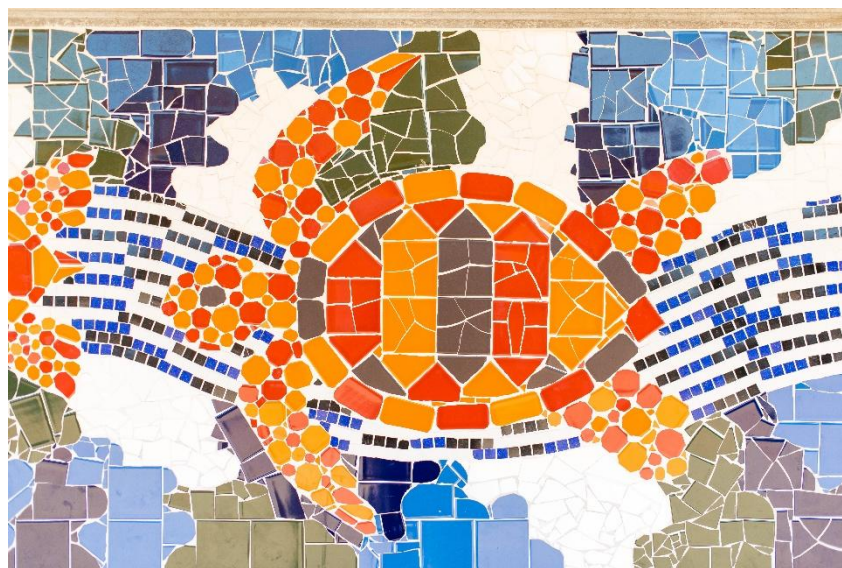


***Enriching Minds
Creating Futures***

School Report: Sommerly Primary School 2025





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Principal's Introduction

It is with pleasure I present to you our 2025 Somerly Primary School Annual Report.

This report shares Somerly Primary School's yearly highlights and areas for improvement. Our vision is to foster every individual's academic and social development driven by high expectations for success and aspirations for them to become resilient, respectful individuals. We aim for success, within a safe, supportive learning environment and a focus on individual developmental needs.

I would like to thank all staff, the members of our School Board, in particular our Chairperson, Mr Harry Turnbull, and all our P&C members. I look forward to working alongside the Somerly community to ensure that all our students achieve success.

Jonathan Smith
Principal

School Overview

Somerly Primary School provides a friendly, positive and caring learning environment where students are encouraged to model our key values of respect, responsibility and safety. These values are taught through our well-established Positive Behaviour School Process. We have dedicated and experienced staff who share a commitment to the school vision and values. We provide a strong foundation in literacy, numeracy, humanities and social sciences, health and technology. Our students engage in a well-rounded curriculum experience based on the Australian curriculum and the Early Years Learning Framework. This includes music, physical education, science, visual arts, Digital Technology and Italian.

Our School Business Plan provides strategic direction for continued improvement and aligns with the current Department of Education Strategic Plans. Our focus areas include our aims, the strategies we will implement and targets. Our focus areas include Teaching and Curriculum, Student Achievement and Progress, Leadership, Learning Environment, Community Engagement and Relationships and Resource Management.

We aspire for all students to become:

1. Successful Learners - through the development of whole school programs that follow the Scope and Sequence of the Australian Curriculum. Our highly committed and professional staff, continually monitor and regularly assess students to develop focused teaching programs that meet individual requirements.
2. Confident and Creative Individuals - through their participation in Music, Visual/Performing Arts, Physical Education and Italian. Teachers utilise Information Communication Technology as a tool to support the teaching and learning program.
3. Active and Informed Citizens - through an enquiry approach, students are encouraged and supported in the development of the necessary skills to reach their potential and grow as active and informed citizens. It is critical all students develop the necessary knowledge, skills and understandings to meet the challenges of the future.

Our core beliefs are:

Excellence: Students learn best when their individual needs are explicitly catered for in a supportive and collaborative environment.

Equity: Students learn best when individuality is acknowledged and catered for through collaboration between students, teachers, parents and the community.

Care: Students learn best in a nurturing school environment that actively supports and models positive and productive relationships.

Learning: Learning is inclusive, intrinsically motivating and engaging, allowing every child to experience academic success. Learning is explicit, sequential and every child aims to achieve personal excellence.

Community partnerships form an integral component of our school. Programs currently operating within the school include, Bluearth, Breakfast Club Wednesday and Friday mornings, before and after school care facility provided by Their Care, and a Chaplaincy program.

The School Board and Parents & Citizens Association(P&C) provides strong support to the school. The P&C organises a variety of activities that bring our school community together. Over recent years the P&C has been extremely active in providing equipment and facilities that have enhanced our school and learning opportunities for our students. Somerly Primary School opened in 2009 with four permanent teaching blocks, library, dental clinic and an undercover assembly area.

We have extensive grassed play areas, hard courts for tennis, basketball and netball and cricket nets. We also feature three naturescape playgrounds, located in early childhood, junior and senior play areas.



Student Numbers and Characteristics

Semester 2 2025

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	21	54	51	55	74	61	48	69	433
Part Time	42								

Semester 2	2020	2021	2022	2023	2024	2025
Primary (Excluding Kindy)	411	422	434	432	435	412

Comments:

Student numbers have decreased slightly due to families moving out of the school's catchment area. However, there is the potential for numbers to continue rising with new developments in the area nearing completion.

Kindy numbers have remained stable enabling us to open 3 classes and offer spaces for up to 60 children.

Due to student numbers and maximum class size limits, we had two split classes with children from four year groups. A split year one / two class and a split year three / four class.

Somerly Primary School maintains enrolment numbers from the local intake area only, supporting other local schools to maintain their numbers.

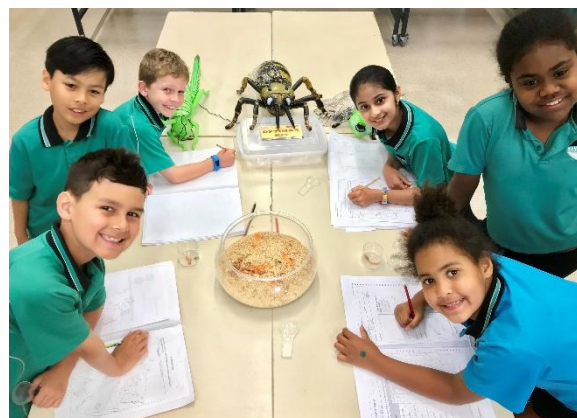


Workforce Composition (Data) (source: Schools Online)

	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	2	2.0	0
Other Teaching Staff	27	22.8	0
Total Teaching Staff	28	23.8	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.5	0
Instructional	1	0.6	1
Other Allied Professionals	19	10.2	0
Total Allied Professionals	23	13.3	1
Total	54	40.1	1

Comments:

When comparing our staff numbers with 2024 we can see there has been a decrease in the number of Level 3 teachers from 4 to 2. However, we have a number of staff who have expressed an interest in attaining level 3 status NB: Level 3 teachers are exemplary teachers who are recognised for their exceptional teaching practice. We have also decreased the number of teachers from 27 to 23.8 to reflect the lower cohort size which we have this year.



Note: 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.

Strategies to Prevent Poor Attendance.

Role of the Teacher

- Contact parents/carers if there are concerns regarding student lateness. If concerns persist, refer the matter to the Attendance Officer.
- Record absence reasons in Compass as a chronicle entry under *General Attendance Observation*.
- Kindergarten – Year 1: Where possible, speak with parents/carers at the end of the day to clarify reasons for absences and determine if school support is required.
- Years 2 – 6: Distribute and follow up on unexplained absence letters issued every three weeks by the Attendance Officer.
- Ensure all U codes are investigated and updated with the correct attendance code where possible.
- Focus on reducing unauthorised absences.
- When a student's attendance falls below 90%, organise a meeting with parents/carers at the earliest opportunity to identify barriers to attendance and implement strategies to support improvement.
- Record all relevant communication and actions in Compass, particularly for students under CPFS care or those subject to attendance case management.

Role of the School Officer

- Update student attendance records in Compass daily, including notifications for absences, lateness, illness and approved leave.

Role of the Principal / Deputy Principals / Attendance Officer

- Oversee school attendance processes and support staff in implementing attendance procedures.

Intervention Strategies for Students with Attendance Concerns

Role of the Teacher

- Notify the Attendance Officer of any well-being concerns that may affect a student's attendance.
- When a student is absent for three consecutive days, contact the parent/carer to check on the student's well-being and record the communication in Compass.
- Continue to liaise with the Attendance Officer regarding ongoing absences and strategies to restore regular attendance.

Role of the Attendance Officer

- Communicate attendance expectations and information to the school community through the school newsletter and Seesaw announcements.
- Monitor attendance patterns and investigate concerns using available data systems in consultation with teachers.
- Issue letters to parents/carers outlining the impact of non-attendance where required.
- Meet with families to discuss attendance concerns and identify appropriate supports.
- Conduct **weekly attendance analysis**, focusing on students with attendance below **80%**, and investigate causes of ongoing absence.
- Liaise with teachers regarding students absent for more than three consecutive days to coordinate support strategies.
- Analyse attendance data using:
 - Student Attendance Reporting (SAR)
 - Online Student Information (OSI)
 - Student Achievement Information System (SAIS)

- Maintain and monitor the **Hot List – At Risk, Moderate and Severe**, identifying students whose attendance falls below **80%**.
- Implement **Phase Three – Case Management** where required.

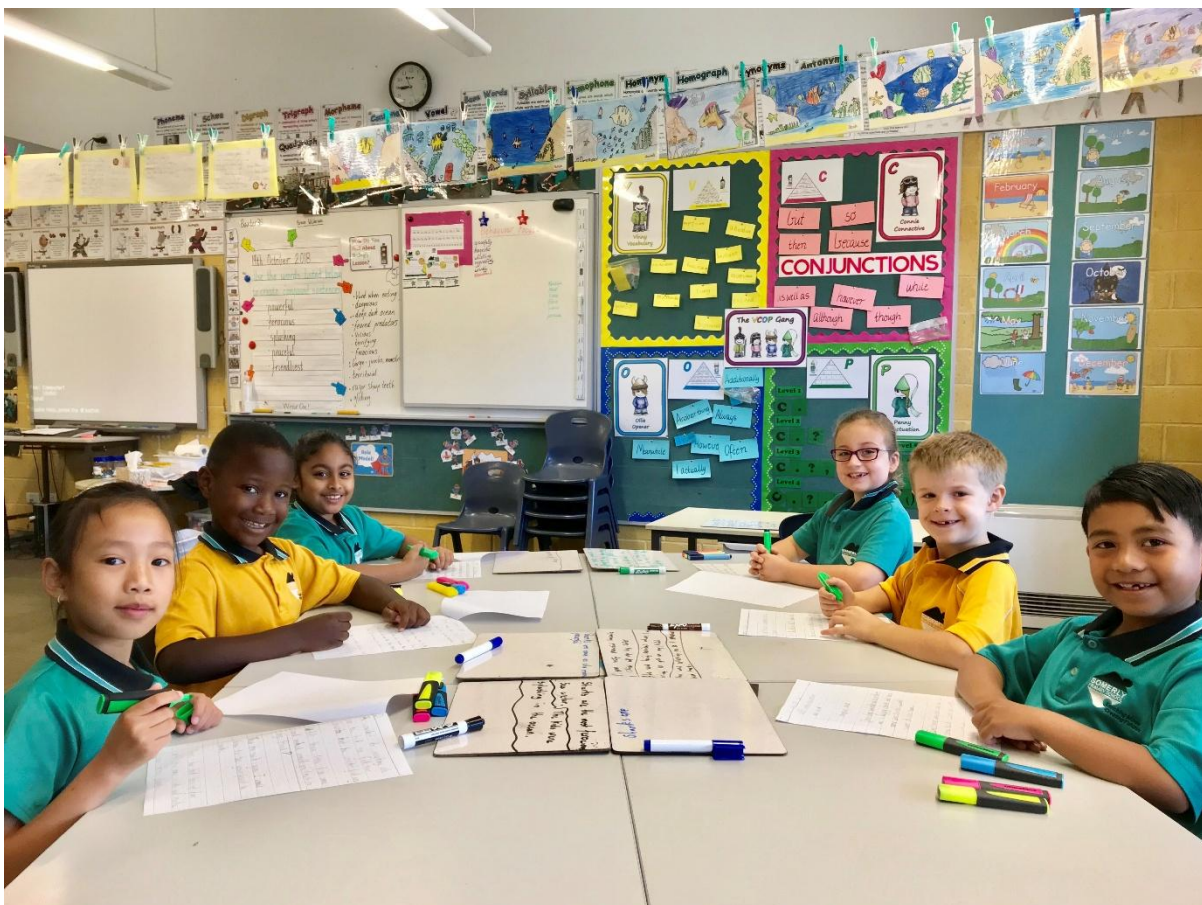
Role of the Principal / Deputy Principals

- As AEIO-badged Attendance Officers, they may conduct home visits when necessary.
- Provide teachers with class attendance reports in Weeks 3 and 7.

Students Whose Whereabouts Are Unknown

Where a student has been absent for 15 consecutive school days and all attempts to contact the family have been unsuccessful, and the school has not been advised of enrolment at another school, the student will be referred to the Students Whose Whereabouts Are Unknown List through the Attendance Officer.

The Principal will regularly review this list and notify the Attendance Officer if the student has enrolled at another school.



Student Achievement and Progress (NAPLAN Data)

Note: 2023 comparative performance calculations are based on Index of Socio-Educational Advantage (ICSEA) only. Calculations are based on WA public school students, excluding students identified with an intellectual disability.

Due to the new scale, comparisons between 2024 and previous years should not be made. 2023 data is displayed separately from previous years.

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

Mathematics

NAPLAN	Numeracy					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Number of Students	51	61	70	66	63	44

Percentages of Students – Proficiency Levels (School)

NAPLAN	Numeracy					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Exceeding	2%	7%	7%	5%	2%	0%
Strong	33%	39%	31%	52%	38%	39%
Developing	24%	31%	23%	29%	29%	43%
Needs Additional Support	41%	23%	39%	15%	32%	18%

Average Test Score

NAPLAN	Numeracy					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Somerly	345	361	348	460	423	433
Like Schools*	385	385	376	464	458	467
WA Public School	397	394	392	478	480	482

NB: 'Like Schools' are schools with similar characteristics.

Comparative Performance for Numeracy

	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.9	-1.2	-1.5	51	61	70
Year 5	-0.5	-2.1	-0.2	66	63	44

Reflection

Achievement in Year 3 is stubbornly below our predicted school mean and 'like' schools. To address this, we have changed the way teachers plan for maths in the infants with teachers planning appropriate activities for their classes rather than working through preprinted workbooks.

Year 5 achievement is in line with our predicted school mean.

Reading

NAPLAN	Reading					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Number of Students	51	63	71	65	61	45

Percentages of Students – Proficiency Levels (School)

NAPLAN	Reading					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Exceeding	4%	8%	7%	9%	10%	7%
Strong	27%	41%	31%	55%	31%	33%
Developing	33%	37%	20%	22%	28%	33%
Needs Additional Support	35%	14%	42%	14%	31%	27%

Average Test Score

NAPLAN	Reading					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Somerly	324	365	324	464	422	434
Like Schools*	374	368	365	468	459	464
WA Public School	391	387	384	481	477	478

Comparative Performance for Reading

	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-2.2	-0.3	-2.0	51	63	71
Year 5	-0.5	-2.0	-0.2	65	61	45

Reflection

Reading attainment is inconsistent with significant gaps with comparative schools evident. We are confident that the implementation of UFLI in 2025 in Pre-Primary to Year 2 will help to improve reading attainment.

Writing

NAPLAN	Writing					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Number of Students	51	63	71	64	65	45

Average Test Score

NAPLAN	Writing					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Somerly	373	387	352	458	439	404
Like Schools*	390	390	386	462	461	455
WA Public School	406	405	402	472	473	467

Percentages of Students – Proficiency Levels (School)

NAPLAN	Writing					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Exceeding	0%	8%	6%	3%	2%	4%
Strong	59%	63%	45%	53%	42%	51%
Developing	31%	16%	20%	27%	42%	32%
Needs Additional Support	10%	13%	30%	17%	15%	13%

Comparative Performance for Writing

	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.8	-0.3	-1.4	51	63	71
Year 5	-0.1	-0.8	-1.8	64	65	45

Reflection

Writing attainment has dropped significantly in both year groups. The introduction of a whole school approach to the teaching of writing through the implementation of Talk for Writing in 2026 is focused on addressing this decline.

Spelling

NAPLAN	Spelling					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Number of Students	51	61	70	65	64	44

Average Test Score

NAPLAN	Spelling					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Somerly	347	381	349	474	453	447
Like Schools*	381	376	372	474	469	470
WA Public School	393	392	391	482	482	482

Percentages of Students – Proficiency Levels (School)

NAPLAN	Spelling					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Exceeding	2%	10%	10%	18%	9%	0%
Strong	37%	39%	31%	49%	45%	68%
Developing	37%	30%	29%	17%	27%	14%
Needs Additional Support	24%	21%	30%	15%	19%	18%

Comparative Performance for Spelling

	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.3	0.1	-1.0	51	61	70
Year 5	0.0	-0.7	0.0	66	64	44

Reflection

Spelling is a strength in the school and is consistently within the expected range for the school in both years 3 and 5.

Grammar and Punctuation

NAPLAN	Grammar & Punctuation					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Number of Students	51	61	70	65	64	44

Average Test Score

NAPLAN	Grammar & Punctuation					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Somerly	320	362	293	463	426	418
Like Schools*	379	374	359	468	465	469
WA Public School	398	395	389	487	487	485

Percentages of Students – Proficiency Levels (School)

NAPLAN	Grammar & Punctuation					
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Exceeding	0%	8%	4%	2%	2%	5%
Strong	20%	26%	23%	31%	31%	32%
Developing	41%	34%	24%	42%	42%	32%
Needs Additional Support	39%	31%	49%	25%	25%	32%

Comparative Performance for Grammar and Punctuation

	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-2.2	-0.3	-2.4	51	61	70
Year 5	-0.5	-2.0	-0.6	65	64	44

Reflection

Attainment in Grammar and Punctuation is inconsistent with significant gaps with comparative schools evident. We are confident that the implementation of Talk for Writing in 2026 will help to improve attainment.

Post School Destination (DATA) (source: Schools Online)

Destination Schools	Male	Female	Other	Total
4172 Kinross College	16	12		28
4160 Clarkson Community High School	9	7		16
4191 Butler College	5	1		6
4211 Alkimos College	4			4
4140 Ocean Reef Senior High School		1		1
1221 Mercy College	1			1
4140 Ocean Reef Senior High School	1			1
1428 Peter Mpyes Anglican Com School	1			1
1109 Sacred Heart College	1			1
4159 Warnbro Community High School	1			1
Total	35	21	0	56

Describe your analysis and impact of evidence

Somerly Primary School students enrol in several schools. However, Clarkson Community High School and Kinross College are the main transition high schools.

Somerly Primary School participate in transition initiatives with both Clarkson Community High School and Kinross College to ensure students are prepared for high school. Sessions are coordinated for students with special needs to ensure their high school caters for their specific needs.

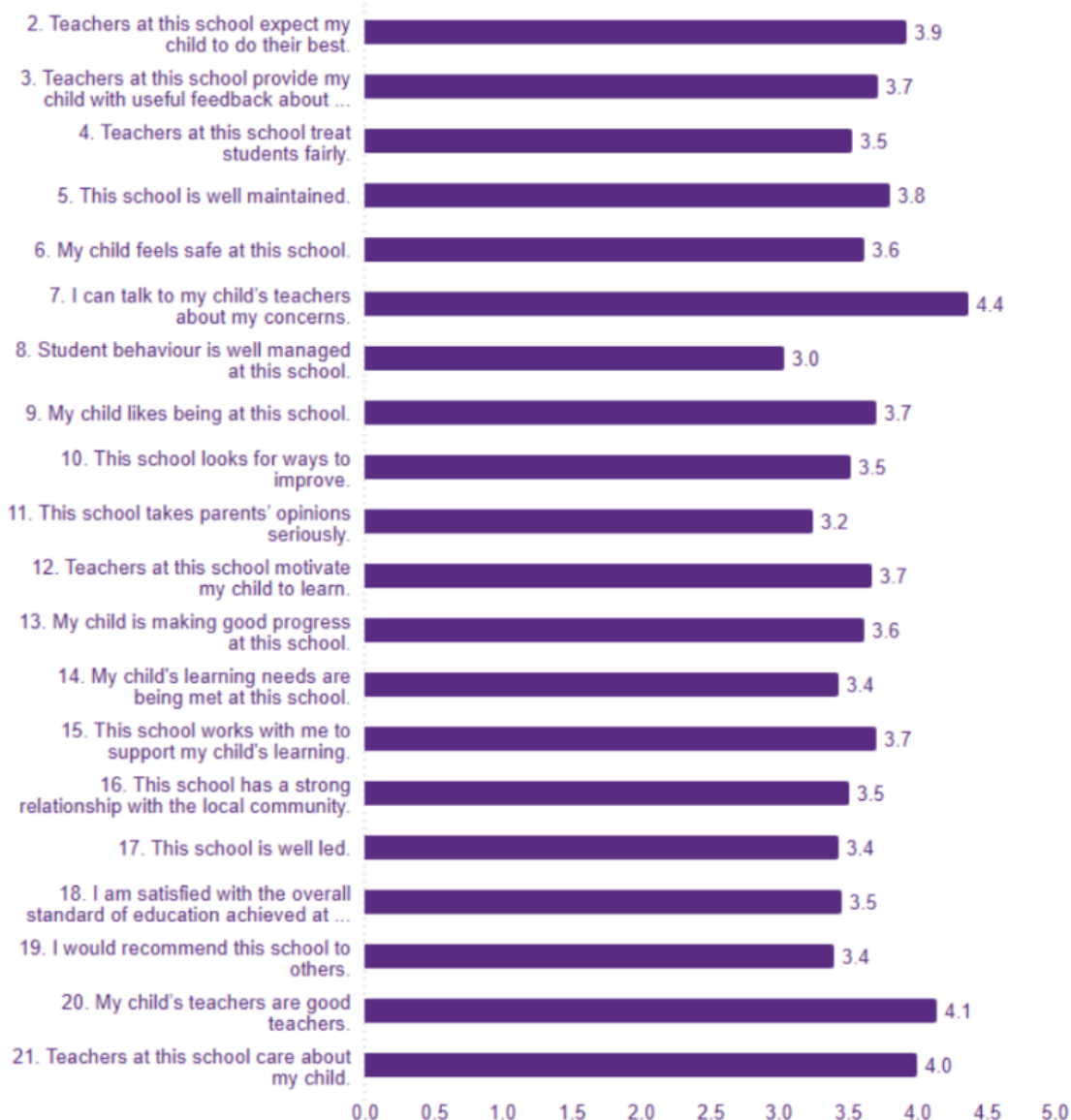
Some students enrol in other schools due to specialist programs, where they successfully gained enrolment, for example Balcatta Senior High School's Visual Arts scholarship, or move from public to private schools.



Parent Survey

This parent survey was conducted in Term 4 of 2025 for the first time and has been used to inform the school's priorities for 2026. In future comparisons will be made between annual surveys so the school can see if improvements are being made.


Mean - Strongly Disagree=1; Disagree=2; Unsure=3; Agree=4; Strongly Agree=5



What We Heard from You

Strengths: Parent expressed strong appreciation for our dedicated staff and their willingness to speak to regarding concerns you may have your child/ren or you feel they genuinely care about. You also expressed your admiration for the job that they do which you feel they do well.

Behaviour: Many families felt that the school could improve the way that behaviour is managed.



Parent Opinions: Families also expressed a desire for their opinions to be taken seriously by the school.

Our Plan Moving Forward

Improving behaviour has been and continues to be a priority for the school. This year we have introduced new routines and expectations and introduced the Wellbeing Hub.

Wellbeing Hub

The wellbeing hub is staffed by two of our education assistants. This space provides children who are struggling with their emotions in class a space where they can regulate before rejoining their class. This minimises disruption to other children's learning and ensures that teachers can focus on teaching their class whilst other staff provide the emotional support which some children need every now and then.

Routines and Expectations

We have introduced whole school routines which take place during the school day such as how we leave assembly, walking as a class between rooms, lining up after recess or how to use whiteboards and pens in class. These routines provide certainty for children as they know the expectations which in turn helps to create a calmer school environment. We will continue to embed these routines in 2026.

Man Up Workshops

This year we trialled Man Up Workshops for boys in in Year 4 and 5 with the feedback being extremely positive. The workshops covered a range of topics including mental health, male culture, understanding relationships and encouraging positive conversations amongst one another. We are working with Man Up so that we can deliver these workshops to all boys in Years 4, 5 and 6.

Plans for 2026

Whole School Social and Emotional Program

We are introducing a new, whole school, social and emotional program called the Resilience Project. This is a research-based program which has been used by many schools to improve children's mental wellbeing and subsequently help to improve behaviour. We will share more information about this program with you in 2026.

Professional Learning for Staff on Meeting the Needs of Children who are Neurodivergent

Many of our children are neurodivergent and need additional support or adjustments to help them succeed in a mainstream classroom. We are working with the School of Special Needs: Disability (SSEN-D) to provide ongoing professional development for staff and adapting our policies and procedures so that they meet the needs of all students including those who are neurodivergent, ensuring that we are a truly inclusive school.

Increase in Days for our School Chaplain

I'm pleased to say that we will be increasing the hours of our School Chaplain, Sophie Webb from 2 days a week to 3 days a week which will provide us with more capacity to run small group social and emotional interventions and provide 1-1 support for children.

Increase in Days for our Aboriginal and Islander Education Officer

We will also be increasing the hours of our Aboriginal and Islander Education Officer, Nicole Jacobs, from 2 days a week to 3 days a week which will provide us with more capacity to implement our Reconciliation Action Plan.

Social and Emotional Interventions

We are currently researching several new interventions to provide proactive support for children so that they are better able to manage their emotions and manage their friendships. Once we have identified these interventions we will provide you with more information.

School Income and Expenditure

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	102,718	102,718
Carry Forward (Salary):	171,686	171,686
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,780,366	5,780,366
Locally Raised Funds:	147,916	139,871
Total Funds:	6,202,686	6,194,643
EXPENDITURE		
Salaries:	5,435,382	5,435,382
Goods and Services (Cash):	598,889	586,931
Total Expenditure:	6,034,270	6,022,313
VARIANCE:	168,416	172,330

Describe your analysis and impact of evidence

In 2025 additional funding was used to set up a Wellbeing Hub which was permanently staffed by 2 education assistants. This in conjunction with the introduction of whole school routines had a positive impact on behaviour and the number of 'major' incidents. This is evident through the tracking of these incidents through terms 3 and 4 which showed a steady decrease in the number of incidents being reported from an average of 26 per week in term 3 to 13 per week in term 4.

The school also employed an AIEO (Aboriginal and Islander Education Officer) in Term 4, initially for 2 days per week but has now been increased to 3 days per week. Whilst it is too early to show the measurable impact of this role, it does demonstrate the School's commitment to building strong links with our indigenous community; improving outcomes and developing a greater understanding and appreciation of indigenous history and culture.

