



# Samson Primary School Annual Report 2024



**Principal:** Cameron Adams

**School Council Chair:** Marianna Reid

**P & C President:** Kerry Murray

TOGETHER WE



RISE

★ RESPECT ★ INCLUSIVE ★ SAFE ★ SELF-AWARE



## Our School:

Founded in May 1987, Samson Primary School is strategically located south of the Swan River in the heart of the Fremantle area, adjacent to the Samson Recreation Centre. Our intake area encompasses surrounding communities, including parts of Kardinya and O'Connor. We are also proud to extend our support to students beyond our local intake zone through our Specialised Learning Program for students with Autism.

In response to the growing number of students with a language background other than English, and with a dedicated focus on engaging students from marginalised and minoritised backgrounds, including our neurodiverse students with a diagnosed disability, Samson Primary is exceptionally well-equipped to meet the diverse needs of ALL learners.

The school is renowned for its proactive and supportive leadership, a committed and collaborative teaching staff, and a family-oriented culture that prioritises both student success and well-being. The core values of respect, inclusivity, safety, and self-awareness guide our continuous improvement agenda, which is focused on enhancing teaching and learning outcomes.

We had 346 students enrolled at the time of the 2024 census, comprising:

- 39 Kindergarten students (part-time)
- 307 Primary students

Our class structure has remained consistent, with an ongoing effort to maintain optimal staff-to-student ratios whenever possible.

Our newly established School Council has developed a strong and active presence within the school community, playing a key role in shaping new policies and initiatives that support the school's ongoing improvement efforts.

This report aims to update the school community on the progress made toward the goals and targets outlined in our 2024-2025 Strategic Plan. A new Strategic Plan will be introduced in 2025, following the release of the Department of Education WA's Strategic Plan for 2025-2028.

## Our Core Partnerships

Samson Primary School is proud to collaborate with a range of organisations and agencies to support our school community.



## **External Therapists (Occupational Therapists and Speech Pathologists):**

The school provides regular therapy sessions for students through external occupational therapists and speech pathologists, ensuring that students' individual needs are addressed with specialised support. Identification and monitoring of these students and assessing new referrals now go through the newly formed students services team involving key members of the executive leadership team and School-based Psychologist.

## **Respectful Relationships:**

In 2024 the Respectful Relationships (RR) program was implemented through a collective impact model, involving key school leaders, staff, Starick (Domestic and Family Violence Support Services), the Western Australia Respectful Relationships Teaching Support Program team (WARRTSP), Sexual Headquarters and our broader school community. Aligned with the federal commitment and the WA Government's Statement of Intent, the program focuses on strengthening respectful relationships and consent, delivered through the Health and PE curriculum. The RR team have led the strategic planning and staff capability development to ensure successful implementation, aligning the initiative with the Emotion Code framework and the RISE values behaviour policy.

## **Emotion Code:**

The Emotion Code framework, co-developed by key staff and students at Samson Primary in collaboration with a consultant from the Amend Movement, is a six-step process designed to strengthen relationships within the school community. It aligns with the Personal and Social Capabilities continuum from the WA School Curriculum and the Australian Curriculum's general capabilities, embedding Social and Emotional Learning (SEL) into daily interactions. In 2024, the framework became an integral part of Samson's culture and strategic priorities, focusing on emotional awareness, regulation, and deep listening. Now deeply embedded in all policies and procedures, the Emotion Code equips students and staff with strategies to identify, name, and regulate emotions, fostering self-awareness and informed decision-making.

## Our Staff

Our school has heavily invested in high student support ratios with record levels of student support staff employed over the 2024 school calendar year. This is expected to be maintained for the years ahead to support student learning and maintain high levels of staff wellbeing.

No	FTE	AB'L
----	-----	------

Administration Staff			
Principals	1	1.0	1
Associate / Deputy / Vice Principals	2	1.8	0
Program Coordinators	1	1.0	0
Total Administration Staff	4	3.8	1

Teaching Staff			
Other Teaching Staff	26	19.7	0
Total Teaching Staff	26	19.7	0

School Support Staff			
Clerical / Administrative	2	1.9	0
Gardening / Maintenance	1	0.8	0
Instructional	2	1.0	2
Other Allied Professionals	28	18.8	0
Total School Support Staff	33	22.5	2

<b>Total</b>	<b>63</b>	<b>46</b>	<b>3</b>
--------------	-----------	-----------	----------



## Attendance

### Primary Attendance Rates

## Attendance

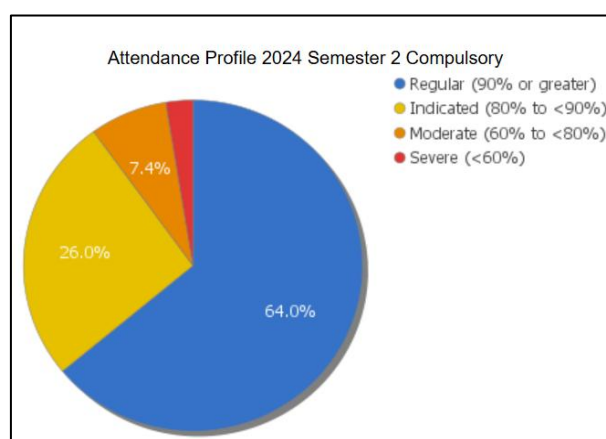
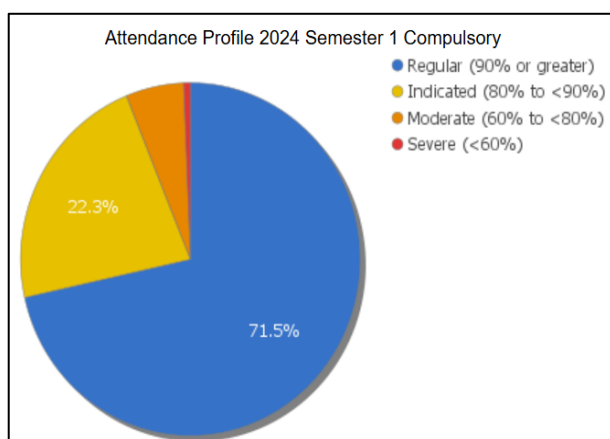
### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	87.6%	86.6%
2023	90.5%	88.9%
2024	92.0%	89.4%

### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	87%	85%	88%	88%	90%	87%	88%
2023	93%	89%	91%	92%	90%	90%	89%
2024	92%	92%	92%	91%	93%	91%	93%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

## 2024 Attendance Profile





# Samson Primary Annual Report 2024

**Table 1: Attendance and Absence Type by Collection Period for SAMSON PRIMARY SCHOOL**

Collection Period	2024 Sem 1	2024 Sem 2*
Attendance Rate	92.0%	89.9%*
Regular Attendance	71.5%	64.0%*
Authorised Absence	60.4%	58.7%*
Unauthorised Absence	39.6%	41.3%*

\* indicates that data is not final.

Note that the Absences are proportions of half days in each category.

## LONGITUDINAL STUDENT ATTENDANCE DATA FOR SAMSON PRIMARY SCHOOL

**Table 3: Attendance Risk Category Analysis by Collection Period for SAMSON PRIMARY SCHOOL**

Collection Period	2024 Sem 1	2024 Sem 2*
<b>Percentage in Category:</b>		
Regular Attendance	71.5%	64.0%
Indicated Risk	22.3%	26.0%
Moderate Risk	5.5%	7.4%
Severe Risk	0.6%	2.6%
<b>Number in Category:</b>		
Regular Attendance	221	199
Indicated Risk	69	81
Moderate Risk	17	23
Severe Risk	2	8

\* indicates that data is not final.

Note that percentage shows the proportion of students in each category, not their attendance rates.

In 2024, the school's attendance rate experienced a slight decline in Semester 2, likely due to the transition in leadership, which created a level of uncertainty and activated immediate change management.

With strong governance now in place and a clearer strategic vision emerging, the school is gradually implementing new policies, establishing greater consistency in teaching and learning and other professional expectations.

Significant efforts were made to promote a culture focused on well-being in 2024, creating a platform for continued growth. Moving into 2025, we anticipate continued progress, aided by the introduction of yet another school structure, in the student services team. The team will provide enhanced support for both teachers and students, particularly those students at educational risk.

## Student Achievement and Progress

### NAPLAN:

### Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2024	
	Year 3	Year 5
Exceeding	10%	11%
Strong	59%	43%
Developing	26%	34%
Needs Additional Support	5%	11%

NAPLAN Reading	2024	
	Year 3	Year 5
Exceeding	18%	14%
Strong	51%	50%
Developing	21%	19%
Needs Additional Support	10%	17%

NAPLAN Writing	2024	
	Year 3	Year 5
Exceeding	5%	8%
Strong	78%	61%
Developing	10%	17%
Needs Additional Support	8%	14%

## Parent/student/teacher satisfaction with the school (DATA)

PARENT SURVEY (from 187 responses)	
1= NOT AT ALL 2=STRONGLY DISAGREE 3=DISAGREE 4= AGREE 5= STRONGLY AGREE	
SURVEY QUESTION	Term 1, 2025
Teachers at this school expect my child to do their best	4.19
Teachers at this school provide my child with useful feedback about school work	3.73
Teachers at this school treat students fairly	4.13
This school is well maintained	3.99
My child feels safe at this school	4.29
My child's feelings and emotions are acknowledged at this school	4.16
My child feels like their voice is heard at this school	4.05
My child feels like they have a sense of belonging at this school	4.26
I can talk to my child's teachers about my concerns	4.35
Student behaviour is well managed at this school	3.86
My child likes being at this school	4.34
This school looks for ways to improve	4.1
This school takes parents' opinions seriously	3.89
Teachers at this school motivate my child to learn	4.13
My child is making good progress at this school	4.05
My child's learning needs are being met at this school	4.02
This school works with me to support my child's learning	3.98
The school has a strong relationship with the local community	3.99
This school is well led	4.19
I am satisfied with the overall standard of education achieved at this school	4.02
I would recommend this school to others	4.2
Teachers at this school care about the wellbeing of their students	4.33
Attention is paid to establishing reliable communication systems with families	3.9
Measures are in place to seek parent and community feedback regarding satisfaction with school operations	3.97
Feedback is acted on to build a positive school reputation	3.93
<b>TOTAL</b>	<b>4.082</b>

### Parent Survey analysis

As of Term 1, Week 10, 2025, there were 340 students enrolled at the school. This data reflects feedback from 187 **parents**, which includes some parents with multiple children enrolled. This data shows that most of the school's parent community agree with the statements presented in the survey.

Here is a balanced summary of the key sentiments from the written feedback in the survey, focusing on both current strengths and areas for improvement:

#### **Current Strengths:**

- Strong leadership and positive changes under the new principal, Mr. Adams, who has brought a renewed energy and focus to the school





- Dedicated, caring teachers who are passionate about supporting students
- Warm, welcoming school community that fosters a sense of belonging
- Great facilities and resources, with a beautiful school environment
- Successful implementation of new initiatives like the Emotion Code initiative

## **Areas for Improvement:**

- Enhance communication and feedback to parents about student progress and school activities/changes
- Explore ways to challenge and extend high-achieving students academically
- Improve supervision and management of student behaviour, especially regarding bullying incidents
- Upgrade facilities like fencing, toilets, and play areas to ensure student safety and wellbeing
- Reinstate valued programs like music that have been recently discontinued

Overall, the feedback highlights that Samson Primary is a wonderful, community-focused school with a dedicated staff and leadership team. By building on current strengths and thoughtfully addressing areas for improvement, the school can continue providing an excellent educational experience for all students. The Executive Leadership Team at Samson Primary School are grateful for the constructive input from parents and looks forward to working together to make Samson Primary the best it can be.



# Samson Primary Annual Report 2024

STUDENT SURVEY (from 157 responses)	
1= NOT AT ALL 2=STRONGLY DISAGREE 3=DISAGREE 4= AGREE 5= STRONGLY AGREE	
SURVEY QUESTION	Term 1, 2025
My teachers expect me to do my best	4.36
My teachers help me understand what I am learning	4.27
My teachers provide me with useful feedback about my school work	4.05
Teachers at my school treat students fairly	4.2
My school is well maintained	4.04
I feel safe at this school	4.36
I can talk to my teachers about my concerns	3.87
Student behaviour is well managed at my school	3.68
I like being at my school	4.22
My school looks for ways to improve	4.24
My school takes students' opinions seriously by listening and responding to us	3.96
My teachers motivate me to learn	4.34
My school gives me opportunities to do interesting things	4.18
My teachers are good teachers	4.59
My teachers care about me	4.33
My teachers help me manage my feelings and emotions	4.08
I have a good relationship with my teachers	4.22
<b>TOTAL</b>	<b>4.1759</b>

## Student Survey analysis

Below is a balanced summary of the key sentiments from the written feedback in the survey completed by the **students** at Samson Primary School. The sentiments highlight both current strengths and areas for improvement.

### Student Survey Insights: Strengths and Opportunities

- Students overwhelmingly express strong affection and appreciation for their school, teachers, and overall learning environment



- Many students highlighted the kindness, support, and enthusiasm of their teachers, noting how this helps them feel comfortable, cared for, and able to learn effectively
- Some students shared strong value in the Emotion Code training Wellness Warriors package
- Students appreciate the inclusive and friendly atmosphere created by their peers
- Students feel the school prepares them well for the transition to high school

## Opportunities for Improvement

- Some students requested quicker responses to their questions and requests
- Several students would like more detailed feedback on their work to help them improve
- Some students would like a bit more academic support from teachers, particularly with challenging subjects like math
- There were a couple comments about addressing minor facilities issues like slippery tiles and a broken fence
- There were mixed opinions on the emotion code script, with some students finding it extremely calming, grounding and beneficial, while others felt the timing of it could be changed. Some noted they can generally self-regulate, indicating a need for differentiation for students with embedded self-management practices
- The school may wish to evaluate the timing and modality used to do the emotion code script and consider ways to address the diverse needs and preferences of the students



# Samson Primary Annual Report 2024

STAFF SURVEY (from 28 responses)	
1= NOT AT ALL 2=STRONGLY DISAGREE 3=DISAGREE 4= AGREE 5= STRONGLY AGREE	
SURVEY QUESTION	Term 1, 2025
Teachers at this school expect students to do their best	4.32
Teachers at this school provide students with useful feedback about their school work	4.14
Teachers at this school treat students fairly	4.14
This school is well maintained	3.75
Students feel safe at this school	4.07
Students at this school can talk to teachers about their concerns	4.11
Parents at this school can talk to teachers about their concerns	4.18
Student behaviour is well managed at this school	3.82
Students like being at this school	4.18
This school looks for ways to improve	4.54
This school takes staff opinions seriously	4.36
Teachers at this school motivate students to learn	4.32
Students learning needs are being met at this school	3.93
The school works with parents to support students' learning	4.21
I receive useful feedback about my work at this school	4.21
Staff are well supported to do their role at this school	4.14
The school has a strong relationship with the local community	4.11
This school is well led	4.43
I am satisfied with the overall standard of education achieved at this school	4.21
I would recommend this school to others	4.32
Teachers at this school are good teachers	4.29
Teachers at this school care about their students	4.54
Teachers at this school help students manage their emotions	4.43
In general, teachers have good relationships with their students at Samson PS	4.61
Our school is culturally responsive to the individual needs of our students	4.25
I feel like I am part of a collaborative team at Samson PS	4.21
I am supported to grow professionally as an educator at Samson PS	4.25
EA's and support staff (cleaners, gardener, front office staff) are valued members of the school community	4.32
Staff have a voice in this school	4.18
<b>TOTAL</b>	<b>4.2244</b>

## Staff Survey analysis

Below is a balanced summary of the key sentiments from the written feedback in the survey completed by the staff at Samson Primary School. The sentiments highlight both current strengths and areas for improvement.

### **Strengths:**

- Exceptional and passionate teachers with a genuine commitment to students



# Samson Primary Annual Report 2024

- Strong adherence to the school's RISE values, fostering a positive and collaborative environment
- Proactive and supportive leadership team continuously working to improve the school
- Staff feel heard, valued, and respected, leading to better morale and a positive working culture
- Positive learning environment for students due to the school's positive culture

## **Areas of Improvement:**

- Behavioural challenges of a small number of students that could be better managed
- Need to update resources and spaces, some of which pose safety concerns
- Desire for more whole-school planning documents (e.g., programs, scopes, sequences) to better support effective and cohesive curriculum delivery

## **Summary:**

Samson Primary School has a strong foundation of exceptional teachers, a positive school culture, and a committed leadership team. While there are some areas for improvement, such as student behaviour management and resource updates, the school is well-positioned to continue its positive trajectory and provide an engaging and supportive learning environment for both students and staff.





## **School Review 2023 + One Year Return Review 2024**

In Term 2, we had our second Public School Review in two consecutive years. The School Review process is a requirement for all WA schools to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. Given the recommendations, the school was placed on what is called a 'One-Year' return and is in place for schools that haven't quite met the minimum standard in one or more of the six strategic domains. These processes are also an opportunity to highlight and celebrate all the achievements that we had made as a school (since our last review in 2023), as well as validate the trajectory and plans we had for the future. In our 2024 review, The Public-School Review team were able to verify some of the claims that we made in preparation for the review with some commendations, however, the team put in a request for yet another 'One-Year' return which is set to take place in May 2025. We are anticipating being able to celebrate significant growth since the start of Semester 2, 2024 at this next review processes.

Below are the 2023 commendations and recommendations. The review team did not provide a 2024 report as the on-balanced judgment of the evidence provided revealed that we weren't quite able to meet the expectations of the 2023 PSR recommendations.

## Public School Review

### Relationships and partnerships

Staff, student and parent/carer relationships were observed to be respectful and a caring culture is apparent. Teachers and support staff are acknowledged for their professional approach to supporting the education of students.

### Commendations

The review team validate the following:

- Clear communication, utilising a range of contemporary media with a personal touch, is a feature of the school's messaging. Parents report that they appreciate ongoing efforts to improve and engage them in digital platforms.
- Agencies providing essential speech and occupational therapy services to students are provided with access and support to ensure that students have their needs met within the school day.
- The Fathering Project has enhanced connection between families and the school. The nature playground is an example of parent driven projects benefitting students.

### Recommendations

The review team support the following:

- Enhance the positive effects of sharing best practice and collaboration through a supported, structured approach within the school and by accessing the expertise in networks of schools.
- Measure the impact of and respond to satisfaction feedback from students, staff and parents.
- Encourage better representation on the School Council by ensuring membership from parents of students enrolled in the Specialist Learning Program.

### Learning environment

The school has a multi-faceted approach to developing wellness and cultural responsiveness and garners support from committed staff, the expertise of the Aboriginal and Islander education officer and the chaplain.

### Commendations

The review team validate the following:

- Staff education, individual plans and pastoral care underpin activities designed to meet the needs of students with specific behaviour challenges.
- Students at educational risk are supported through a response to intervention model, which focuses action on the identified needs of individuals and groups of students.
- Integration of students with special needs is managed to maximise their social, emotional and academic success. Student profiles and information sharing support this.
- Planning for activities to promote the wellbeing of staff and students are in place and provide a positive focus.

### Recommendations

The review team support the following:

- Reinvigorate and embed Positive Behaviour Support across the school through a Consultative Committee focused on measuring the impact of agreed, well communicated and consistently applied processes.
- Investigate ways to extend opportunities for student voice to inform decision making related to academic and leadership learning.
- Investigate, adopt and embed a whole-school approach to social, emotional learning for students to support positive behaviour management, mental health and wellbeing and trauma informed practice.

## Leadership

The leadership team has the challenge of strategically facilitating change and growth in the school whilst balancing management obligations. A strong, medium to long term focus is required that has foundations in robust self-reflection processes.

## Commendations

The review team validate the following:

- Capacity exists with the staff to provide the expertise required to guide and support them towards instructional consistency.
- Staff are aware of the need to build their capacity to use data in more sophisticated ways to refine planning for improved learning.
- The supported implementation of Brightpath and Spelling Mastery has resulted in measurable improvements in student's writing performance.

## Recommendations

The review team support the following:

- As a matter of urgency, collaboratively develop layers of planning that align the expectations of the Department, the vision and priorities of the school within business and operational plans and, classroom planning linked to the School Curriculum and Standards Authority (SCSA) direction.
- Adopt a change management process that makes the need to change, and planned improvement actions, clear to all staff. Create a schedule of agreed change to support sustainable, measured improvement and to manage staff workload.
- Maintain a focus on recruiting, identifying and developing future leaders to support a distribution of expertise that promotes aligned, sustained curriculum and instructional practice.
- Embed regular professional review processes that encourage giving and receiving feedback related to staff performance in addressing the differentiation needs of all students.

## Use of resources

There is an understanding among staff that resources need to be allocated in a targeted manner to maximise outcomes for all students. Significant supplementary funding has been utilised to support programs selected to meet the specific needs of individuals and groups. An example is the Specialist Learning Program for students diagnosed with autism spectrum disorder.

## Commendations

The review team validate the following:

- Considerable forward planning has gone into staff succession and management of plans to meet the school's needs in maintaining a viable ICT<sup>1</sup> infrastructure into the future.
- A strategy to employ education assistants at Level 3 ensures flexibility in role allocation and the ability to manage burnout of staff in stressful roles.
- The school has identified a need to ensure that the high proportion of part-time staff are informed and developed to enable consistent approaches across the school.

## Recommendations

The review team support the following:

- Ensure the Finance Committee is informed to make certain that resource allocation clearly aligns with strategic and operational planning based on the evidence of carefully analysed data sets.
- Measure the impact of selected improvement strategies to ensure that allocations reflect the priorities of planning for improvement.
- Maintain a focus on the refinement of workforce and staff development plans that prioritise the selection of staff best able to be developed to meet the identified needs of students.



## Teaching quality

The influence of quality teaching on student achievement is understood by staff and efforts to build teacher capacity are evident in the way the school has focused on developing improved literacy instruction. A systematic improvement focus, targeting mathematics instruction next, is a sensible option.

### Commendations

The review team validate the following:

- A recent staff performance development process has focused the need to provide professional learning that includes coaching and mentoring.
- Goodwill towards improvement and staff buy in to some whole-school approaches shows early indications of moving towards whole-school consistency.
- Resources have been allocated to ensure that a core set of professional learning is provided for staff.

### Recommendations

The review team support the following:

- Develop an annual schedule to include a broad range of student assessment, additional to NAPLAN<sup>2</sup>, that measures year on year progress and achievement.
- Ensure that staff continue to develop data analysis skills and employ a disciplined dialogue that provides regular monitoring of student performance to inform teaching plans.
- Collaboratively develop a pedagogical framework that includes a set of shared beliefs about how students learn best. Consider the strategies within the Quality Teacher Strategy and Teaching for Impact documents.
- Develop authentic extension opportunities to challenge students with potential for high performance.

## Student achievement and progress

Daily observations and school program assessments form a foundation set of information upon which staff base their Reporting to Parents activities. There is a genuine desire to augment teacher judgements with a more coherent approach to data analysis.

### Commendations

The review team validate the following:

- Student results over time, measured by NAPLAN, indicate that students perform close to or marginally above students in like schools in all areas tested.
- An informal commitment to improving student achievement and progress is evident with plans to document this identified as being the next step.
- Special Educational Need planning and reporting are utilised by teachers of students in the Specialised Learning Program to more accurately plan and report on student learning.
- Evidence provided shows that implemented approaches to spelling and writing are providing students with opportunities to attain higher levels of achievement and progress.

### Recommendations

The review team support the following:

- Include improvement targets to focus staff efforts and measure the impact of planned improvement strategies.
- Maintain guided discussions at school and network level to align grade allocation with student achievement.
- Investigate and embed a central data repository to support the efforts of staff to analyse data and assess student progress. Connect this information to learning plans.



# Samson Primary Annual Report 2024

## Financial Overview 2024:

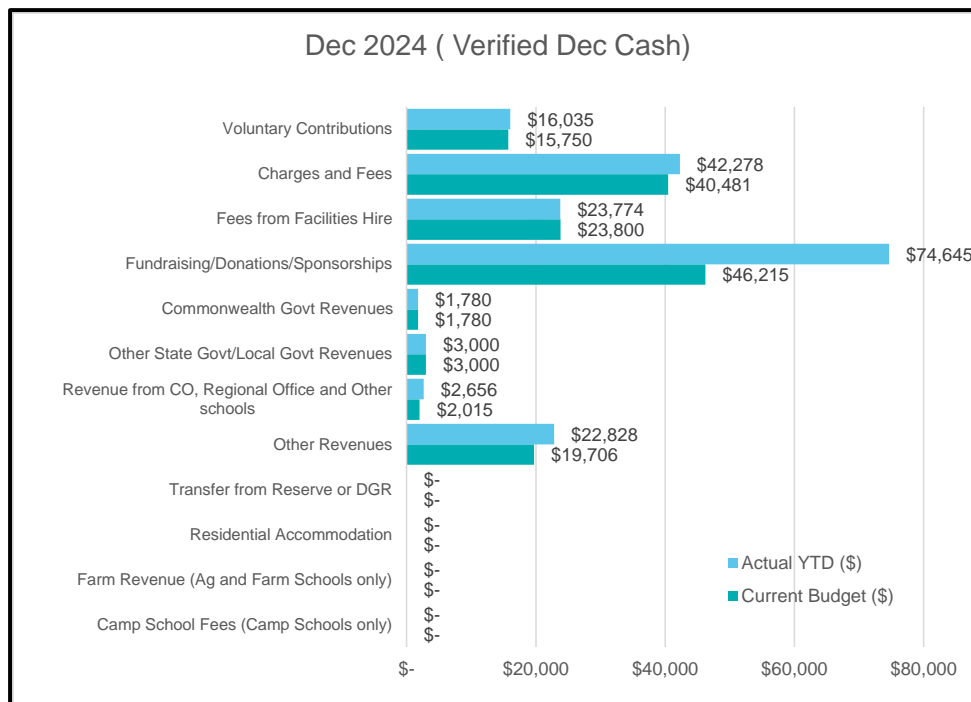
ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	93,168	93,168
Carry Forward (Salary):	35,828	35,828
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	5,132,090	5,132,090
Locally Raised Funds:	152,748	186,996
<b>Total Funds:</b>	<b>5,413,834</b>	<b>5,448,082</b>
<b>EXPENDITURE</b>		
Salaries:	4,761,406	4,761,406
Goods and Services (Cash):	478,384	473,864
<b>Total Expenditure:</b>	<b>5,239,790</b>	<b>5,235,269</b>
<b>VARIANCE:</b>	<b>174,045</b>	<b>212,812</b>

INCOME - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	93,168	93,168
Carry Forward (Salary)	35,828	35,828
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,973,156	2,973,156
School and Student Characteristics	1,483,817	1,483,817
Disability Adjustments	142,595	142,595
Targeted Initiatives	505,617	505,617
Operational Response Allocation	9,405	9,405
<b>Total Funds:</b>	<b>5,114,590</b>	<b>5,114,590</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	17,500	17,500
School Transfers – Salary	(218,000)	(218,000)
School Transfers - Cash	218,000	218,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>17,500</b>	<b>17,500</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	15,750	16,035
Charges and Fees	40,481	42,278
Fees from Facilities Hire	23,800	23,774
Fundraising/Donations/Sponsorships	46,215	74,645
Commonwealth Govt Revenues	1,780	1,780
Other State Govt/Local Govt Revenues	3,000	3,000
Revenue from CO, Regional Office and Other scho	2,015	2,656
Other Revenues	19,706	22,828
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>152,747</b>	<b>186,996</b>
<b>TOTAL</b>	<b>5,413,833</b>	<b>5,448,082</b>

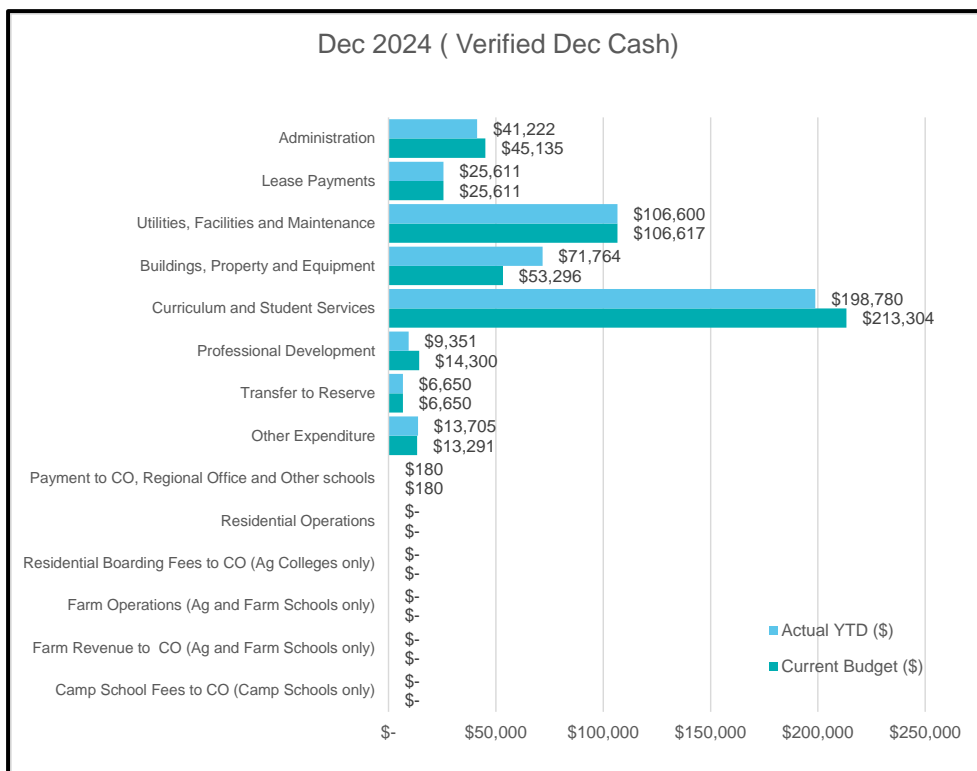




# Samson Primary Annual Report 2024



	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	4,210,641	4,210,641
New Appointments	0	0
Casual Payments	550,747	550,747
Other Salary Expenditure	17	17
<b>Total Funds:</b>	<b>4,761,405</b>	<b>4,761,405</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	45,135	41,222
Lease Payments	25,611	25,611
Utilities, Facilities and Maintenance	106,617	106,600
Buildings, Property and Equipment	53,296	71,764
Curriculum and Student Services	213,304	198,780
Professional Development	14,300	9,351
Transfer to Reserve	6,650	6,650
Other Expenditure	13,291	13,705
Payment to CO, Regional Office and Other schools	180	180
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>478,384</b>	<b>473,863</b>
<b>TOTAL</b>	<b>5,239,789</b>	<b>5,235,268</b>



## Review of 2024 Strategic Plan

In Semester 2 of 2024, the Samson PS Executive Leadership Team focused on establishing all six governance structures, three of which were previously lacking: the Executive Leadership Team, School Council, and Learning Area Teams. Once these structures were in place, the leadership team initiated a process to create a strategic plan aligned with the WA Department of Education's 2021-2024 strategic plan. The accompanying infographic outlines the school's key focus areas. Significant attention was given to fostering a positive school culture and enhancing communication and consultation within the school community. With increased rigour in our professional learning communities and the establishment of critical staff committees, we are well-positioned to meet key performance targets in 2025.



## System Alignment FOCUS 2025

### Priority Area 1:

Provide every student with a pathway to a successful future.

### Priority Area 5:

Partner with families, communities and agencies to support the engagement of every student.

### Priority Area 6:

Use evidence to drive decision-making at all levels of the system.

### Priority 1: Key Actions

- Establish a student services team
- Build Capability of staff in SEN planning
- Set and monitor DRS and SAER student goals
- Drive a culture of technological innovation that improves outcomes for every student

### Priority 1: Key Resources

- Deputy Principal with student services portfolio
- 0.2 FTE staff position to build school-wide capability in ICT
- 0.6 FTE Specialist Digital Technology Teacher

### Priority 6: Key Actions

- Establish processes for data collection in Emotion Code, Respectful Relationships
- Establish a temporary data collection process for student behaviour. Transition into Kaartdijin
- Continue to embed and improve whole-school moderation of data using Brightpath

### Priority 6: Key Resources

- Implementation of behaviour data collection tool and individual student folders on Teams
- Continue to build and monitor whole-school literacy and numeracy data collection tool

## Relationships and Partnerships

### School Council:

- Strengthen the effectiveness of the newly formed Student Council.
- Maintain compliance and provide training for council members.
- Establish a 2025 meeting schedule
- Develop and implement a calendar of events and improve parent engagement in school activities, including revamping student assemblies.

- Implement communication strategy
- Look for networking opportunities with schools in the local area

### Parent/Staff/Student Voice:

- Improve processes for gathering and responding to parent, staff, and student voice
- Develop professional relationships between staff through our staff committees and PLCs that focus on whole-school improvement

### Staff/student relationships:

- EC Staff/student workshops and online PL to build strategies around emotional awareness and regulation
- Respectful Relationships impact cycles

## Learning Environment

### Safe/inclusive:

- Supporting staff to develop well-managed learning environments. Integration of SLP/mainstream.

### Behaviour:

- Build consistency across the school implementing the expectations of the behaviour policy

### Pedagogy:

- Develop a school-wide instructional model/pedagogical framework. Provide time for an instructional coach

## Use of Resources

### Financial Management:

- Continue work with principal consultants and the finance management team to ensure compliance is maintained

### Annual Operational Plans:

- Develop targeted AOPs with the staff committees and project budgets for resourcing

### Targeted Initiatives:

- Allocate funding appropriately for SLP, EALD, Aboriginal, DRS and SAER students

Workforce Planning: Staffing school appropriately

## Leadership

### School Priorities align to department's expectations:

- Samson's strategic plan aligns with Focus 2025
- Unpack and draw alignment to the new department strategic plan 2025-2028

### Leadership team:

- Regular leadership meetings to set and monitor strategic whole-school improvement agenda
- Strategic delegation of leadership team portfolios
- Professional learning for emerging DP's and leadership pipeline for staff seeking leadership opportunities
- Performance development in Term 1 and 4
- Prepare staff for public school review in May 2025
- Classroom practice aligned to WA Curriculum

### Student Leadership:

- Ratify a student leadership model and create a process for selection and working on strategic and operational tasks

### Staff induction and ongoing support

- Create a welcoming induction process for new staff in 2025
- Buddy new staff up with existing staff and meet regularly with new staff as a group

### Priority 5: Key Actions

- Implementation of the Respectful Relationships Plan K-6
- Implementation of the Emotion Code framework K-6, including Wellness Warriors student leaders
- Develop and implement a communication strategy for engaging with parent community
- Increase FTE of AEIO to assist with community engagement, cultural responsiveness and cultural competencies framework

### Priority 5 Key Resources

- Increase FTE of AEIO in 2025
- Communication and marketing strategy
- Build capability of EAs to support the ongoing implementation of the Emotion Code and Respectful Relationships

## Quality Teaching

### School-wide approaches in Teaching and Learning:

- Provide PL for teachers needing support for the programs we deliver (including integration of music across the curriculum)
- Analysis of systemic and school-based data

### PLCs/ Learning Area Teams:

- Develop consistency in assessment (assessment schedule, data conversations and moderation)

### Differentiation:

- Improve processes for SEN planning and developing documented plans for students who require them. Regularly supporting SLP students into the mainstream.
- Observations done by DP's and Instructional Coach to provide feedback to teachers

## Student Achievement and Progress

### SLP/Students with an Individual Disability Allocation:

- Progress and achievement tracked using documented plans
- Successful transition to mainstream for identified students

### Data:

- Collating and organising whole school data sets in order to identify gaps to inform targeted teaching and learning
- Setting an action plan for marginalised/ minoritised students to accelerate growth

### Assessment:

- Formative assessment to provide feedback to student's regarding their growth