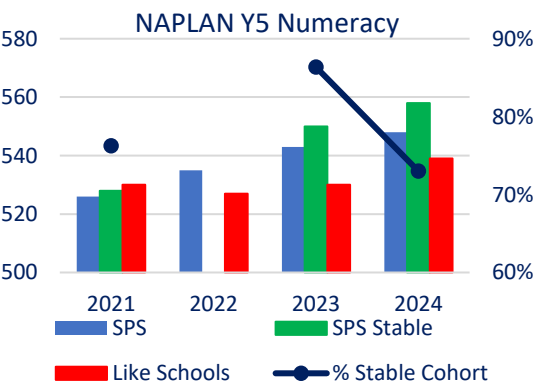
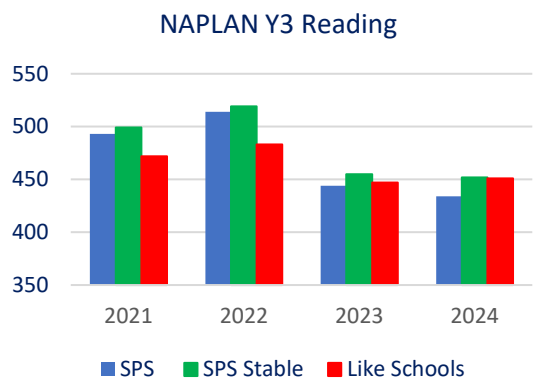
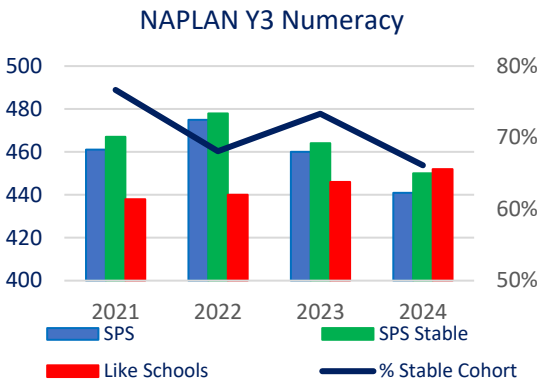
Year 3 reading scores were also lower than expected. Upon further analysis of the data three important factors were identified:

- 1. This is the smallest (by percentage) stable cohort in recent years. Only 66% of Year 3 students have been at SPS for two years or more.
- 2. The mean reading score for those students who are not part of the stable cohort was 362, at least two years behind the stable cohort student mean of 452.
- 3. Attendance of the 2024 Year 3 cohort, in 2023, was lower than is typical of this school. Only 68% of that cohort attended regularly – well below the SPS mean for that year of 75% attending regularly.

Year 5 Numeracy data demonstrated another improvement on the previous year. Both the 2023 and 2024 Year 5 cohorts produced a mean score above the Year 7 WA mean of 540.

Year 5 Reading scores continue to sit above the mean score for similar schools, with the stable cohort achieving a score above the WA Year 7 mean.

The mean score for reading in this cohort continued a steady upward trend. Both the stable cohort, and the entire group, produced a mean score above contextually similar schools. Data shows this cohort is more stable, generally staying above 75% over the last few years.



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PRINCIPAL COMMENT

The recent growth in enrolment at SPS must be taken into account when analysing NAPLAN scores. A new trend we have identified is the decreasing size of the stable cohort. That factor, when paired with the relatively low scores achieved by newer students to the school, has highlighted an area where our school needs to improve – the early assessment and identification of student learning needs upon transition into this school.

YEAR 3

Year 3 scores are trending downwards as the percentage of students in the stable cohort decreases. In Year 3, the stable cohort formed only 66% of the whole group. The lowest number for several years.

Another of the factors discussed with both the board and staff was the low level of attendance of the 2024 Year 3 cohort in both 2023 and 2022. Only 68% of this cohort were regular attendees in Year 2 in 2023. A very low figure for this school and one which we believe had significant impact on the NAPLAN result.

While we believe the relatively low attendance of the 2024 Year 3 cohort is an anomaly, increased vigilance in attendance is indicated to prevent the situation recurring.

YEAR 5

Year 5 results continued to be above similar schools in the key areas of literacy and numeracy, part of a long-term trend of improving data. One of the keys to the success of this group was their relatively higher level of regular attendance in 2023 (72%) and a larger stable cohort (73%).

The attendance of both cohorts, particularly the Year 3 group, was discussed with staff and the board and how the predicted impact on NAPLAN performance. Alongside that the large number of new enrolments, As discussed in the previous section, a TEC position was created to re-engage students with poor attendance and improve the transition of new students into our school, particularly in the early years.

In 2025, the TEC will conduct an initial assessment of all new students, reporting back to school executive and the classroom teacher to map out what support is necessary to for those students to make a smoother transition and better progress.



POST SCHOOL DESTINATION

Data had not been released at the time of writing.

SURVEY DATA

A workplace health and safety plan, developed in 2022 and updated in 2024, has placed greater emphasis on mental health and wellbeing of staff and students.

All staff were encouraged to engage in a psychosocial hazards risk assessment survey in 2024, the first

step in identifying and addressing workplace issues affecting staff wellbeing.

Year 5 and six students

completed a wellbeing

survey in terms one and four. The table (right) shows historic data from the last three semesters.

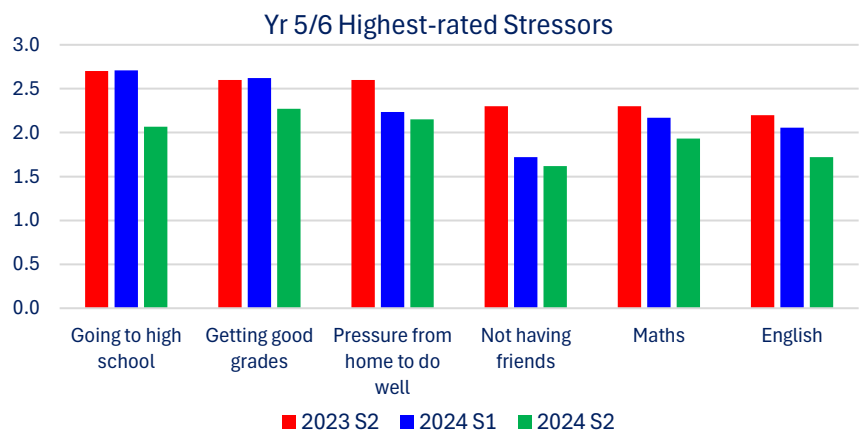
The school board completed the biennial effectiveness self-assessment in term four. Four areas were assessed: Governance, Membership, Effectiveness and Conduct of Meetings. In all four areas our board demonstrated great capacity to carry out its governance and monitoring function.

In 2025, several board positions will become vacant as parents come to the end of their terms of appointment.

PRINCIPAL COMMENT

The first psychosocial hazards assessment highlighted several areas where school executive need to take a more proactive stance to support staff wellbeing. The highest level of hazard was identified as managing students with high behavioural or medical needs. A series of professional learning opportunities for staff on management of students with ADHD and Diabetes was arranged to support staff in that area.

Staff are very pleased with decreasing stress levels evident in the data collated from our year 5 and six students. A proactive response from staff in supporting students with explicit teaching of strategies to manage stressors has proven effective. We hope to see an impact on student performance in the future.



PARTH THREE - SCHOOL INCOME BY FUNDING SOURCE

FUNDING SOURCE	RECEIVED	SPENT	COMMENT
Students Learning English as a Second Language (EALD)	\$225 952	\$162 356	Increased spending on both out of class, and in-class, support for these students during second semester
Chaplaincy	\$24 817	\$30 542	Topped up salary to ensure chaplaincy two days per week.
Disability Support	\$292 042	\$356 569	Increased funding to this area to support students with diverse wellbeing issues. Professional Learning in this area increased in 2024 to support students with a range of diagnoses. (e.g. ADHD training for all staff)
Mental Health in Schools	\$6 377	\$8 700	Improving student wellbeing through supporting better transition processes and engaging external providers to improve student voice.
Preschool Reform agreement	\$49 185	\$78 696	Increased salary and resources costs. Improvements to Early Childhood playground equipment.

PRINCIPAL COMMENT

Many cost centres cross numerous demographics and so it is rarely possible specify exactly that a particular cost or student group was covered by a specific funding source.

For example, given our culturally diverse community, we have numerous students who meet the criteria for both the EALD and Disability groupings. For the sake of simplifying reporting, we took the salary costing of all allied professionals supporting those students from the Disability cost centre. However, these highly trained and skilled staff support the full range of SPS students.

Our school executive and board understand the importance of sound financial planning to ensure school operations are not unduly impacted by unforeseen events. With that in mind, SPS has established and maintained reserve accounts to enable future purchasing of higher cost items i.e. digital technologies, playground equipment and furniture.

What the community can be clear about is that school executive is aware of the type and intention of the various funds we are allocated. In conjunction with the school board, we , how best to manage funds in the short and longer term and we take care to ensure those funds are directed to the best outcomes for the students in our care.



PART FOUR – PROGRESS AGAINST SCHOOL PRIORITIES

CLASSROOM DIRECTION

PRIORITIES	PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
1.1 All staff and students demonstrate a commitment to improving their own, and others' wellbeing.	Sound progress was made in some areas. The student wellbeing survey (page 8) demonstrated improved wellbeing in several key areas. In the staff wellbeing survey, many staff expressed concern at the physical conditions they work in. An electrical upgrade was completed over the summer holidays to prevent the air conditioners tripping the electricity and shutting the block down. Management of students with high needs was another stressor, along with evacuation and lockdown procedures.	Several areas identified in the 2024 staff survey have already been addressed in 2025 including building maintenance issues and a comprehensive review of good standing protocols. A new approach to evacuation and lockdown protocols will be trialled in 2025, with 'cheat sheets' provided to support staff in preparing students for these drills. Increased professional learning for staff of students with high needs has been identified as a priority for 2025.
1.2 Staff commit to improving practice through high-level data analysis, coaching, collaboration, and modelling.	Data Analysis has been a strength of SPS staff for a few years. Cohort data investigations are undertaken annually in Term 1 to identify concepts needing revision and students who need extra support to reach their potential. An ongoing commitment to observation and feedback processes has seen consolidation of whole school practices, particularly with number and reading fluency.	One of the key findings from the 2024 data analysis was the inconsistencies between PAT testing items and the WA curriculum. That has been highlighted for further investigation in 2025. To support better collaboration with families, a series of 'family investigations' will be trialled in 2025.
1.3 Teachers have high expectations and a broad range of high impact strategies to drive student progress.	Student progress, particularly in Numeracy, Reading and Digital Technologies continues to sit above contextually similar schools, although this is becoming more challenging as the increase in student enrolment reduces our stable cohort. Led by a Level 3 teacher and Deputy Principal, data analysis of PAT and NAPLAN assessments continues to drive improvement in numeracy and literacy results across the school.	The Maths Magicians and Grammar Check programs continue to drive high achievement in Numeracy and Grammar & Punctuation. In 2025, extra support for students in the lower years will be provided. Increased focus on assessment and intervention for new students, particularly those students from families with a language background other than English.



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ORGANISATION DIRECTION

PRIORITIES	PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
2.1 The well-being of everyone in a safe, encouraging school environment is prioritised as a precondition for improvement.	The school has developed a workplace health and safety plan. This plan highlights social/emotional wellbeing alongside physical health and safety. The school regularly surveys senior students to identify wellbeing issues (see 1.1 above). One of ways in which SPS has developed its learning environment has been through the numerous cultural events held celebrating the diversity in our community. These included our annual Harmony Day assembly, shared community lunch and a new project introducing some basic Noongar Language through text provided in K to Year 3 classes	Staff psychosocial hazards assessment untaken annually. Commenced in semester 2, 2024. A new senior teacher role will be created in 2025, supporting staff wellbeing. Student wellbeing surveys commenced in 2023, data is shared with staff and school board. Expansion of admin meetings to include Learning Support Coordinator and Transition & Engagement Coordinator to strengthen the links between school executive and classroom staff.
2.2 Rigorous monitoring of student progress; allocating human, physical and financial resources to maximise impact.	Attendance and transition factors affecting student progress and achievement identified and shared with board and staff. In 2024, Level 3 teacher time was allocated to support analysis of student performance data. Increased Classroom Support teacher role in second semester, 2024, to address needs of increased EALD enrolments	New Transition and Engagement Coordinator position developed to lead improvement in this area. Increase this time to support improved planning documents for teaching staff. The classroom support teacher role was increased from 0.2 to 0.4FTE in 2024. That increase will remain in 2025, supporting students in K-2. That role will be supplemented by education assistants in upper primary.
2.3 All staff and students commit to financial and digital citizenship	All year 5 and 6 students completed a financial literacy project in 2024. BYOD program rolled out to first cohort in February 2024. 96% of families participated. STEM clubs commenced in semester 2, 2024 A partnership with Bloom in 2024 supported the introduction of financial literacy across the school, with our staff then presenting our success stories at the Edu Fest conference held later that year	This will become a biannual event, occurring in even years. Second BYOD cohort to commence in 2025 with a view to full participation in years 4 – 6 from 2026. Due largely to student (and family) demand, STEM clubs will expand in 2025 with planning time for STEM competitions included in the teacher timetable and duty roster in 2025.



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PARTNERSHIP DIRECTION

PRIORITIES	PROGRESS AGAINST PRIORITY	PLANNED ACTIONS
3.1 The school board and P&C partner with the school to elevate community perception and support wellbeing.	A school board focus in 2024 was in reducing parental pressure on senior students to achieve higher grades. The board and school executive wrote to all families of senior students highlighting the importance of students being physically active. Our P&C held its annual family fun night early in Term 1 to bring families together, particularly new families to our school. This event is always well attended by current families, new families and many former students who love to come along and catch up with their favourite teachers.	The focus on reducing parental pressure and increasing student activity will continue in 2025. A further focus will be the importance of regular attendance. To increase family involvement in its activities, the P&C plan to share their events more fully with the school community by allocating a year level to each P&C event throughout the year.
3.2 The school supports increased parent/carer involvement in classroom activities.	The school continues to provide opportunities for families to engage with the education process. Events for parents/carers in 2024 included whole class meetings in Term 1, the open night in semester 2 and numerous cultural events as described elsewhere. Our P&C continues to provide a range of additional resources to supplement school programs., IN 2024, the music, physical education, STEM and English programs all received significant financial support. Additionally, the P&C donated \$10 000 towards the new playground in the early childhood centre.	With the school poised to celebrate its 50th anniversary in 2025, the school board and P&C are hoping to use this as an opportunity to increase family involvement with our school. In 2025, staff have committed to engaging better with families by developing a series of fun and interactive tasks that engage families in the education process and supplement learning at school.
3.3 The school partners with external agencies to offer opportunities that match community expectations.	SPS offers a range of opportunities to students through partnerships with a range of external providers – from academic extension and coding to soccer and other sports. Our out of -school care program continues to support families who need that service, while contributing to school community events like family fun night and P&C fund raisers. SPS continues to foster sustainability through our Containers for Change and waste management program. In 2024, two student leadership positions were created to support the expansion of this program.	In consultation with our community, our board is keen to continue encouraging extra sporting opportunities for our students to increase student activity after school. A partnership with the WACA, with a view to promoting girls' cricket, is planned for 2025. In 2025, SPS plans to refurbish our reconciliation space with a major art project.

