



# Marri Grove

PRIMARY SCHOOL

## Annual Report

2023

*Our Children | Our Future*

[www.MarriGrovePS.wa.edu.au](http://www.MarriGrovePS.wa.edu.au)

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## School Overview

Kaya and welcome to our school.

Marri Grove Primary School is an Independent Public School that nurtures students in a safe and inclusive learning environment. Catering for children from Kindergarten to Year 6, our school is a key part of the growing Byford community.

At Marri Grove Primary School, we have high expectations for all children, and we are focused on providing your child with every opportunity to succeed and develop the skills to become confident, lifelong learners.

Our teaching staff deliver high quality education programs for all learners, providing children with access to learning programs that are differentiated to suit their individual learning needs. This includes the provision of appropriate intervention strategies for those children requiring additional help, including remediation and extension.

We place a strong emphasis on the key curriculum areas of Literacy, Numeracy, Science and Humanities. All children receive a balanced curriculum based on the West Australian Curriculum and the Early Years Learning Framework. We use explicit teaching in all areas of the curriculum and offer opportunities for children to explore and reach their potential in individual ways.

Our school is well maintained and resourced. Occupying the entire site, children have plenty of space to play and participate in many sporting activities. The classrooms are configured in blocks, all with wet areas, staff preparation facilities, as well as teaching areas. A library, art/science room, performing arts room and an undercover area for assemblies and special events, complete the school. Our Parent and Citizens Association also maintain a Canteen that operates five days a week.

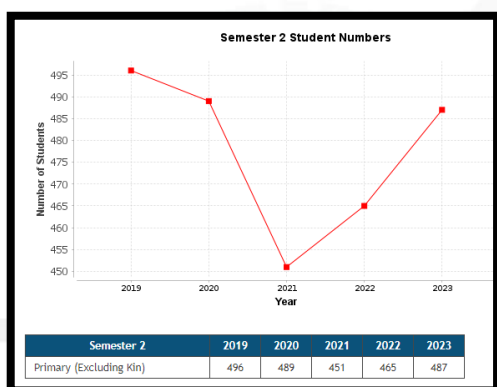
Community involvement is crucial to the success of any school and at Marri Grove Primary School we work as a community to build strong connections between all stakeholders. This ensures that there is:

- \* Shared responsibility for students' educational outcomes
- \* Positive relationships built between staff and the school community based on open communication active parent involvement in whole school decision-making; and
- \* An active and inclusive P&C that is accessible to all parents and a strong School Board to ensure good governance.



## Student Numbers and Characteristics

Our student numbers went up in 2023 as we saw an increase in local housing supply and the rental market shifting creating a 13% transiency rate. Over the last few years out student characteristics have changed and we have seen an increase in the diversity of our student population. Last year we had 28 students diagnosed with a disability with Autism Spectrum Disorder being the main recognised disability. 79 students have English as an Additional Language / Dialect with 31 of the students receiving additional funding. Adding to our diversity of students is 60 students who are Aboriginal and /or Torres Strait Islanders. This is a significant percentage of our school community.



Student Number	(FTE)
<b>Primary</b>	<b>Kin</b> <b>PPR</b> <b>Y01</b> <b>Y02</b> <b>Y03</b> <b>Y04</b> <b>Y05</b> <b>Y06</b> <b>Total</b>
Full Time	(38) 63 77 59 62 67 83 76 525
Part Time	75

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

	Kin	PPR	Pri	Sec	Total
Male	42	28	230		300
Female	33	35	194		262
<b>Total</b>	<b>75</b>	<b>63</b>	<b>424</b>		<b>562</b>

## Workforce Composition

We increased our workforce in 2023, increasing the numbers of teachers. This was from the increase in student numbers leading to another classroom being created. We also created a new intervention role and internal relief teachers to support the lack of availability of relief teachers. Lastly, we created a teacher coach role to support the implementation of school programs.

2023 saw a mixture of experienced teachers and new graduates who were ably supported by our mentors and teacher coaches.

A 2023 -2025 workforce plan was developed to ensure effective deployment and hiring of staff. Key focus have been on reducing the percentage of part time teachers, altering the composition of the front office with increased Level 2 school officers and increase the number of special education assistants and their role within the school.

Staff Numbers			
	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.8	1
<b>Total Administration Staff</b>	<b>3</b>	<b>2.8</b>	<b>1</b>
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	34	29.2	1
<b>Total Teaching Staff</b>	<b>35</b>	<b>30.2</b>	<b>1</b>
<b>School Support Staff</b>			
Clerical / Administrative	5	3.9	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.4	1
Other Allied Professionals	18	13.8	1
<b>Total School Support Staff</b>	<b>25</b>	<b>19.1</b>	<b>2</b>
<b>Total</b>	<b>63</b>	<b>52.1</b>	<b>4</b>

## Student Attendance

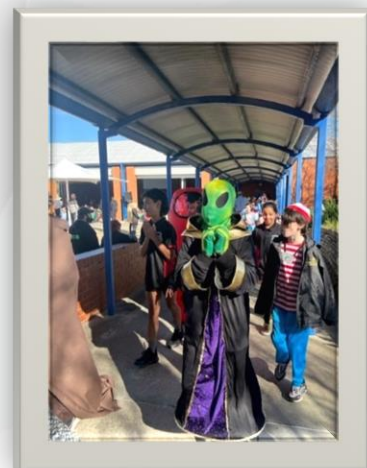
Student attendance has been on a steady incline since COVID impacted heavily on school attendance. A big part of this is how parents and schools deal with children being sick, with all parties being more considerate and cautious in their approach.

Two big factors that impacted regular attendance was on extended holidays within school terms. This is understandable as most of the time it was for family reasons. The other area which impacted on attendance was an increase in families struggling with their living situations and finding appropriate accommodation.

Several families were on attendance plans and we encouraged positive school attendance through our newsletters and our positive school behaviour approaches. It is pleasing to note that our school attendance continued to be above like schools. Increasing the percentage of students attending regularly will be a focus in 2024.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	73.2%	18.8%	6.5%	1.5%
2022	54.2%	29.8%	12.2%	3.7%
2023	56.1%	30.7%	10.8%	2.4%
Like Schools 2023	55.4%	30.2%	11.2%	3.2%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.4%	90.9%	92.4%	87.4%	81.0%	76.8%	91.9%	90.1%	91.0%
2022	88.4%	86.3%	88.3%	84.4%	72.8%	69.5%	88.0%	84.9%	86.6%
2023	89.6%	89.1%	90.3%	85.6%	82.2%	74.3%	89.2%	88.4%	88.9%



## Student Achievement and Progress

	Year 3	Year 5	Year 3	Year 5
	2021	2021	2023	2023
<b>Numeracy</b>	0.4	-0.9	-0.9	0.0
<b>Reading</b>	-0.1	0.1	-0.9	0.4
<b>Writing</b>	0.5	-0.2	0.0	0.6
<b>Spelling</b>	0.5	0.0	0.1	0.9
<b>Grammar &amp; Punctuation</b>	0.4	0.1	-0.3	0.1

Clarity and consistency of practice across our school has been a focus over the last several years. In 2023, we consolidated our synthetic phonics approach and introduced a program to focus on developing reading fluency. A curriculum deputy was assigned the implementation of our whole school approach to literacy. Teachers were supported in this endeavour through an instructional handbook, ongoing coaching, modelling and support. The strategic intent of the curriculum deputy meant that teachers were supported to adopt a new practice with confidence with the aim of mastering the approach. Over the last three years we have seen sustained improvement in literacy. 2024 will see Maths become a priority.

The table above highlights the progress made by our students in NAPLAN in 2023. It highlights the growth of the Year 3 students in 2021 with their results in 2023. All areas had sound progress, especially reading and spelling. The data above supports for Maths to be reviewed as that was a drop in achievement from 2021 to 2023 and this was our equal lowest score and our lowest score for our 2023 Year 3 students.



## School Priorities and Progress

Priority	Progress	2024 Planned Action
<b>NAPLAN will display an upward trajectory in Year 3 and 5.</b>	This has been maintained for successive years in all areas but Numeracy.	Develop whole school approach to numeracy.
<b>School Opinion Survey indicates a high satisfaction rate of at least 4.0 out of 5</b>	Families – 4.4  Staff – 4.0	Staff and family satisfaction continues a positive trend upwards. Emphasis in 2024 on a student voice.
<b>The percentage of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 90%</b>	While the percentage of students achieving consistently and often ratings in their Attitude, Behaviour and Effort is above previous years it has stabilised in the mid to high 80%.	Develop a stronger metric for what constitutes Consistently and Often ratings especially considering disability.
<b>A to E grade allocations for English, Maths, Science and Humanities will be at or above the expected range relative to ICSEA</b>	Despite increasing our student achievement data there is still a discrepancy between grade allocations at Marri Grove and like schools.  The graph below highlights whether our grade distribution for Reporting to Parents is lower, higher or the same as like schools.	Small group moderations within Serpentine – Jarrahdale Network for increased accuracy along with the use of school-based assessments and judging standards.



The darker colours represent Marri Grove and the lightly shaded bars represent like schools.

## Post school destination

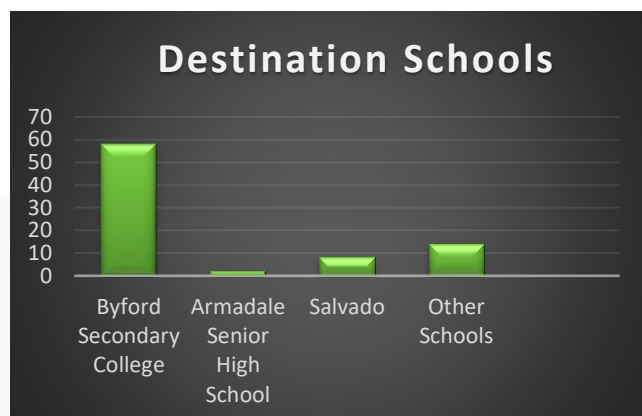
The 2024 school destinations of the 2023 student cohort were the following.

Byford Secondary - 58 students

Armada SHS - 2 students

Salvado College - 8 students

8 different schools - 14 student each



## Community Satisfaction

Ratings out of 5	2018	2020	2022	2023
<b>Families (20 questions)</b>	4.025	4.17	4.17	4.4
<b>Staff (22 questions)</b>	3.8	3.7	3.9	4.2

It is wonderful to see continued upward trajectory of community satisfaction. While there will be natural ebbs and flows as extenuating circumstances impact on the school community overall the outlook is optimistic.

Staff rated several areas of increased level of satisfaction. The level of feedback provided to students, the maintenance of the school, student behaviour, school takes staff opinions seriously, staff are supported, and the school is well led were the biggest improvers. The biggest opportunity for growth is the frequency and type of feedback provided to staff.

There was a sizable note of satisfaction across all questions in the Parent Survey. The biggest improvement was in the quality of feedback teachers provide parents around their child's education. This also is reflected in the teacher survey which highlight the strength of our literacy program and the impact being felt at all levels. Majority of compliments continue to be around the supportive staff.

## School Income by Funding Source

INCOME - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	395,989	395,989
Carry Forward (Salary)	176,960	176,960
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	4,500,727	4,500,727
School and Student Characteristics	1,070,995	1,070,995
Disability Adjustments	77,275	77,275
Targeted Initiatives	310,799	310,799
Operational Response Allocation	109,454	109,454
<b>Total Funds:</b>	<b>6,069,250</b>	<b>6,069,250</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(277,660)	(277,660)
School Transfers - Cash	261,525	261,525
Department Adjustments	0	0
<b>Total Funds:</b>	<b>(16,135)</b>	<b>(16,135)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	14,516	14,721
Charges and Fees	49,727	52,828
Fees from Facilities Hire	61,000	58,636
Fundraising/Donations/Sponsorships	14,106	15,623
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	0	0
Other Revenues	7,672	9,553
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>147,021</b>	<b>151,361</b>
<b>TOTAL</b>	<b>6,773,085</b>	<b>6,777,425</b>



EXPENDITURE - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	4,946,658	4,946,658
New Appointments	0	0
Casual Payments	383,501	383,501
Other Salary Expenditure	3,917	3,917
<b>Total Funds:</b>	<b>5,334,076</b>	<b>5,334,076</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	61,805	59,092
Lease Payments	0	0
Utilities, Facilities and Maintenance	307,299	252,386
Buildings, Property and Equipment	287,146	248,959
Curriculum and Student Services	163,616	131,730
Professional Development	9,545	12,240
Transfer to Reserve	0	0
Other Expenditure	24,772	23,009
Payment to CO, Regional Office and Other schools	140	140
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>854,323</b>	<b>727,556</b>
<b>TOTAL</b>	<b>6,188,399</b>	<b>6,061,632</b>

