



School Report 2024

Deanmore Primary School

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School Overview

Deanmore Primary School is proudly situated on Wadjuk Noongar Boodjar. We learn, play, and grow on land and waterways that have been nurtured by Elders for generations. With deep respect, we walk alongside Traditional Custodians, learning to care for Country and build meaningful connections with the environment.

Our dedicated and specialised staff empower students to embrace challenges with confidence and become resilient, life-long learners. Our school vision is built on a shared commitment to support and challenge every student to grow academically, socially, and emotionally.

We offer a rich range of specialist programs including Science, Music, Visual Arts Design, LOTE (Chinese), and Physical Education—delivered by passionate and talented specialist teachers.

Parent involvement is a cornerstone of Deanmore Primary School's culture. This is reflected in the strong presence of our active School Board and P&C, whose support strengthens Team Deanmore and enriches our wider community.

Deanmore Primary School proudly promotes the values of **Resilience, Excellence, Unity, Respect, and Responsibility**, which are embedded in everything we do.

Student Numbers

Current:

Student Number	(FTE)
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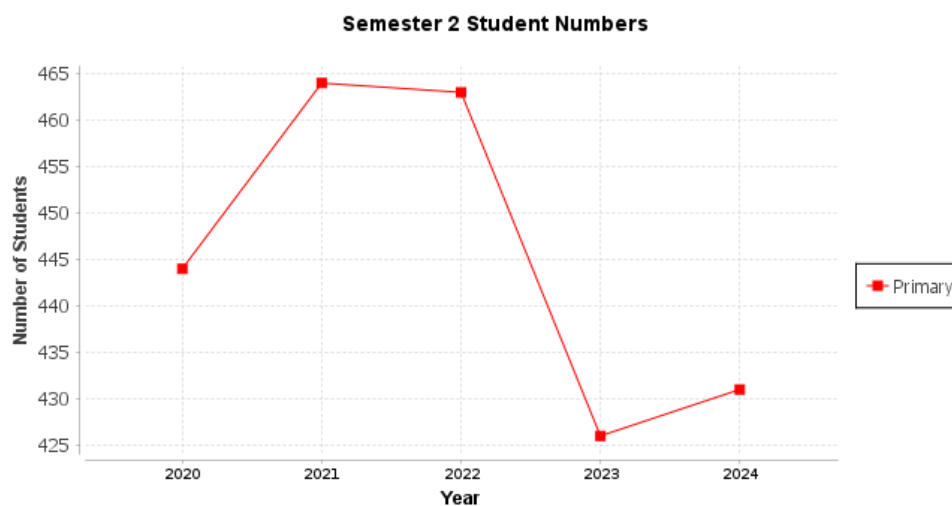
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(31)	67	52	59	66	67	64	56	462
Part Time	61								

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

	Kin	PPR	Pri	Sec	Total
Male	29	34	189		252
Female	32	33	175		240
Total	61	67	364		492

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	3	8		13
Non-Aboriginal	59	64	356		479
Total	61	67	364		492

Trends:



Comments:

Deanmore Primary School's enrolments have been influenced by smaller cohort sizes progressing through the year levels. Families who leave during the school year typically do so to travel or relocate for work, rather than transferring to nearby schools—highlighting the strong community confidence in our educational approach and vision for learning.

In 2024, Newman College, a nearby Catholic school, completed a major building project and subsequently offered a significant number of mid-year placements. This development had a noticeable impact on student numbers at Deanmore Primary School.

Workforce composition				Comments: In 2024, Deanmore Primary School saw an increase in both Level 3 Classroom Teachers and Level 3 aspirants, further strengthening the professional expertise within our teaching team. To support teachers in focusing on high-quality classroom practice, we also expanded our clerical staffing, reducing administrative burden and enhancing overall efficiency. While we anticipate an increase in the number of teaching staff in 2025, the school's overall FTE is expected to remain relatively stable, as several staff members return from maternity leave in part-time capacities.
	No	FTE	AB'L	
Administration Staff				
Principals	1	1.0	0	
Associate / Deputy / Vice Principals	2	2.0	0	
Total Administration Staff	3	3.0	0	
Teaching Staff				
Level 3 Teachers	5	4.0	0	
Other Teaching Staff	26	21.2	0	
Total Teaching Staff	31	25.2	0	
Allied Professionals				
Clerical / Administrative	5	3.8	0	
Gardening / Maintenance	2	0.8	0	
Other Allied Professionals	12	8.3	0	
Total Allied Professionals	19	12.9	0	
Total	53	41.1	0	

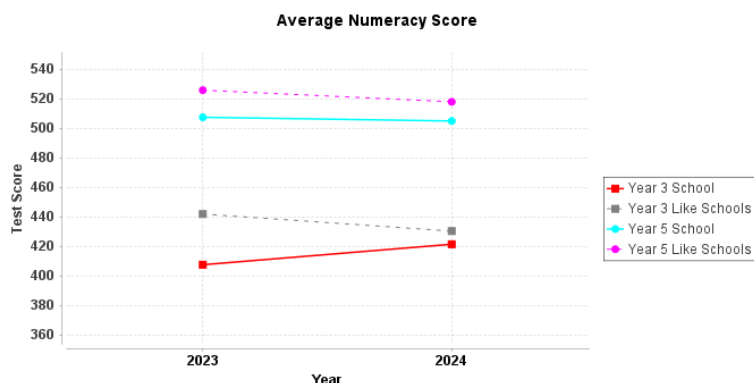
Student Attendance				
		Attendance Category		
		Regular	At Risk	
			Indicated	Moderate / Severe
2022	65.8%	26.8%	6.8%	0.6%
2023	64.3%	28.0%	6.5%	1.1%
2024	64.0%	30.3%	4.5%	1.1%
Like Schools 2024	74.0%	20.0%	4.6%	1.4%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%
Analysis and impact of evidence				
<p>The proportion of students at Deanmore Primary School in the 'Indicated' attendance category is currently 50% higher than that of like schools. This trend is largely attributed to a growing culture of families taking extended time off during term for holidays, birthdays, and other non-essential absences. Despite ongoing communication with families about the impact of these absences on student learning, our efforts have not yet led to a significant change in behaviour, and this pattern has been steadily increasing over the past few years.</p> <p>To address this concerning trend, we are seeking the support of the School Board in reinforcing the importance of regular attendance and helping to shape community attitudes around prioritising term-time learning.</p>				

Student Achievement and Progress NAPLAN 2024

General Comments:

In 2024, Deanmore Primary School demonstrated significant improvement in writing, particularly in Year 3, where scores increased by approximately 30 points, surpassing those of like schools for the first time. This reflects the success of targeted early years strategies and strong foundational writing instruction. While Year 5 writing scores saw a slight decline, this trend was consistent with like schools, and overall performance remains within the expected range. These results highlight the effectiveness of early intervention and signal the need to sustain momentum through to the upper years with continued focus on writing development.

Numeracy



Comments:

Year 3:

- **Deanmore School scores** increased from **~405 in 2023 to ~415 in 2024**, showing an improvement of approximately **10 points**.
- **Like Schools** saw a **decline** from **~445 to ~435**, a drop of about **10 points**.
- **Gap** between the school and like schools has **narrowed** significantly — from around **40 points in 2023 to 20 points in 2024**.
- ➤ *Positive growth and closing of the performance gap with like schools is a notable achievement for Year 3.*

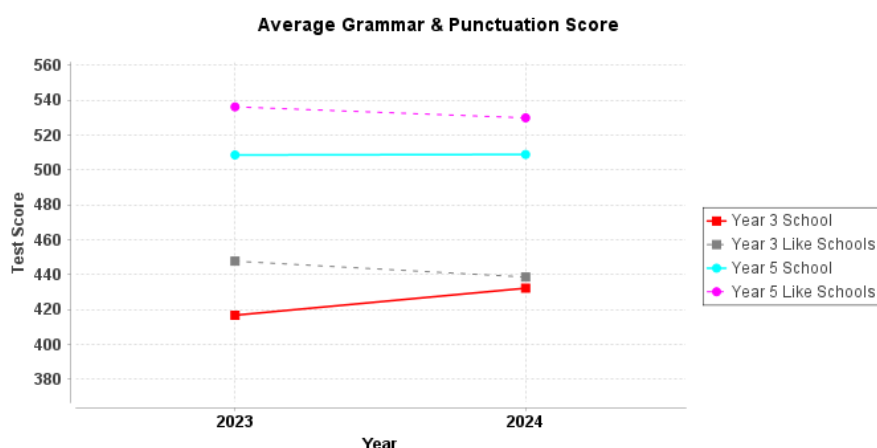
Year 5:

- **Deanmore School scores** remained fairly stable at **just over 500**, with a very **slight decline**.
- **Like Schools** also declined slightly, from **~525 to ~520**.
- The **gap** between Deanmore and like schools remains **roughly the same (~15–20 points)**.
- ➤ *While results held steady, further improvement is needed to close the gap with like schools.*

Summary:

- **Year 3** demonstrated **notable improvement** and made strong progress in closing the gap with like schools.
- **Year 5** maintained consistent performance, though the gap to like schools persists.
- Focus moving forward could include:
 - **Sustaining Year 3 growth** into Year 5.
 - **Targeted intervention** in upper years to address the achievement gap.
 - Analysing what contributed to Year 3 improvements for possible whole-school application.

Grammar and Punctuation



Comments:

Year 3:

- **Deanmore School scores** improved from **~418 in 2023 to ~432 in 2024**, showing a gain of approximately **14 points**.
- **Like Schools** showed a slight **decline**, from **~450 to ~438**.
- The **gap between Deanmore and like schools** narrowed significantly — from **~32 points to only ~6 points**.
- ➤ *This marks strong progress in Grammar & Punctuation for Year 3, with performance now nearly aligned with like schools.*

Year 5:

- **Deanmore School scores** remained **stable at ~510** across both years.
- **Like Schools** also saw a minor decline, from **~535 to ~528**.
- The **performance gap** remained consistent at **~18 points**.
- ➤ *While Year 5 results are steady, the school continues to perform below the level of like schools, indicating room for improvement.*

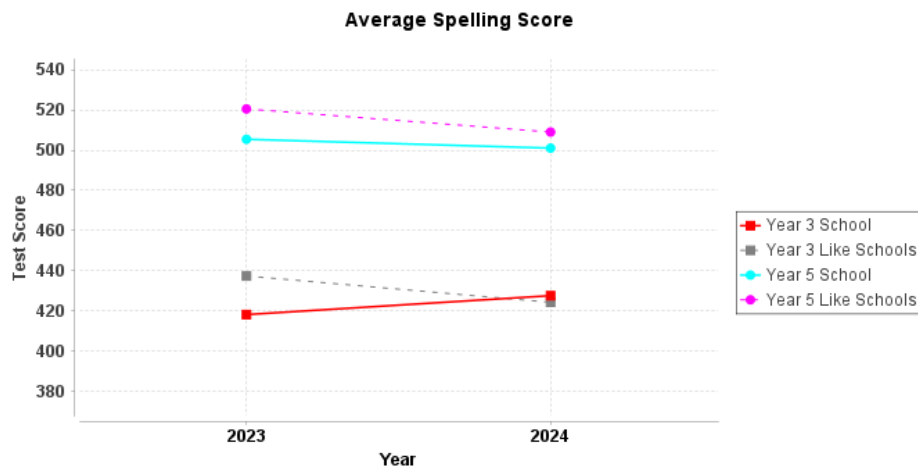
Summary:

- **Year 3 Grammar & Punctuation scores improved significantly**, closing the gap with like schools and showing effective early years literacy support.
- **Year 5 performance remained steady**, though a persistent gap with like schools highlights the need for targeted strategies in upper primary.

Recommendations:

- Leverage successful strategies from Year 3 (e.g., explicit grammar instruction, phonics-to-grammar continuity).
- Extend coaching and professional learning to Year 5 teams.
- Consider subcommittee work on whole-school grammar approaches (as outlined in strategic planning).

Spelling



Comments:

Year 3:

- **Deanmore School scores** increased from **~418 in 2023 to ~428 in 2024**, showing a modest gain of **about 10 points**.
- **Like Schools** experienced a slight decline, from **~440 to ~426**.
- This means the **performance gap** has essentially **closed**, with both Deanmore and like schools now scoring at similar levels.
- ➤ *Encouraging growth, showing that spelling instruction in the early years is improving and effective.*

Year 5:

- **Deanmore School scores** remained stable at **just over 500**, with only a marginal change.
- **Like Schools** saw a slight drop from **~520 to ~508**.
- The **gap** between Deanmore and like schools in Year 5 remains at around **8–10 points**, but has narrowed slightly.
- ➤ *While results are steady, some further improvement is needed to fully close the gap.*

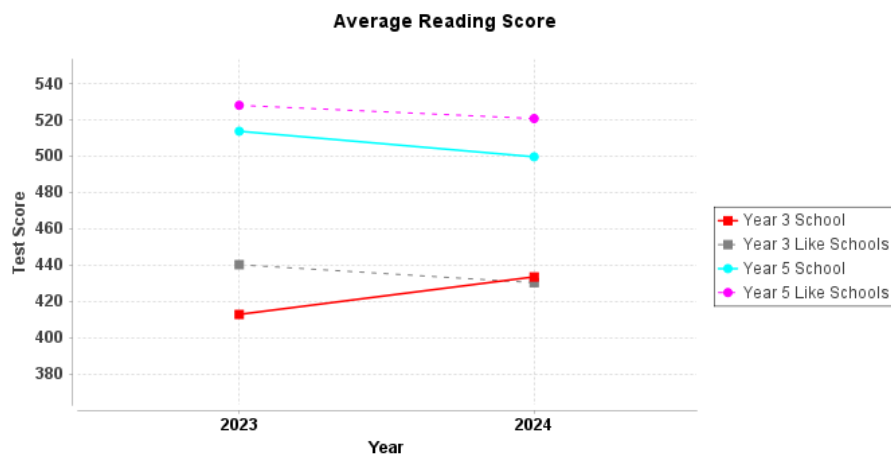
Summary:

- **Year 3 spelling scores improved**, with Deanmore now performing on par with like schools.
- **Year 5 scores remain stable**, but there is still a small gap to address.
- The narrowing of gaps across both year levels is a positive trend.

Recommendations:

- Continue embedding consistent spelling strategies in the early years to maintain progress.
- Use successful practices from Year 3 to strengthen upper-primary spelling instruction.
- Provide targeted support for Year 5 students who need extension or intervention.

Reading



Comments:

Year 3:

- **Deanmore's average reading score** rose from approximately **412 in 2023 to 438 in 2024**, a significant improvement of **26 points**.
- **Like Schools** saw a slight decline, from **~443 to ~435**.
- The **gap between Deanmore and like schools has effectively closed**, from a **~31-point gap in 2023 to near parity in 2024**.
- ➤ *This marks a major success for the school, demonstrating that early reading interventions and consistent instruction are yielding strong results.*

Year 5:

- **Deanmore scores** dropped from **~510 to 495**, a decline of **15 points**.
- **Like Schools** also declined, from **~530 to 520**, showing a **10-point drop**.
- The **gap between the school and like schools widened slightly**, from **20 points to ~25 points**.
- ➤ *While still performing above 490, the downward trend in Year 5 reading requires attention to reverse the decline and close the gap.*

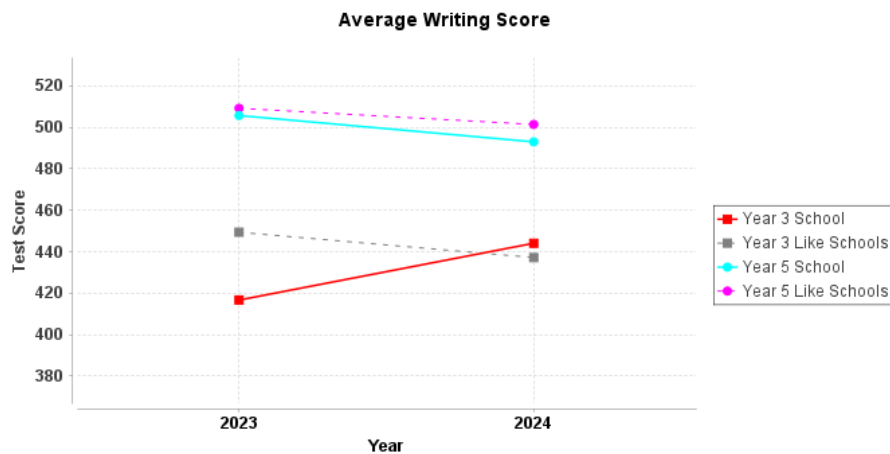
Summary:

- **Year 3 reading scores improved substantially**, closing the performance gap and surpassing like schools for the first time in recent years.
- **Year 5 scores declined**, reflecting a need to review reading practices and supports in the upper years.

Recommendations:

- Continue reinforcing what is working in Year 3, particularly decoding, fluency, and comprehension strategies.
- Investigate causes of the Year 5 decline—possible factors include cohort-specific challenges, engagement, or transition in instructional approaches.
- Enhance coaching, PL, or intervention support for upper primary reading.

Writing



Comments:

Year 3:

- **Deanmore's average writing score** increased notably from **~418 in 2023 to ~448 in 2024**, showing an impressive gain of **around 30 points**.
- **Like Schools** in Year 3 experienced a slight decline from **~452 to ~440**.
- Deanmore has now **overtaken like schools**, flipping a previous performance gap into a positive margin.
- ➤ *This reflects significant improvement in early writing instruction and indicates that the school's focus on foundational writing skills is having a strong impact.*

Year 5:

- **Deanmore scores** declined slightly from **~507 to ~495**.
- **Like Schools** also saw a decline from **~512 to ~500**.
- The **performance gap remains minimal**, with Deanmore maintaining scores close to those of like schools despite the dip.
- ➤ *Although scores dipped slightly, Year 5 students are still performing within an expected range.*

Summary:

- **Year 3 writing scores show strong upward growth**, now exceeding like schools and demonstrating successful early years intervention.
- **Year 5 results show a mild decline**, similar to like schools, indicating a need for review but no immediate concern.

Recommendations:

- Celebrate the Year 3 writing gains and investigate what worked—particularly around genre instruction, sentence construction, and feedback practices.
- Provide support for Year 5 to stabilise and lift performance in 2025, potentially through instructional coaching or writing moderation strategies.

National Quality Standard

Date: 10/11/23

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		
Quality Area 2	Children's health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

Comments:

The National Quality Standard is comprehensive and sets a 'high bar' for early childhood education and care. To be considered as 'meeting' the National Quality Standard, it is necessary to meet every element that makes up every standard within all seven quality areas.

Standard 1

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE			
STANDARD 1.1 PROGRAM: The educational program enhances each child's learning and development.			
ELEMENTS		Determination	
Element 1.1.1 Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	WT	M
Element 1.1.2 Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.	WT	M
Element 1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	WT	M
Determination STANDARD 1.1		WT	M
ELEMENTS		Determination	
Element 1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	WT	M
Element 1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.	WT	M
Element 1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	WT	M
Determination - STANDARD 1.2		WT	M
STANDARD 1.3 ASSESSMENT AND PLANNING: School administrators and educators take a planned and reflective approach to implementing the program for each child.			
ELEMENTS		Determination	
Element 1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.	WT	M
Element 1.3.2 Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	WT	M
Element 1.3.3 Information for families	Families are informed about the program and their child's progress.	WT	M
Determination - STANDARD 1.3		WT	M
QUALITY AREA 1 DETERMINATION		WT	M

Comments:

Deanmore Primary School demonstrates a strong commitment to intentional, collaborative, and student-focused teaching practices. Staff effectively use the EYLF, Kindergarten Guidelines, and WA Curriculum to guide weekly collaborative planning, ensuring consistency and responsiveness to student needs. Clear learning intentions and success criteria support diverse pedagogies that cater to both extension and intervention.

Play-based and inquiry-driven learning is embedded across Early Childhood Education, with differentiated indoor and outdoor spaces promoting creativity, problem-solving, and engagement. Specialist programs in STEAM, Music, Dance, Science, and LOTE enrich the learning experience from Kindergarten to Year 2.

Targeted support for students with additional needs is provided through Individual Education Plans, SEN plans, and a range of intervention programs. Collaboration between the Learning Support Coordinator, Executive team, and families ensures personalised and consistent support.

Staff engage in reflective practice and data-driven conversations, ensuring programs are responsive, equitable, and aligned to student interests. A culture of collaboration and high expectations underpins efforts to narrow the achievement gap, particularly in the early years.

Focus for Improvement – Element 1.2.2: Responsive Teaching and Scaffolding

In 2024, the school made significant progress in embedding intentional play-based learning in Years 1 and 2, with designated investigation areas and improved differentiation. Continued improvement will focus on using student voice, feedback, and prior knowledge to inform adaptable, curriculum-aligned learning environments.

Expanding the NQS team in 2025 will further support innovative and responsive practices that foster curiosity, creativity, and academic success.

Connections to School Priorities

- **Staff Feel Valued:** A consistent approach to pedagogy and the expansion of the NQS team align with the Quality Teaching Strategy and Teaching for Impact, supporting professional growth and leadership development.
- **Students Feel Connected and Achieve Success:** Student-driven learning spaces, play-based pedagogy, and inclusive practices ensure deep engagement, high behaviour standards, and academic growth for all learners.
- **Community Support:** By embracing cultural understanding and student interests, Deanmore strengthens ties with families and the wider community, fostering shared ownership, wellbeing, and a strong school culture.

Standard 2

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY			
STANDARD 2.1 HEALTH: Each child's health and physical activity is supported and promoted.			
ELEMENTS		Determination	
Element 2.1.1 Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation.	WT	M
Element 2.1.2 Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	WT	M
Element 2.1.3 Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	WT	M
Determination STANDARD 1.1		WT	M
Standard 2.2 SAFETY: Each child is protected.			
ELEMENTS		Determination	
Element 2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	WT	M
Element 2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	WT	M
Element 2.2.3 Child protection	School administrators, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	WT	M
Determination STANDARD 2.2		WT	M
QUALITY AREA 2 DETERMINATION		WT	M

Comments:

Deanmore Primary School is strongly committed to student health, safety, and well-being through proactive planning, early intervention, and whole-school strategies. Every classroom features a calm space supported by programs such as Zones of Regulation and Positive Behaviour Support (PBS), with students engaging in activities like cosmic yoga, brain breaks, and mindfulness to build emotional regulation skills.

Staff are regularly trained in child protection, protective behaviours, and well-being strategies, ensuring a consistent and safe learning environment. Healthy habits are encouraged through initiatives like Crunch and Sip and regular physical activity, including specialist PE lessons and structured play for early learners.

Robust supervision practices and regularly reviewed emergency procedures ensure student safety, with individual risk management plans in place to support students with additional needs. These strategies reflect a holistic approach to well-being across the school.

Focus for Improvement – Element 2.2.1: Supervision

While student safety remains a top priority, ongoing staffing shortages have placed pressure on maintaining ideal supervision ratios, particularly outdoors. To manage this, Deanmore ensures all staff—including relief and new staff—are thoroughly inducted into supervision procedures. Practices are continually reviewed to ensure safety standards remain high despite workforce challenges.

Connections to School Priorities

Staff Feel Valued: Through clear procedures and support during staffing challenges, staff are empowered to maintain safety and quality teaching practices, aligned with the Quality Teaching Strategy.

Students Feel Connected and Achieve Success: Consistent safety and well-being measures create a supportive environment for positive behaviour, engagement, and academic success.

Community Supports the School: Strong supervision processes and transparent safety practices foster trust, build family partnerships, and support a connected school community.

Standard 3

QUALITY AREA 3: PHYSICAL ENVIRONMENT			
STANDARD 3.1 DESIGN: The design of the facilities is appropriate for the operation of a school.			
ELEMENTS		Determination	
Element 3.1.1 Fit for purpose	Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.	WT	M
Element 3.1.2 Upkeep	Premises, furniture, and equipment are safe, clean, and well maintained.	WT	M
Determination STANDARD 3.1		WT	M
STANDARD 3.2 USE: The school environment is inclusive, promotes competence and supports exploration and play-based learning.			
ELEMENTS		Determination	
Element 3.2.1 Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	WT	M
Element 3.2.2 Resources support play-based learning	Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	WT	M
Element 3.2.3 Environmentally responsible	The school cares for the environment and supports children to become environmentally responsible.	WT	M
Determination STANDARD 3.2		WT	M
QUALITY AREA 3 DETERMINATION		WT	M

Comments:

Deanmore Primary School's Early Childhood program provides rich, intentional learning and physical play opportunities that support student development across Kindergarten to Year 2. Daily obstacle courses, fundamental movement activities, and thoughtfully planned outdoor play encourage exploration, collaboration, and skill-building. Outdoor play spaces are refreshed weekly based on student interests and thematic learning, with shared play encouraged between year levels to build strong peer relationships.

Intentional, play-based learning is embedded into teaching practice from Kindergarten to Year 6, supported by a dedicated Curriculum Leader for Play. Teachers provide engaging, hands-on materials aligned with learning intentions, with a focus on meaningful investigations and guided experiences.

Following the 2022 NQS review, the school prioritised enhancing early years education by investing in shared resources and securing support from the P&C. This has resulted in the successful introduction of new play equipment and dedicated budgets to improve play-based learning environments, including outdoor areas for Years 1 and 2.

Sustainability is deeply embedded in the school's culture through initiatives such as Containers for Change, composting, gardening, and caring for the school's chickens. These programs integrate environmental responsibility into daily learning and promote student leadership in sustainable practices.

Standard 4

QUALITY AREA 4: STAFFING ARRANGEMENTS			
STANDARD 4.1 STAFFING ARRANGEMENTS: Staffing arrangements enhance children's learning and development.			
ELEMENTS		Determination	
Element 4.1.1 Organisation of educators	The organisation of educators across the school supports children's learning and development.	WT	M
Element 4.1.2 Continuity of staff	Every effort is made for children to experience continuity of educators at the school.	WT	M
Determination STANDARD 4.1		WT	M
STANDARD 4.2 PROFESSIONALISM: School administrators, educators and staff are collaborative, respectful, and ethical.			
ELEMENTS		Determination	
Element 4.2.1 Professional collaboration	School administrators, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	WT	M
Element 4.2.2 Professional standards	Professional standards guide practice, interactions, and relationships.	WT	M
Determination STANDARD 4.2		WT	M
QUALITY AREA 4 DETERMINATION		WT	M

Comments:

Deanmore Primary School fosters a collaborative and respectful professional culture, with strong partnerships between the executive team, teachers, and educational assistants. Staff engage regularly in professional learning and reflective discussions to enhance early years education. Educational assistants are trained in key whole-school programs—including Letters and Sounds, Zones of Regulation, and guided reading—ensuring consistent and effective support for students.

Team Leaders in Kindergarten to Year 2 guide weekly planning, moderation, and reflection, promoting a positive team culture built on trust, respect, and shared goals. Early Childhood staff are well-represented in school-wide curriculum leadership and decision-making, including a teacher representative on the School Board, ensuring early years practices influence whole-school direction.

Student support is carefully planned both indoors and outdoors, with appropriate ratios supported by administrative staff and clear access to risk and medical plans. Educational assistants are also given dedicated time to prepare resources and collaborate with teachers, supporting the smooth and effective delivery of enriching, play-based learning experiences.

Standard 5

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN			
STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN: Respectful and equitable relationships are developed and maintained with each child.			
ELEMENTS		Determination	
Element 5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.	WT	M
Element 5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.	WT	M
Determination STANDARD 5.1		WT	M
STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN: Each child is supported to build and maintain sensitive and responsive relationships.			
ELEMENTS		Determination	
Element 5.2.1 Collaborative learning	Children are supported to collaborate, learn from, and help each other.	WT	M
Element 5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.	WT	M
Determination STANDARD 5.2		WT	M
QUALITY AREA 5 DETERMINATION		WT	M

Comments:

At Deanmore Primary School, fostering respectful relationships is central to our approach to student development. Staff actively promote a sense of belonging through daily interactions, open communication, and the celebration of individual strengths. By embracing diversity and modelling empathy, teachers support students in building self-confidence and strong social connections.

Collaborative learning environments are designed to accommodate individual learning styles while encouraging teamwork and constructive conflict resolution. Positive Behaviour Support (PBS) and the Zones of Regulation program are embedded across the school, providing a consistent, whole-school language for self-regulation and emotional expression.

Teachers nurture strong teacher-student relationships through goal setting and shared learning journeys, creating a culture of trust, mentorship, and mutual respect. Families are engaged in the emotional well-being of students, ensuring a consistent and inclusive approach across the school community.

Through this shared commitment, Deanmore provides a safe, inclusive, and supportive environment where all students feel valued and empowered to succeed.

Standard 6

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES			
STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES: Respectful relationships with families are developed and maintained and families are supported in their parenting role.			
ELEMENTS		Determination	
Element 6.1.1 Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.	WT	M
Element 6.1.2 Parent views are respected	The expertise, culture, values, and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.	WT	M
Element 6.1.3 Families are supported	Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.	WT	M
Determination STANDARD 6.1		WT	M
STANDARD 6.2 COLLABORATIVE PARTNERSHIPS: Collaborative partnerships enhance children's inclusion, learning and wellbeing.			
ELEMENTS		Determination	
Element 6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	WT	M
Element 6.2.2 Access and participation	Effective partnerships support children's access, inclusion, and participation in the program.	WT	M
Element 6.2.3 Community engagement	The school builds relationships and engages with its community.	WT	M
Determination STANDARD 6.2		WT	M
QUALITY AREA 6 DETERMINATION		WT	M

Comments:

Deanmore Primary School is strongly committed to building meaningful partnerships with students, families, and support services to promote learning, inclusion, and well-being. Regular communication through the COMPASS platform, newsletters, and face-to-face interactions ensures families stay informed and engaged with their child's education. This open and proactive approach fosters a strong sense of community and encourages valuable feedback.

Parent-teacher conferences and consistent updates help maintain shared understanding of student progress, while early childhood families in particular value the school's efforts to build strong, trusting relationships. Teachers also connect families with external services, including CDS, Wanslea, and health professionals, ensuring students receive the support they need.

Initiatives like the Ready Reader program and partnerships with speech therapists further enrich student learning. Strong community ties are evident in cultural collaborations, such as working with Aboriginal Elders to design the school shirt and deepen staff cultural knowledge.

The school offers guided tours, smooth transition processes, and comprehensive orientation for new students and families, ensuring all feel welcomed and supported. These efforts reflect Deanmore's commitment to creating a collaborative, inclusive, and well-connected school community.

Standard 7

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP			
STANDARD 7.1 GOVERNANCE			
Governance supports the operation of a quality school.			
ELEMENTS		Determination	
Element 7.1.1 School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	WT	M
Element 7.1.2 Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.	WT	M
Element 7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the school.	WT	M
Determination STANDARD 7.1		WT	M
STANDARD 7.2 LEADERSHIP			
Effective leadership builds and promotes a positive organisational culture and professional learning community.			
ELEMENTS		Determination	
Element 7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.	WT	M
Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	WT	M
Element 7.2.3 Development of professionals	School administrators and educators' performance is regularly evaluated, and individual plans are in place to support learning and development.	WT	M
Determination STANDARD 7.2		WT	M
QUALITY AREA 7 DETERMINATION		WT	M

Comments:

Deanmore Primary School's leadership approach fosters a positive and collaborative culture, underpinned by trust, openness, and a strong focus on continuous improvement. Curriculum leaders, including a dedicated Play and Early Years leader, play a vital role in guiding high-quality teaching and learning practices across the school.

Weekly collaborative sessions for K–2 staff promote reflection, alignment with research-based strategies, and consistency in early childhood education. The leadership team actively supports staff professional growth, encouraging shared ownership and high expectations for student learning.

As part of our commitment to the National Quality Standard (NQS), the school has prioritised self-assessment and reflective practice. Initiatives like "fishing trips" (peer observations) and co-constructed strategic goals empower staff to evaluate and enhance their practice in a structured and supportive way.

This reflective culture is embedded in our business planning cycle, with staff contributing to the development of the 2024–2026 plan. These collaborative processes ensure ongoing development, strengthen instructional quality, and reinforce a shared commitment to excellence across the school.

Post School Destination

Destination Schools	Male	Female	Other	Total
4012 Churchlands Senior High School	16	22		38
4057 Carine Senior High School	4	1		5
1259 Newman College	2	2		4
4129 Duncraig Senior High School		1		1
1149 Mercedes College		1		1
4168 Shenton College	1			1
1440 St George's Anglican Grammar Sch		1		1
1157 St Mary's Anglican Girls' Sch		1		1

Comments:

Of the 53 students who graduated Year 6 in 2022, 38 enrolled at Churchlands Senior High School. Nine students (17%) transitioned to private secondary schools. This figure does not include students who left in Years 4 or 5 to take up places in the private system. We continue to collaborate with our local public high school to strengthen its profile and presence within the community.

School Funding 2024

Student Centred Funding 2024

Student-Centred Funding - 2024

Per Student Funding	\$	4,136,862.00
Student and School Characteristics	\$	685,924.92
Disability Adjustments	\$	10,869.00
Targeted Initiatives	\$	186,438.73
Operational Response Allocation	\$	5,755.00
Regional Allocation	\$	0.00
Total 2024	\$	5,025,849.65

Comments:

Our funding allocation for 2024 increased compared to 2023, primarily due to the Department's adjustment of the base rate, which is now indexed to reflect actual costs. However, our Disability Adjustment funding decreased by \$9,000 in 2024, which will have an impact on the scope and delivery of future intervention programs.

Per Student Funding – At Census

	Funded Student FTE		Amount
Per Student	Below Threshold	Above Threshold	
Kindergarten	60	0	\$328,080.00
Pre-primary	66	0	\$627,000.00
Year 1	50	0	\$475,000.00
Year 2	62	0	\$589,000.00
Year 3	65	0	\$617,500.00
Year 4	68	0	\$539,784.00
Year 5	64	0	\$508,032.00
Year 6	57	0	\$452,466.00
Total	492	0	\$4,136,862.00

Comments:

Our Kindergarten enrolments remain steady at 60 students, which continues to impact our Pre-primary cohort in the following year. This creates a need to maintain additional classroom spaces in anticipation of progression and new enrolments, ultimately placing financial pressure on the school due to the cost of running under-capacity classes.

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	15.00	\$31,976.00
Disability	38.36	\$459,444.66
English as an Additional Language or Dialect	3.00	\$8,022.50
Social Disadvantage	23.30	\$17,870.94
Sub Total		\$517,314.10
School Characteristics		
Enrolment-Linked Base		\$168,610.82
Locality		\$0.00
Sub Total		\$168,610.82
Total		\$685,924.92

Comments:

As the school continues to work closely with families and service providers to address a backlog of students awaiting diagnosis, we anticipate an increase in Disability Adjustment funding over the coming years. This process is supported by our school psychologist and student services team, who are actively working to expedite assessments and streamline referrals wherever possible.

Operational Response Allocation (Detail)

	Amount
Operational Response: Dental Therapy Clinics	\$5,755.00
Total	\$5,755.00

Comments:

The school continues to host the Dental Therapy Clinic on site and therefore receive the appropriate operation response allocation for the additional cost to financial resources in the school.

School Improvement

Financial Management

In 2024, Deanmore Primary School strengthened its financial leadership with the appointment of a substantive Manager Corporate Services (MCS) and a Level 2 School Officer. Financial training is scheduled to continue into Semester 2, ensuring robust financial processes are in place. Plans for 2025 include expanding purchasing officer training, improving asset/resource management, and exploring additional revenue through facility hire and the establishment of a Deductible Gift Register.

Workforce Planning and Leadership Development

Leadership capacity across the school was further developed through initiatives such as professional reading book clubs for aspiring leaders. These opportunities support staff to grow within both the school and the wider system.

Student Services and Inclusion

A Lead Education Assistant (EA) was appointed in 2024 to oversee Students with Additional Needs (SNEA) work, with the role being shaped through engagement with best-practice schools. Intervention capacity continues to grow with ongoing professional learning and partnerships, including a \$25,000 annual speech therapy investment and plans for similar collaboration with occupational therapists in 2025.

Staff Wellbeing

Deanmore has prioritised staff wellbeing through practical initiatives, including the trial of staff lockers, HEPA filters, flu vaccinations, and investment in flexible DOTT time. A staff wellbeing policy is being developed in consultation with a dedicated subcommittee, and a series of activities—such as end-of-year celebrations and staff craft events—are promoting connection and enjoyment. The school also continues to focus on workload management, staff recognition, and creating a family-friendly work environment.

Pedagogy and Practice

Instructional leadership remains a key focus, with Executive Team members conducting strengths-based classroom observations to support teacher development and maintain consistent, high-impact practices.

Academic Improvement

A major focus in 2024 was the development of a low-variation approach to grammar and reading instruction. A subcommittee was formed to research best practice, review resources, and support implementation through targeted professional learning and instructional coaching. Stars and Cars reading resources have been introduced across all classrooms, and data tracking systems like Elastik are being explored to streamline student progress monitoring.

High Potential Learners

Staff have undertaken professional learning to identify and support high-capacity learners, including interpreting PEAC and IQ assessments. The school has enhanced differentiation strategies and is developing targeted programs and competition opportunities to further extend these students.

Student Wellbeing and Behaviour (Team Deanmore)

The Good Standing Policy was introduced in 2024, with consultation from staff and parents. The school also continues to monitor student wellbeing using Rumble Quest and refine positive behaviour supports.

Community Engagement and Communication

Deanmore has enhanced its communication and marketing strategies with the creation of promotional materials, social media planning, and School Board videos. Website development and external consultancy support have contributed to a more visible and engaging school presence in the community.

School Celebrations 2024

Deanmore Primary School continued to grow the positive culture of Team Deanmore throughout the year. The following are some of the achievement from this year:

- Successful Team Deanmore Day, including Colour Run
- Year 6 School Camp and Excursions
- Representation in the Solar Car Challenge
- Interschool Spelling Bee Champions from several year groups
- Interschool Athletics overall winners
- Numero Competition Representation
- Mass Choir Festival Representation
- Parent and Staff Band performances
- Interschool Surfing Competition
- Deepening of Cultural Understanding among the staff group
- Addition of Noongar Language throughout the school
- Introduction of lead SNEA
- Whole school professional learning on High Potential Learners

