



2024 Annual Report



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A message from the principal

As we reflect on the past year, I am filled with immense pride and gratitude for the remarkable progress and achievements our school has made. It is my pleasure to share with you the highlights of our journey and the strides we have taken towards our current business plan. Our commitment to quality teaching has been at the forefront of our efforts, aligning with the Department of Education's Quality Teaching Strategy. This year, our dedicated staff have been immersed in high-quality professional learning, ensuring that they are equipped with the latest pedagogical skills and knowledge. This professional growth has been instrumental in enhancing the learning experiences of our students, fostering an environment where every child can thrive. We have seen significant advancements in various areas of our school. Our academic programs have continued to improve, with students achieving increasing results across all subjects. Our specialist Science program has ignited a passion for discovery and innovation among our students, while our Auslan program has fostered inclusivity and communication skills. Our sports teams have celebrated numerous victories, and our arts programs have showcased the incredible creativity of our students.

None of these accomplishments would have been possible without the unwavering support of our amazing community. I would like to extend my heartfelt thanks to our wonderful Parents and Citizens (P&C) association, the school board, and the Members of Melville Primary School (MOMPS). Their dedication and contributions have been invaluable in enriching our school community and supporting our initiatives. From fundraising efforts to volunteering their time, their support has played a crucial role in our success.

As we look ahead, we remain committed to our mission of providing a high-quality education that prepares our students for the future. We will continue to focus on professional development for our staff, ensuring that they remain at the cutting edge of educational practices. Together, we will strive to create a nurturing and inclusive environment where every student can achieve their full potential.

Thank you for your continued support and partnership. We look forward to another year of growth, learning, and success.

Warm regards,
Melanie Osborne
Principal



2024 at a glance.

Student Information

2024 STUDENT CHARACTERISTICS	
ICSEA (Decile 1)	1113
Transiency rate	4.4%
Fulltime Students (PP-6)	658
Students with Disability	31 (4%)
Aboriginal Students	8 (1.2%)
Attendance rate	92.8%

Staff Information

2024 STAFF CHARACTERISTICS	
Administration Staff	3 (2.8FTE)
Teaching Staff	43 (33.7 FTE)
Allied Professional Staff	31 (21.1 FTE)
Clerical/Administrative	5 (3.1 FTE)



Focus Area One

Success for all Students

What occurred in 2024

We have celebrated numerous achievements that have contributed to the success of our students. We have embedded the **Letters & Sounds program for K-2**, providing a strong phonics foundation that has significantly improved early literacy skills. The integration of **Spelling Mastery** across yrs 3-6 has led to measurable progress in spelling proficiency. Our **English Block** has seen substantial development, driven by our commitment to the **science of reading pedagogy**. The implementation of **Maths Daily Review** sessions has reinforced key concepts and promoted retention, contributing to our students' mathematical success.

This **whole school approach** has fostered a cohesive and consistent learning environment. The structured **Maths Block** has provided students with a comprehensive understanding of mathematical concepts, further enhancing their academic performance. Consistency in vocabulary instruction has been a priority, and our **Minilit** program (p-2) has supported early literacy development. **Repeated reading** (yrs 3/4) exercises have improved fluency and comprehension skills, contributing to our students' overall reading success.

Recommendations for 2025

- Further develop our multi-tiered systems of support (MTSS) across the school.
- Develop an evidence-based Health and Well-being strategy.
- Embed all agreed whole school approaches aligned with our business plan.

Focus Area Two

Excellent Educators

What occurred in 2024

This year, we have made significant strides in professional learning and instructional excellence. Our **English and Maths coaches** have commenced their roles, focusing on building the capacity of our teachers to deliver high-quality education. We have developed and acquired resources that are meticulously aligned with our focus areas, ensuring they have the greatest impact on student outcomes. Our commitment to **high-quality professional learning** has been unwavering. We have implemented the departments **Quality Teaching Strategy** that has elevated our instructional practices across the board. Two cohorts of teachers have successfully completed the **Shaping Minds program**, with 15 educators now equipped with advanced teaching skills.

We have also initiated **structured peer observations and coaching**, fostering a culture of continuous improvement and collaboration among our staff.

Our **distributed leadership model** has been fully embedded, empowering teachers to take on leadership roles and contribute to school-wide decision-making.

Throughout the year, our **school development days** have focused on whole school practices, ensuring consistency and coherence in our approach to teaching and learning. These efforts have collectively enhanced the quality of education we provide, making a lasting impact on both our educators and students.

Recommendations for 2025

- Further develop data analysis sessions between teachers to drive planning.
- Support staff to use data to develop improvement targets across cohorts and in classrooms.
- Embed teaching for impact, including our beliefs about teaching & learning.
- Develop a psychosocial risk management plan to ensure our staff mental health & wellbeing is a priority.

Focus Area Three

Engaging Environments

What occurred in 2024

This year, our school has focused on creating engaging and supportive learning environments for all students. We have made significant progress in the deliberate implementation of the **Response to Intervention (RTI) model**, ensuring that every student receives the support they need to succeed. Our efforts include **early screening** and **small group interventions**, which have been instrumental in identifying and addressing learning needs promptly. For students requiring additional support, we have made **adjustments for Tier 2 interventions**, providing tailored assistance to help them thrive.

We are also proud to have begun developing meaningful relationships with **local Aboriginal families and organisations**, fostering a more inclusive and culturally responsive school community.

Our commitment to **consistent whole school behaviour management processes** has created a positive and orderly environment conducive to learning. Additionally, we have strategically allocated resources to focus on student needs, ensuring that our efforts are targeted and effective.

These initiatives have collectively contributed to a more engaging and supportive environment, where every student can reach their potential.

Recommendations for 2025

- Continue attendance procedures to encourage families to take vacations during school term breaks.
- Move from the RTI model to the MTSS model when differentiating learning.
- Embed consistent Good Standing rewards per semester.
- Include cultural responsiveness strategies in the schools' Health and Wellbeing strategy.
- Develop a psychosocial risk management plan in accordance with the psychosocial hazard legislation and policies.

Focus Area Four

Launching Leadership

What occurred in 2024

Our **English and Maths coaches** are actively supporting teachers in classrooms, focusing on priority areas to enhance instructional practices. We have utilised the **WA Future Leaders' Framework** to identify and nurture aspiring leaders within our school community.

Two **Impact Coaches** were trained and will support teachers in the classrooms in 2025. Our **Student Parliament** has been a highlight, providing students with a platform to develop leadership skills.

The **induction of new staff** has been smooth and comprehensive, ensuring that all new members feel welcomed and well-prepared to contribute to our school's success.

We have resourced and initiated **peer observation and feedback** processes, fostering a culture of continuous improvement and professional growth. Additionally, we have implemented various **staff wellbeing strategies**, including enhancements to the staffroom and regular "shout outs" to recognise and celebrate staff achievements.

These initiatives have collectively strengthened our leadership capacity, creating a supportive and dynamic environment for both staff and students.

Recommendations for 2025

- Additional staff trained in coaching techniques so a consistent approach across all four coaches.
- Develop a peer observation model linking to our performance development processes.

Focus Area Five

Powerful Partnerships

What occurred in 2024

This year, our school has strengthened its partnerships, fostering collaboration and community engagement. Our **Board** has demonstrated **good governance** and participated in comprehensive training, ensuring effective leadership and decision-making.

The **Parents and Citizens (P & C) Association** has focused on three strategic areas: **community engagement, learning environment, and student learning**. Their efforts have significantly enhanced our school community and supported our educational goals.

We have also developed the MPS **Communication Guidelines**, streamlining our communication processes and ensuring clear and effective information sharing among all stakeholders.

A highlight of our partnerships has been our collaboration with **Parkside Aged Care Community**. This partnership has promoted intergenerational relationships, with residents participating in a **spare parts theatre performance** at our school, enriching the experiences of both students and seniors.

These partnerships have been instrumental in creating a supportive and engaged school community, contributing to the overall success and wellbeing of our students

Recommendations for 2025

- Develop the Melville Primary School RAP working party to include community members.
- Develop consistent procedures to communicate student progress and achievement to parents.
- Our school board continue training modules to operate at a high governance level.
- Promote the school board within the community.

Our Targets for Success

Target 1

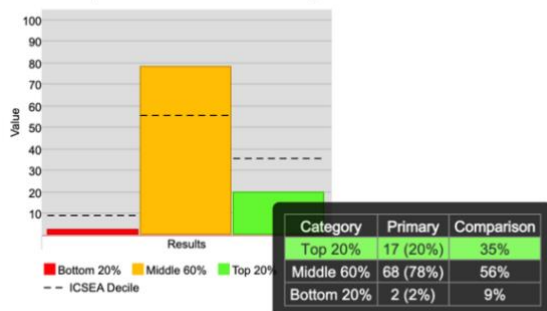
By 2026, increase the percentage of students in the top 20% of On Entry Reading to 35%, or above Decile 1 schools.

Cohort: MELVILLE PRIMARY SCHOOL 20231 (2024)

Reporting Period: Semester 1, 2023

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools

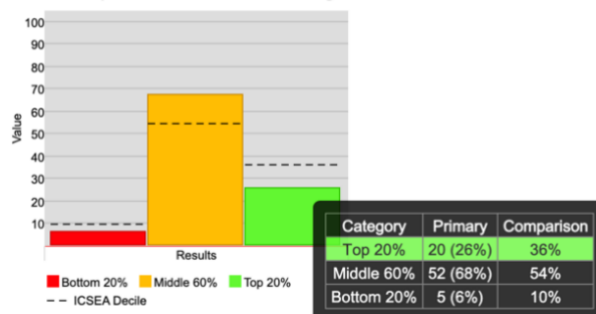


Cohort: MELVILLE PRIMARY SCHOOL 20241 (2024)

Reporting Period: Semester 1, 2024

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



We have made a 6 % improvement of students in the top 20%, from 20% in 2023 to 26% in 2024.

Target – Not Achieved

Progress – As expected



Target 2

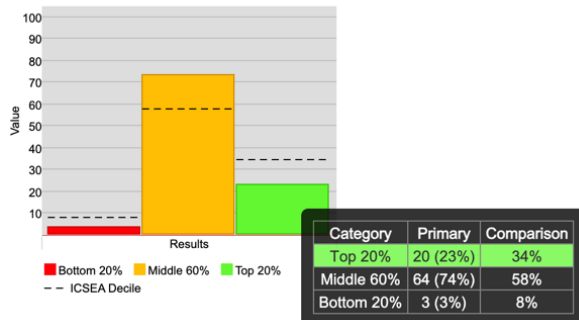
By 2026, increase the percentage of students in the top 20% of On Entry Numeracy to 25%, or above Decile 1 schools.

Cohort: MELVILLE PRIMARY SCHOOL 20231 (2024)

Reporting Period: Semester 1, 2023

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools

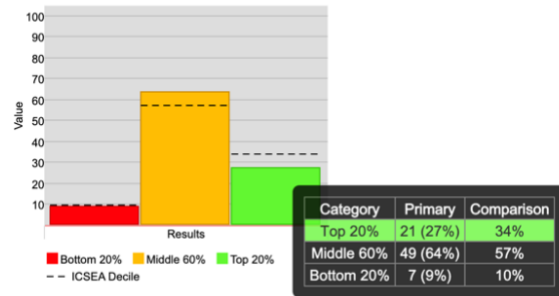


Cohort: MELVILLE PRIMARY SCHOOL 20241 (2024)

Reporting Period: Semester 1, 2024

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



We have made a 4% improvement of students in the top 20%, from 20% in 2023 to 26% in 2024.

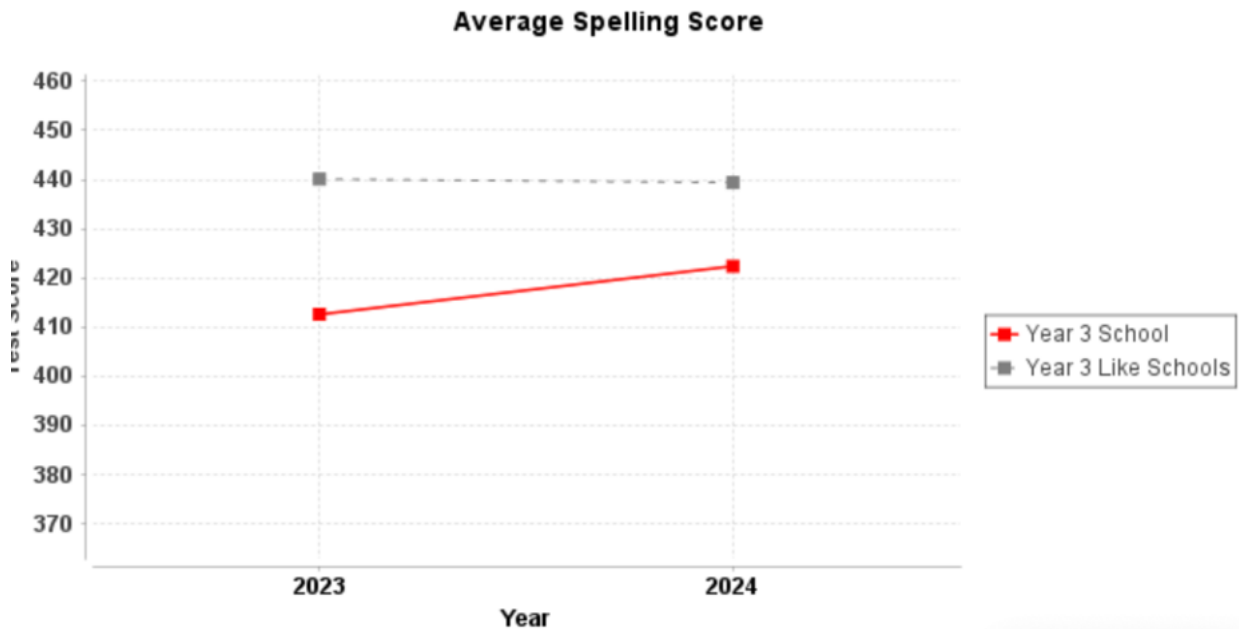
Target – Not Achieved

Progress – As expected



Target 3

By 2026, year 3 NAPLAN spelling results will be equal to or above like schools.



Year	Y03	
	School	Like Schools
2023	413	440
2024	422	439

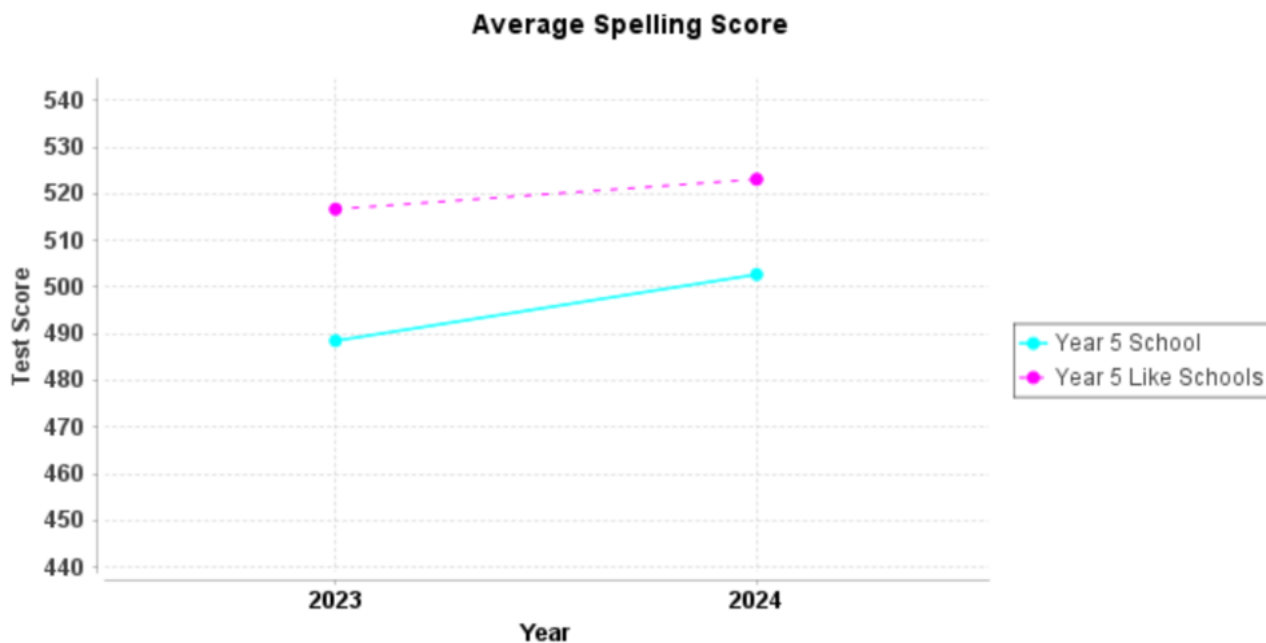
In 2023 there was 27 NAPLAN point difference between Melville PS and like schools. In 2024 there was a 17 NAPLAN point difference.

Target – Not Achieved

Progress – As expected

Target 4

By 2026, year 5 NAPLAN spelling results will be equal to or above like schools.



Year	Y05	
	School	Like Schools
2023	489	517
2024	503	523

In 2023 there was 28 NAPLAN point difference between Melville PS and like schools. In 2024 there was a 20 NAPLAN point difference.

Target – Not Achieved

Progress – As expected

Target 5

By 2026, increase the % of year 5 students in exceeding proficiency level to 30% in NAPLAN numeracy.

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	577 and above	17%	21%	23%	26%	11%	12%
Strong	451 - 576	65%	67%	62%	58%	53%	51%
Developing	386 - 450	14%	10%	11%	13%	23%	24%
NAS	385 and below	4%	2%	4%	2%	12%	11%

In 2024 we had a 4% increase of students in the exceeding proficiency level from this percentage in 2023.

Target – Not Achieved

Progress – As expected

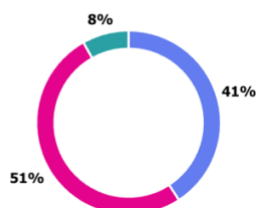


Target 6

By the end of 2026, all teaching staff will have embedded Melville Primary School pedagogical framework into their daily practice.

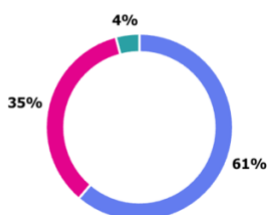
22. We have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intend for our students.

Strongly agree	20
Agree	25
Unsure	4
Disagree	0
Strongly disagree	0



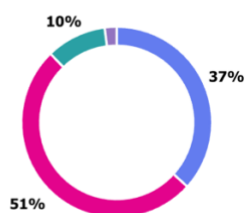
21. I am clear on what effective teaching looks like in my school context

Strongly agree	30
Agree	17
Unsure	2
Disagree	0
Strongly disagree	0



24. I consistently apply our agreed pedagogical practices.

Strongly agree	18
Agree	25
Unsure	5
Disagree	1
Strongly disagree	0



Target – Partially Achieved

Progress – As expected

Target 7

By the end of 2026, our school cultures survey results will indicate an average score of 4 or above in every domain.

		2022		2024	
	Administered	Response %	Mean score	Response %	Mean score
Staff	Term 4	39%	3.51	63%	4.05
Community	Term 4	65%	3.89	26%	3.87
Students (yrs 3-6)	Term 4	N/A	N/A	50%	4.17

- Staff - An increase from 2022 both in responses and average score.
- Community - A significant decrease in responses and a very similar score.
- Students – 2024 was the first time we have asked for student voice.

Target – Partially Achieved

Progress – As expected



Target 8

By the end of 2026 4 out of 5 cohorts will demonstrate progress in PAT Maths and Reading equal to or above national progress year to year.

PAT Reading 2023 - 2024

	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort Progression	17.71	9.76	5.92	6.22	2.45
National Progression	16.3	12.5	7	5.8	3

PAT Maths 2023 - 2024

	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort Progression	9.9	8.74	6.81	5.38	5.74
National Progression	8.8	7.1	5.8	4.3	3.4

Target – Partially Achieved

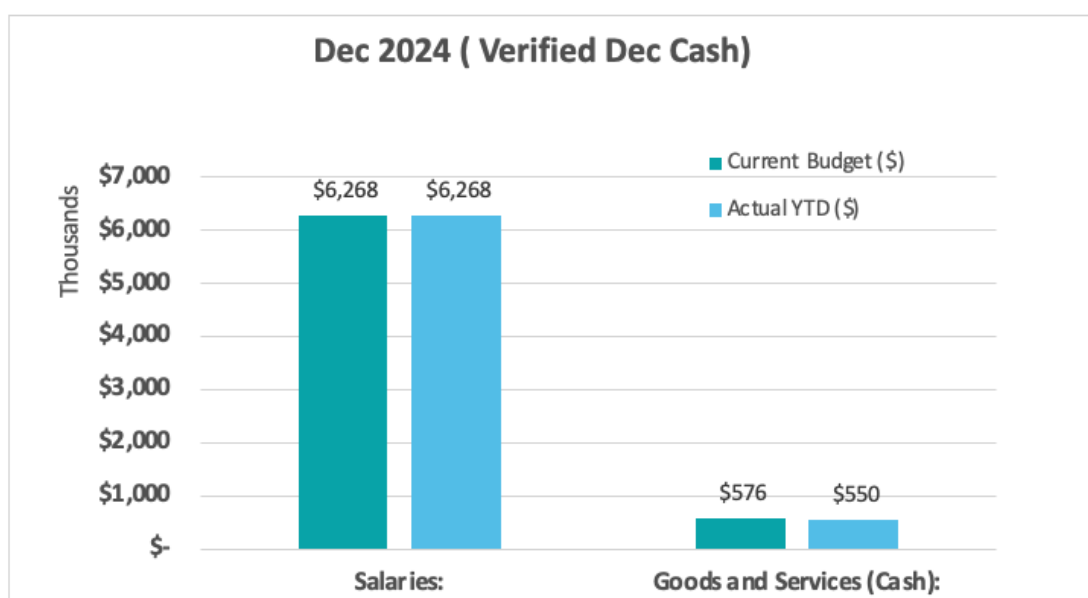
Progress – Above expected



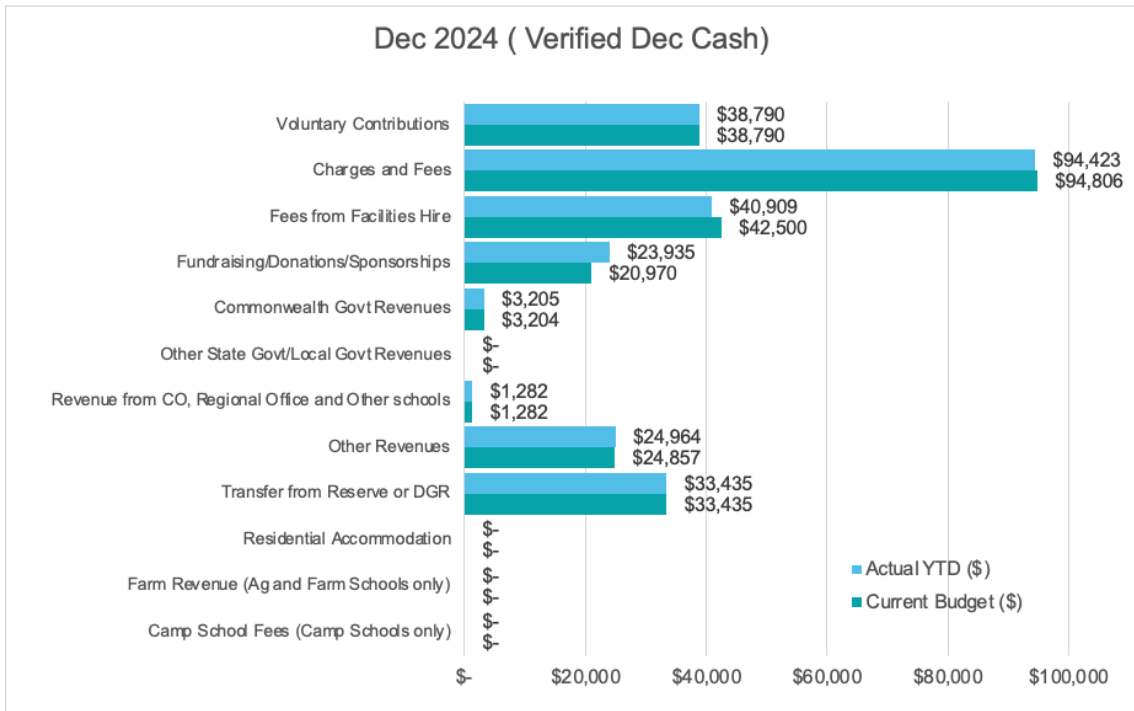
Financial Overview

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	75,257	75,257
Carry Forward (Salary):	98,849	98,849
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,628,587	6,628,587
Locally Raised Funds:	259,844	260,943
Total Funds:	7,062,537	7,063,636
EXPENDITURE		
Salaries:	6,268,035	6,268,035
Goods and Services (Cash):	575,692	550,285
Total Expenditure:	6,843,727	6,818,320
VARIANCE:	218,811	245,316

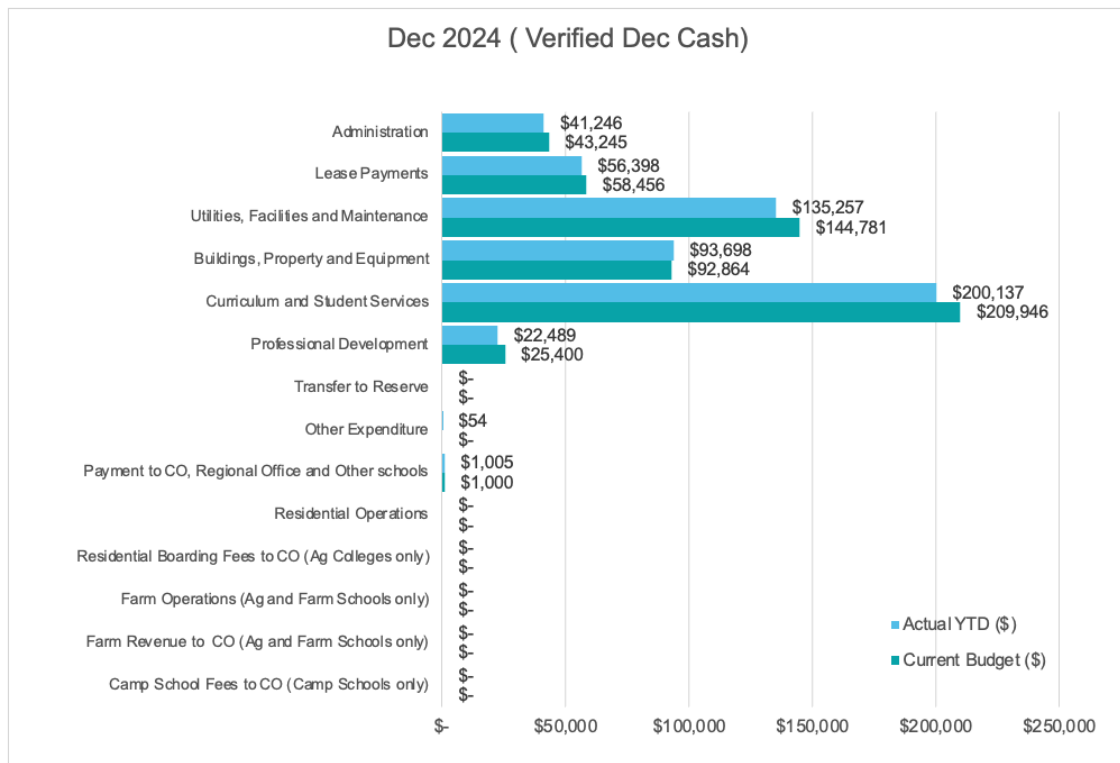
Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual





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