



Annual Report 2024

Vision

We engage an inclusive school community to inspire high quality education.

Values

Excellence Integrity Respect Resilience

Motto

We Care

Acknowledgement of Country

Mount Claremont Primary School acknowledges the Whadjuk Noongar people as the past and present traditional custodians of this land on which our school is built. We are thankful for gabbidjikap, (the fresh waters), and bilya (the waterways), and the Derbal Yerrigan, the Swan River and Wardan Boodjar (the sea country).

We learn on Noongar Boodja country, with mandjar, (meeting places), filled with native flora and fauna. We knowledge the contributions of Aboriginal Australians and Torres Strait Islander peoples to the education of children and people in this country we live in and share together – Australia

SCHOOL OVERVIEW

Mount Claremont Primary School provides quality education from Kindergarten to Year 6. Our motto 'We Care', ensures quality teaching and learning supports the student towards the pursuit of excellence. The school leaders, teachers and support staff work collaboratively to ensure students achieve their potential.

Our focus is success for all students, high quality teaching and effective leadership and governance.

The school board provides governance in partnership with the school and supported by the P&C Association. The MCPS Business Plan provides strategic direction and priorities for school improvement. The teaching and learning program align to the WA Curriculum, Early Years Learning Framework and National Quality Standards. . Health and wellbeing are supported by the school's chaplain, the Defence School Mentor and Urstrong-Friendology program.

The school offers specialist teaching programs in science, physical education, music, visual arts, and Japanese. The science program encompasses STEM and an inquiry approach to learning. Physical Education provides experiences and opportunities for participation, teamwork and sportsmanship whilst continuing to foster and value individual effort. Students participate in outside school activities including athletics, swimming, hockey, cross country, basketball, tennis. In music, students participate in community singing, and play a variety of percussion instruments, senior band, choir and participate musical festivals. Instrumental Music School Services (IMSS) provides students with the opportunity to learn brass, guitar or clarinet. Japanese language program is provided for students in years 3 to 6 with a focus on speaking, listening and cultural experiences. A range of technology is available for the students' using notebooks and iPads.

The school has attractive, well-established grounds and gardens with extensive shaded grassed areas throughout, well-resourced library and an undercover area for physical education and performing arts. The kindergarten and pre-primary early childhood area is well equipped with plenty of space for outdoor play. Nature playgrounds with shade sails for junior and senior students have been provided by our P & C Association. The school has access to Mt Claremont Oval and Lake Claremont. The vegetable gardens in the school encourage sustainability, environmental awareness, and healthy food choices.

Strong links with the parents and community provides invaluable support for the school. The school in partnership with the P&C Association is home to the Mount Claremont Farmers' Market which operates at the school every Saturday morning. The school benefits from the revenue generated from the market. The school has a partnership with TheirCare and provides before and after school care. The school has established partnerships providing

extra-curricular activities (e.g. basketball, tennis, engineers club, Beast Fitness). School community events such as the Sundowner, Family Camp Out, Year 5 and 6 camps, assemblies, dance concert and sport carnivals are highlights for the school.

The Mount Claremont Annual Report provides a summary of our school. Our strength is the partnership between students, staff, parent/carers building a great school in a supportive community.

Tracey Oakes

Principal

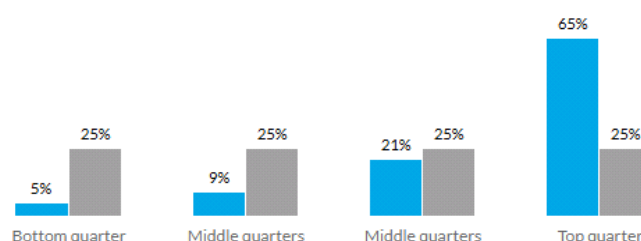
SCHOOL DATA (myschool website)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1150
Average ICSEA value	1000
School ICSEA percentile	95

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

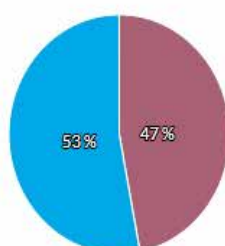
STUDENT ENROLMENT

The number of students enrolled at the school is 297 (includes kindergarten students attending part-time).

Students

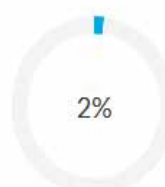
Total enrolments: 297

- Boys 157
- Girls 140



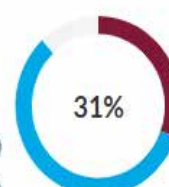
Full-time equivalent enrolments: 281.0

Indigenous students



Language background other than English

- Yes (31%)
- No (58%)
- Not stated (12%)



STUDENT ATTENDANCE

At the end of 2024 the student enrolment at the school is 297. In 2024, the school maintained regular attendance of 92.9%. However, regular school attendance experienced a decline, decreasing from 74.90% in 2023 to 66.50% in 2024. Students indicated at risk 26.60%, moderate risk 5.30% and severe risk 1.50%. These trends highlight areas for further focus and improvement in supporting consistent student attendance.

Student Attendance		
	School	WA Public Schools
2022	90.6%	86.6%
2023	92.2%	88.9%
2024	92.9%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	71.30%	21.10%	6.00%	1.60%
2023	74.90%	19.40%	4.20%	1.50%
2024	66.50%	26.60%	5.30%	1.50%
Like Schools 2024	77.10%	18.00%	4.10%	0.70%
WA Public Schools 2024	65.00%	23.00%	9.00%	4.00%

Attendance Improvement Strategies

To improve student attendance, we are implementing a range of strategies aimed at supporting student at educational risk due to low attendance and promoting consistent participation.

- Maintaining regular communication with parents to encourage school attendance.
- Communication to the community regarding the impact of vacations taken during the school term.
- Whole of school and family approach to student attendance plans.
- Developing attendance plans for students at education risk.
- Conducting welfare check and home visits with school and support agencies.
- Ensuring access to school necessities (food, school uniforms, stationery items) are provided for students at risk.

STUDENT ACHIEVEMENT

2024 NAPLAN Comparative Performance

The 2024 student cohort comparative performance shows student achievement in Year 3 and Year 5 within expected levels of achievement except for Year 3 Spelling. Some students identified at educational risk were impacted by poor attendance.

Student achievement and progress was measured using a range of assessments. The Mount Claremont Primary School's Assessment Schedule 2024 included NAPLAN 2024, On Entry 2024, Progressive Achievement Tests (PAT), Easy Mark, PEAC testing, summative and formative tests, and teacher judgments were used to inform planning, teaching, assessment, and reporting to parents.

2024 Cohort	Year 3	Year 5
Numeracy	0.0	0.5
Reading	-0.6	0.0
Writing	-0.4	0.2
Spelling	-1.4	-0.1
Grammar & Punctuation	-1.0	-0.2

NUMERACY

Numeracy: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Numeracy			Year 5 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	30%	25%	8%	39%	30%	11%
Strong	43%	60%	50%	43%	57%	53%
Developing	19%	12%	27%	18%	10%	23%
Needs Additional Support	8%	2%	13%	0%	2%	12%

The NAPLAN 2024, Year 3 and Year 5 Numeracy results are with expected levels of achievement. The proficiency levels in numeracy are comparable to Like Schools. There is a broad range of achievement in Year 3 with 73% in the top two proficiency levels and 27% developing and requiring additional support. The *Elastik* platform has enabled educators to use a range of student data to identify gaps and strengths in student learning.

The Mathematics Committee continued to review Mathematics Operational Plan and implement mathematics challenges for high performing students (ACM and Maths Olympiad). Recommendations for improvement include using a consistent instructional teaching model for mathematics; and better alignment of classroom teaching plans; develop numeracy practices with professional learning and extend students performing in the exceeding level.

READING

Reading: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Reading			Year 5 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	32%	36%	16%	43%	39%	17%
Strong	39%	50%	44%	43%	49%	48%
Developing	11%	10%	22%	14%	9%	21%
Needs Additional Support	18%	4%	16%	0%	3%	13%

The Year 3 and Year 5 Reading results are within expected levels of achievement in comparison to Like Schools. The top 2 proficiency bands in Year 3 are 71% and Year 5 is 86%. Of concern is the Year 3 cohort with 29% developing or requiring additional support.

Reading remains a focus for school improvement. Targeting the explicit teaching of reading, professional learning and Mini-Lit intervention program will continue to cater for students at risk. Continue PAT assessments in Reading Year 1 to 6 to monitor progress.

WRITING

Writing: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Writing			Year 5 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	24%	22%	7%	23%	22%	9%
Strong	65%	72%	66%	65%	65%	53%
Developing	3%	5%	17%	12%	11%	25%
Needs Additional Support	8%	2%	9%	0%	2%	11%

The Year 3 and Year 5 Writing results are within expected levels of achievement in comparison to Like Schools. The top 2 proficiency bands in Year 3 are 89% and Year 5 is 88%. A focus is to increase the percentage of Year 3 and 5 students from strong to exceeding proficiency bands and provide targeted support for students needing additional support.

Talk for Writing is a whole school approach, and it is having a positive impact in Pre-primary to Year 6. Talk for Writing will be further embedded in years PP-6 and new teachers will be trained in using the program. A Talk for Writing scope and sequence has ensured consistency within year levels and phases of learning. Teachers will use *Elastik* writing moderation tasks and Brightpath to target teaching. Resources continue to be purchased to support the implementation of this program. Moderation of students writing and providing students with feedback incorporating spelling, vocabulary and grammar is a priority.

SPELLING

Spelling: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Spelling			Year 5 Spelling		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	19%	28%	14%	32%	35%	19%
Strong	38%	54%	44%	49%	49%	46%
Developing	30%	16%	27%	13%	13%	21%
Needs Additional Support	14%	2%	14%	3%	3%	11%

The Year 5 students continue maintain expected levels of achievement and comparable to Like Schools. The Year 3 cohort is performing below expected levels of achievement and shows a wide distribution of proficiencies. 57% of year 3 students are performing in the top two proficiencies with 44% requiring further development or additional support.

The school will review spelling program and the consistent practice of the explicit teaching of spelling using a synthetic phonics program (Letters and Sounds), with students K-3 learning a sound in line with a set scope and sequence. Training of new leaders in Letters and Sounds and ensuring new teachers are trained. The Smart Spelling Program is used to teach spelling in Years 4 to 6. Teachers will focus on supporting students to transfer spelling skills to their writing and other types of assessments.

GRAMMAR and PUNCTUATION

Grammar and Punctuation: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Grammar & Punctuation			Year 5 Grammar & Punctuation		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	24%	24%	14%	32%	31%	12%
Strong	46%	53%	44%	49%	53%	48%
Developing	8%	17%	27%	13%	13%	24%
Needs Additional Support	22%	6%	14%	3%	4%	14%

The Year 5 results are within expected levels of achievement in comparison to Like Schools. The Year 3 results are withing expected levels of achievements for the top two proficiencies However there is 30% of year 3 students developing or requiring additional support. Teachers will focus on explicit teaching of punctuation and grammar, and when students are applying these skills in their writing. Teachers will use *Elastik*, to target gaps in learning, and moderation of writing to target teaching. Review the scope and sequence and provide professional learning.

Student Achievement and Progress Strategies

Staff are guided in the use of data tools, including the Student Achievement Information System, Elastik and the school's assessment schedule to build data literacy, and a greater understanding of individual levels of student achievement and progress.

Student progress in literacy is demonstrated and supported through Talk for Writing, Letter and Sounds phonics program.

The MiniLit literacy program provides targeted support to students identified as requiring additional support in reading.

Reporting and assessment schedules are established, with system, standardised and classroom-based assessments available to inform individual levels of progress and achievement.

Individual Education Plans and EALD Progress Maps, has supported students to demonstrate progress.

Targeted Initiatives

- Review Operational Plans, assessment schedule and curriculum plans
- Continue to develop high impact teaching strategies and a whole school instructional model.
- Build quality teachers through teacher peer observation and feedback.
- Support for teachers for differentiated learning (disabilities, learning difficulties, disorders and behaviour)
- Implement Word Origins spelling program in years 3-6.
- Professional learning in Word Origins, Talk4Writing, Letters and Sounds, reading, and grammar, EALD progress maps, and Mathematics.
- Provide extension and challenge for high performance learners.

ANNUAL SCHOOL SURVEY

In the 2024 Mount Claremont School Opinion surveys to the community and staff, an average of 3 or more has been achieved. It is evident that Mount Claremont Primary School has a positive school culture with high expectations. It is a safe supportive school achieving high levels of satisfaction in many areas. The surveys were analysed by the staff and school board.

The school will continue to focus on

- the health and well-being of staff and students,
- cultural responsiveness,
- feedback,
- differentiated learning and the
- development of explicit instruction and teaching for impact.

OUR WORKFORCE

Our school has a dedicated team of staff members across teaching, administration, and allied professionals, all working together to support student growth and create an inclusive learning environment. All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Our Workforce	No	FTE
Administration Staff		
Principals	1	1.0
Deputy Principals	1	0.8
Total Administration Staff	2	1.8
Teaching Staff		
Level 3 Teachers	1	1.0
Other Teaching Staff	21	16.7
Total Teaching Staff	22	17.7
School Support Staff		
Clerical / Administrative	3	2.2
Other Allied Professionals	12	8.4
Total School Support Staff	15	10.6
Total	39	30.1

2025 school destinations of the 2024 Year 6 student cohort.

Destination Secondary Schools	Male (18)	Female (15)	Total (33)
Shenton College	13	6	19
Iona Presentation College		3	3
Christ Church Grammar School	2		2
Churchlands Senior High School		1	1
John Xxiii College		1	1
Lumen Christi College	1		1
Presbyterian Ladies College		1	1
Scotch College	1		1
St Hilda's Anglican School for Girls		1	1
Trinity College	1		1
Wesley College	1		1

2024 FINANCIAL SUMMARY



Department of
Education

Operational -Dec 2024

Operational One Line Budget Statement

School: Mount Claremont Primary School School Year: Dec 2024 (Verified Dec Cash)

Region: North Metropolitan Region Aria: 0
Distance to Perth (km): 7.57

One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	95,529	95,529	0
Carry Forward (Salary):	\$	171,345	171,345	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	3,466,907	3,466,907	0
Locally Raised Funds:	\$	274,281	280,155	-5,874
Total Funds:	\$	4,008,062	4,013,936	-5,874
EXPENDITURE				
Salaries:	\$	3,263,995	3,263,995	0
Goods and Services (Cash):	\$	534,858	470,187	64,671
Total Expenditure:	\$	3,798,853	3,734,182	64,671
Variance:	\$	209,209	279,753	-70,544

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$95,529.00	\$95,529.00	\$.00
Carry Forward (Salary)	\$171,344.93	\$171,344.93	\$.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$3,466,906.98	\$3,466,906.98	\$.00
Per Student	\$2,493,866.00	\$2,493,866.00	\$.00
School and Student Characteristics	\$826,224.73	\$826,224.73	\$.00
Disability Adjustments	\$35,714.57	\$35,714.57	\$.00
Targeted Initiatives	\$108,895.61	\$108,895.61	\$.00
Operational Response Allocation	\$3,520.00	\$3,520.00	\$.00
Regional Allocation	\$.00	\$.00	\$.00
School Transfers – Salary	\$-196,313.93	\$-196,313.93	\$.00

Operational -Dec 2024



Department of
Education

School Transfers - Cash	\$195,000.00	\$195,000.00	\$.00
Department Adjustments	\$.00	\$.00	\$.00
Locally Raised Funds (Revenue)	\$274,281.00	\$280,154.62	\$-5,873.62
Voluntary Contributions	\$16,110.00	\$16,110.00	\$.00
Charges and Fees	\$95,109.00	\$100,982.56	\$-5,873.56
Fees from Facilities Hire	\$49,273.00	\$49,272.74	\$.26
Fundraising/Donations/Sponsorships	\$58,722.00	\$58,722.12	\$-.12
Commonwealth Govt Revenues	\$28,746.00	\$28,745.60	\$.40
Other State Govt/Local Govt Revenues	\$.00	\$.00	\$.00
Revenue from CO, Regional Office and Other schools	\$1,200.00	\$1,200.00	\$.00
Other Revenues	\$25,121.00	\$25,121.60	\$-.60
Transfer from Reserve or DGR	\$.00	\$.00	\$.00
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$4,008,061.91	\$4,013,935.53	\$-5,873.62

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$3,263,994.96	\$3,263,994.96	\$.00
Appointed Staff	\$2,982,658.74	\$2,982,658.74	\$.00
New Appointments	\$.00	\$.00	\$.00
Casual Payments	\$281,336.21	\$281,336.21	\$.00
Other Salary Expenditure	\$.00	\$.00	\$.00
Goods and Services (Cash Expenditure)	\$534,858.00	\$470,187.16	\$64,670.84
Administration	\$32,844.00	\$24,394.98	\$8,449.02
Lease Payments	\$23,340.00	\$17,324.12	\$6,015.88
Utilities, Facilities and Maintenance	\$115,850.00	\$106,251.77	\$9,598.23
Buildings, Property and Equipment	\$79,813.00	\$59,226.98	\$20,586.02
Curriculum and Student Services	\$174,954.00	\$170,013.24	\$4,940.76
Professional Development	\$54,000.00	\$38,843.75	\$15,156.25
Transfer to Reserve	\$30,000.00	\$30,000.00	\$.00
Other Expenditure	\$20,867.00	\$22,440.57	\$-1,573.57
Payment to CO, Regional Office and Other schools	\$3,190.00	\$1,691.75	\$1,498.25
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	\$3,798,852.96	\$3,734,182.12	\$64,670.84