



Annual Report 2017



Strive for Wisdom

Cavelle Monck

Cavelle Monck

Principal

A handwritten signature in black ink, appearing to read "Steve Williams".

Steve Williams

Board Chair



Our Vision

Together | Learn • Respect • Inspire • Create • Celebrate

Our Focus

Our focus is to develop a whole school approach to learning, with academic rigour through rich and engaging learning experiences, in conjunction with developing the whole child, with parents as partners, to make Mount Lawley Primary School a school of choice within the community and for every child to be empowered and reach their full potential.

Our Values

Learn - We strive for all members of our school community to experience the joy of learning and become lifelong learners.

Respect - We develop and maintain a positive school culture that is characterised by trust, respect, and strong partnerships to enhance the wellbeing of all.

Inspire - We set high standards and inspire all members of our school community to strive for and achieve their personal best.

Create - We provide an environment that fosters creativity in all its forms.

Celebrate - We celebrate our endeavours and successes.

Our School Community

Mount Lawley Primary School is an Independent Public School with an holistic approach to the student academic achievement, social and emotional wellbeing and resilience. Students are at the centre of every decision we make as a whole school. A culture of high expectations, underpinned by the application of school wide instructional practices, makes Mount Lawley Primary a school of choice.

Our clear and unified vision drives our whole school improvement agenda with a focus on quality teaching and learning. Our educational program is supported by a professional staff who are committed to improving outcomes for all students. The educational environment is enhanced through a number of specialised programs and activities including; Physical Education, Korean (Yr 5&6), Music, Visual Arts, Instrumental Music and a range of coordinated before and after school programs. The professional teaching environment is one of collaboration that supports and maintains a culture of excellence and accountability.

There is a strong sense of community, parent support and involvement in the school. The school community, through the school board, plays an active role in reviewing the strategic school direction. Our dedicated P&C contributes to the social and financial wellbeing of the school.

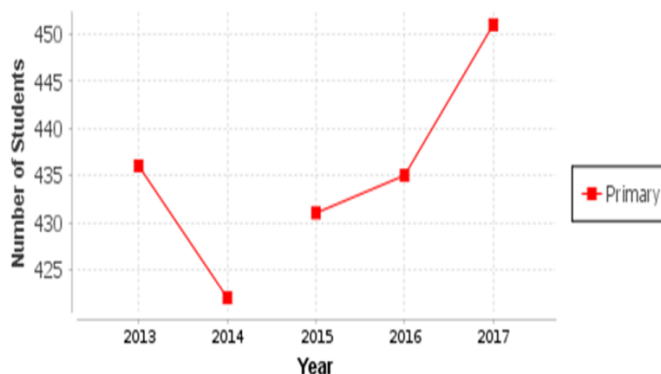
With our proud history and heritage, coupled with our state of the art facilities, Mount Lawley Primary School is committed to excellence in education where every student aspires to be the best they can be.

Semester 2 Student Numbers

The Students: Enrolment

In 2017 the school's total (including Kindy) Semester 2 enrolments were 540 students. Approximately 28% of the school's enrolments were out of boundary during 2017.

The school's primary enrolment numbers have maintained a steady trend during the last five years as shown below.



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	'(30)'	68	61	62	61	74	64	61	481
Part Time	59	Note: Kin Full Time student figure represents the Full Time equivalent of the Part Time students							

Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kindy)	436	422	431	435	451

Attendance

Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
Regular	88%	73%	91%	76%	78%	77%	90%	79%	90%	78%	85%	78%	88%	78%
At Risk - Indicated	12%	18%	6%	16%	22%	16%	8%	14%	9%	15%	14%	15%	10%	14%
At Risk - Moderate	0%	7%	3%	6%	0%	5%	2%	5%	1%	5%	2%	5%	2%	6%
At Risk - Severe	0%	2%	0%	2%	0%	2%	0%	2%	0%	2%	0%	2%	0%	2%

Staff Information

Administration Staff	No	FTE	AB'L
Principals	1	1	0
Deputy Principals	2	2	0
Total Administration Staff	3	3	0
Teaching Staff	No	FTE	AB'L
Other Teaching Staff	29	24.4	0
Total Teaching Staff	29	24.4	0
School Support Staff	No	FTE	AB'L
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	12	8.8	0
Total School Support Staff	16	11.8	0
Total	48	39.1	0

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.

The Staff at Mount Lawley Primary School is experienced, professional, well qualified and committed to the objectives of the School's Vision and Strategic Operations Plans.

The school has a Workforce Management Plan that informs the decision-making and staff management practices. Our plan includes an analysis of the gaps between the school's current and future workforce and the identification of strategies to meet future needs.

During 2017 MLPS leave liability was almost cleared as directed by the Department of Education. Through careful planning there was minimal impact on teaching and learning programs.

Recruitment processes resulted in four permanent staff members joining the staff. Two staff members retired during or at the conclusion of the 2017 school year.

2018 Destination Schools for the 2017 Student Cohort

Year K – 5 Cohort

Destination School	Male (27)	Female (28)	Total (55)
Guildford Grammar School	2	1	3
SIDE Primary School	5	2	7
Interstate	4	5	9
Wesley College	2		2
Overseas	1	4	5
Home Schooling	1		1
Hocking Primary School	2		2
East Kenwick Primary School	1		1
Trinity College	1		1
North Tom Price Primary School	1	1	2
Perth College		8	8
Hale School	1		1
St Andrews Catholic Primary School	1		1
Not Specified	1	3	4
Aubin Grove Primary School	1		1
Spearwood Primary School		1	1
Arbor Grove Primary School	1		1
Cassia Primary School		1	1
Infant Jesus School		1	1
Ballajura Primary School		1	1
Swan Valley Anglican Community School	1		1
Highgate Primary School	1		1

Year 6 Cohort

Destination Schools	Male (22)	Female (21)	Total (43)
Mount Lawley Senior High School	17	14	31
Perth College		5	5
Australian Islamic Coll-Kewdale	1		1
Chisholm Catholic College	1		1
Christ Church Grammar School	1		1
Perth Modern School	1		1
Shenton College		1	1
Ursula Frayne Catholic College		1	1
Warwick Senior High School	1		1

Student Behaviour Management Information

In 2017, our Behaviour Management Policy was consistently implemented across the school, both in the classrooms and the playground. A copy of the Behaviour Management Policy is available on the school website. Staff presented whole school positive rewards in the form of Honour Certificates each fortnight at assembly. Faction tokens were introduced for duty teachers to present, encouraging students to demonstrate appropriate behaviour during recess and lunchtime.

Individual Behaviour Management Plans (IBMP) have been utilised for students with continuing issues. A whole school approach using Friendly Schools Plus has been implemented. The school's Kelso Conflict Resolution program has continued to be successful in equipping students with strategies to deal with conflict behaviours and incidents.

Incidents reported to the Principal and Deputy Principals were recorded using the Student Information System (SIS) and parents were informed either via telephone or letter when necessary which was followed up by the classroom teacher.

The school's target of reducing the incidents of antisocial behaviour was met in 2017.

Of the 451 (excluding Kindy) students enrolled in 2017, 72 had a recorded behaviour incident.

52 (72%) of these students had only one occurrence, 19 students (26%) had between one and eight occurrences, and one student accounted for remaining 16 of the total recorded 121 incidents.

The most common misdemeanour in 2017 was *Negative behaviour – other*, which included: Dangerous and rough play, Unsafe Play, Other incidents that do not fit into the recorded behaviour categories including negative classroom behaviours.

Suspensions and Exclusions

One formal suspension was recorded in the 2017 school year.

Behaviours	2013	2014	2015	2016	2017
Physical assault or intimidation of staff	1	0	0	0	2
Verbal abuse or harrassment of staff	0	0	0	1	0
Physical assault or intimidation of other students	45	8	25	18	9
Verbal abuse or harrassment of students	2	1	2	1	1
Wilful offence against property	8	6	0	0	1
Violation of school code of conduct, behaviour management plan, classroom or school rules	85	37	13	39	22
Negative behaviour - Other	63	113	144	97	86
TOTAL	204	165	184	156	121

Academic Achievement

NAPLAN Initial Analysis 2017

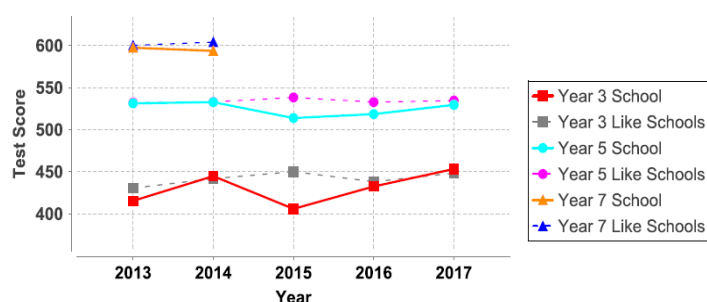
The table below depicts the mean comparisons between the WA Public Schools, Australian, Like Schools and our school cohorts.

Year 3 58 students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	453	486	446	468	526
State Mean	402	420	410	409	429
Australian Mean	409	431	414	416	439
Like School Mean	448	473	445	453	484
No. above NMS%	100%	97%	100%	97%	98%
No. at NMS%	0%	3%	0%	2%	0%
No. below NMS%	0%	0%	0%	2%	2%
Year 5 64 Students					
Year 5 64 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	530	527	504	534	516
State mean	489	499	469	498	492
Australian Mean	494	506	473	501	499
Like School Mean	535	545	503	539	548
No. above NMS%	94%	91%	98%	97%	81%
No. at NMS%	6%	8%	2%	3%	19%
No. below NMS%	0%	2%	0%	0%	0%

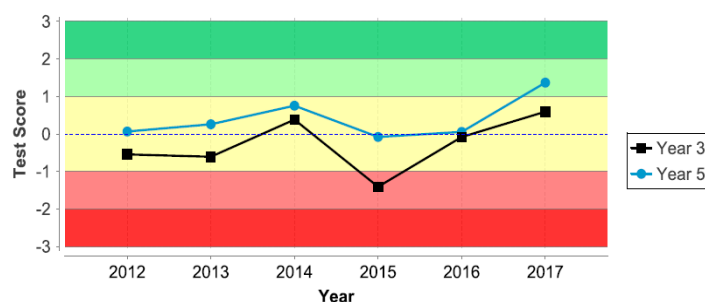
NAPLAN Numeracy

Year 3, 5, and 7 Numeracy Like School Comparisons

Average Numeracy Score



Numeracy Performance



Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					13%	25%	22%	23%
7	530 - 581					27%	24%	25%	29%
6	478 - 529	26%	30%	40%	35%	35%	26%	27%	30%
5	426 - 477	29%	24%	17%	26%	18%	19%	20%	14%
4	374 - 425	25%	23%	31%	23%	7%	4%	6%	3%
3	322 - 373	14%	16%	12%	11%	0%	2%	0%	1%
2	270 - 321	5%	7%	0%	4%				
1	Up to 269	1%	0%	0%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 3 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	30%	44%	47%	50%	42%	42%
Middle 60%	56%	49%	53%	46%	51%	53%
Bottom 20%	14%	6%	0%	4%	7%	5%

	Year 5 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	35%	35%	44%	46%	44%	46%
Middle 60%	63%	62%	50%	51%	51%	51%
Bottom 20%	2%	3%	6%	2%	5%	3%

OPERATIONAL TARGETS:

- In 2017 increase the percentage of students achieving in the top 20% in Naplan Numeracy in Year 3.
- In 2017 increase the percentage of students achieving in the top 20% in Naplan Numeracy in Year 5.
- In 2017 increase the percentage of students achieving in bands 5 and 6 in Year 3 Naplan Numeracy.
- In 2017 increase the percentage of students achieving in bands 7 and 8 in Year 5 Naplan Numeracy.

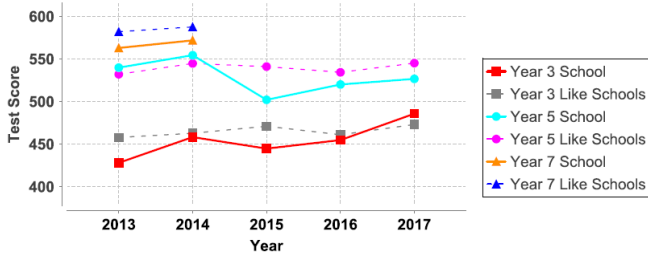
COMMENTS:

- Year 3 Numeracy mean data is above like schools. MLPS: 453 LIKE: 448
However, 57% of MLPS students are in the top two bands of achievement compared to 61% of like school students.
- Year 5 Numeracy data is just below like schools. MLPS: 530 LIKE: 535
47% of MLPS students are in the top two bands of achievement compared to 52% of like school students.
- Both the Year 3 and Year 5 Numeracy data is above the predicted school mean.
- The Year 3 progress to Year 5 stable cohort measurement shows progress better than like, WA and Australian schools.
- Year 3 and 5 trend line is on an upward trajectory.
- Year 7 (Former Year 6 students state school) data dipped in 2015. 2017 data is consistent with 2016 data.

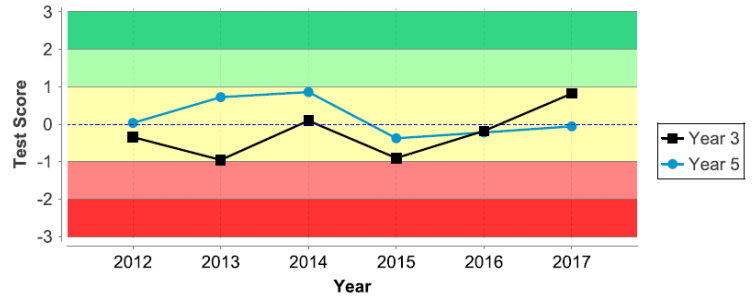
NAPLAN Reading

Years 3, 5 & 7 Reading Like School Comparisons

Average Reading Score



Reading Performance



Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2016		2017		2016		2017	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					13%	24%	23%	28%
7	530 - 581					27%	32%	23%	32%
6	478 - 529	38%	40%	53%	46%	37%	22%	23%	23%
5	426 - 477	29%	27%	22%	22%	18%	13%	20%	10%
4	374 - 425	18%	16%	20%	19%	5%	7%	8%	5%
3	322 - 373	9%	12%	2%	10%	0%	2%	2%	1%
2	270 - 321	3%	3%	3%	2%				
1	Up to 269	4%	2%	0%	2%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
If blank	then no data available or number of students is less than 6

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 3 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	32%	38%	53%	48%	40%	46%
Middle 60%	61%	56%	44%	48%	55%	48%
Bottom 20%	8%	6%	3%	4%	5%	6%

	Year 5 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	23%	27%	38%	44%	40%	46%
Middle 60%	67%	70%	55%	53%	55%	49%
Bottom 20%	9%	3%	8%	3%	5%	5%

OPERATIONAL TARGETS:

- In 2017, Year 5 NAPLAN Reading, increase the percentage of students achieving in Band 7 and 8 to 45% (5% improvement from 2016).

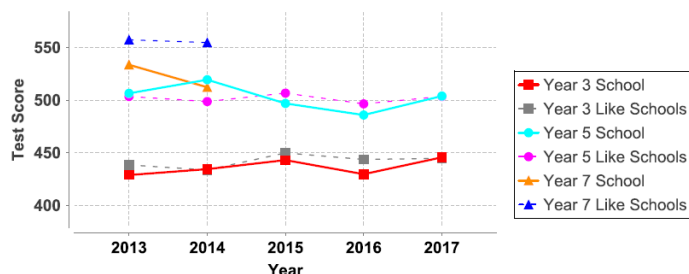
COMMENTS:

- Year 3 Reading mean data was higher than like schools - MLPS: 486 LIKE: 473
75% of MLPS students are in the top two bands of achievement compared to 68% of like school students.
- Year 5 Reading data is within the expected range of performance based on previous performance; noting that this is below like schools - MLPS: 527 LIKE: 545
46% of MLPS students are in the top two bands of achievement compared to 60% of like school students.
- The Year 3 Reading data is above the predicted school mean.
- The Year 5 Reading data is at the predicted school mean.
- The Year 3 progress to Year 5 stable cohort measurement shows progress better than like schools, at Australian schools but not as high as WA schools.
- Year 3 trend line has an upward trend. Year 5 trend line demonstrates consistent performance.
- Year 7 (Former Year 6 students state school) data is consistent, although down from a peak in 2015.

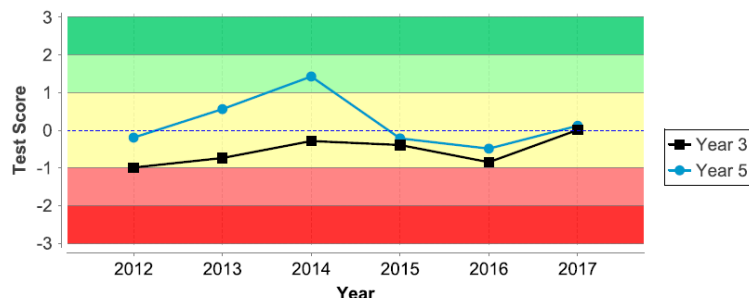
NAPLAN Writing

Years 3, 5 & 7 Writing Like School Comparison

Average Writing Score



Writing Performance



Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2016		2017		2016		2017	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	7%	8%	8%
7	530 - 581					15%	20%	16%	19%
6	478 - 529	13%	26%	17%	22%	30%	36%	47%	39%
5	426 - 477	51%	42%	56%	48%	43%	29%	28%	29%
4	374 - 425	23%	23%	20%	18%	8%	7%	2%	4%
3	322 - 373	8%	7%	7%	9%	0%	2%	0%	1%
2	270 - 321	3%	1%	0%	2%				
1	Up to 269	3%	1%	0%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 3 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	45%	41%	42%	46%	48%	45%
Middle 60%	43%	49%	58%	51%	46%	49%
Bottom 20%	12%	10%	0%	3%	6%	5%

	Year 5 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	36%	28%	38%	39%	43%	46%
Middle 60%	60%	68%	61%	57%	53%	50%
Bottom 20%	5%	3%	2%	4%	4%	4%

OPERATIONAL TARGETS:

- In 2017, Year 3 NAPLAN mean score results in **Writing** are at or above Like Schools.
- In 2017, Year 3 NAPLAN **Writing**, the percentage of students achieving in Band 6 will increase to 18% (5% improvement from 2016).
- In 2017, Year 5 NAPLAN mean score results in **Writing** are at or above Like Schools.

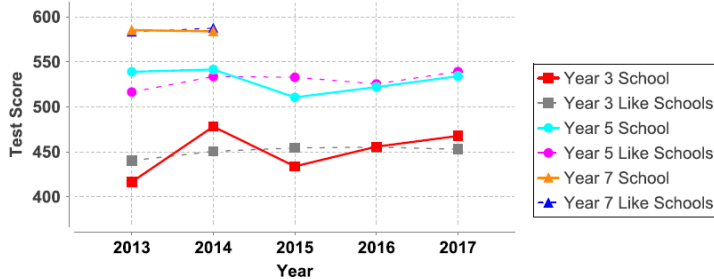
COMMENTS:

- Year 3 Writing mean data is similar to like schools - MLPS: 446 to LIKE: 445
73% of MLPS students are in the top two bands of achievement compared to 70% of like school students.
- Year 5 Writing mean data is similar to like schools - MLPS: 504 to LIKE: 503
24% of MLPS students are in the top two bands of achievement compared to 27% of like school students.
- Both the Year 3 and Year 5 Writing data is at the predicted school mean.
- The Year 3 progress to Year 5 stable cohort measurement shows progress better than like and WA schools but not as high as Australian schools.
- Year 3 trend line has an upward trend. Year 5 trend line demonstrates consistent performance.
- Year 7 (Former Year 6 students state school) data is down from 2016.

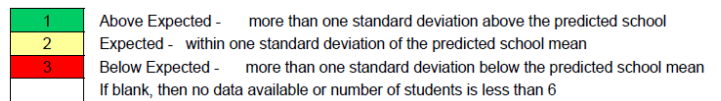
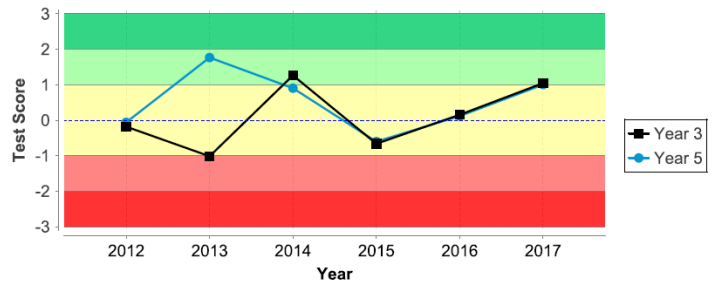
NAPLAN Spelling

Years 3, 5 & 7 Spelling Like School Comparison

Average Spelling Score

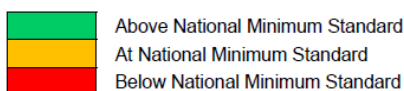


Spelling Performance



Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					20%	22%	28%	29%
7	530 - 581					13%	23%	25%	28%
6	478 - 529	40%	36%	41%	38%	40%	32%	22%	26%
5	426 - 477	28%	31%	36%	27%	23%	16%	22%	13%
4	374 - 425	22%	18%	19%	20%	3%	5%	3%	3%
3	322 - 373	4%	8%	2%	10%	0%	2%	0%	1%
2	270 - 321	3%	5%	2%	4%				
1	Up to 269	4%	1%	2%	1%				



Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 3 Spelling					
	School			Like Schools		
WA Public Schools	2015	2016	2017	2015	2016	2017
Top 20%	30%	40%	41%	40%	36%	38%
Middle 60%	63%	54%	56%	55%	58%	57%
Bottom 20%	7%	6%	3%	5%	6%	6%

	Year 5 Spelling					
	School			Like Schools		
WA Public Schools	2015	2016	2017	2015	2016	2017
Top 20%	31%	32%	39%	39%	39%	44%
Middle 60%	64%	65%	58%	57%	53%	52%
Bottom 20%	5%	3%	3%	3%	7%	4%

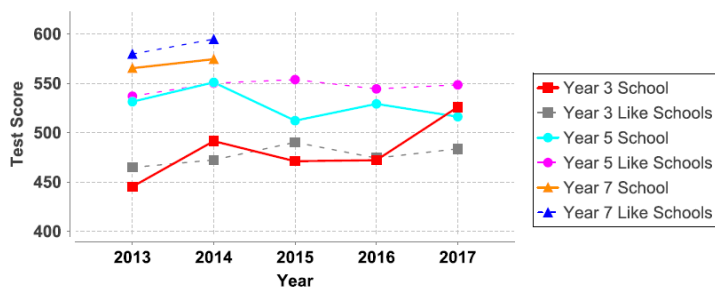
COMMENTS

- Year 3 Spelling mean data was higher than like schools - MLPS: 468 LIKE: 453
77% of MLPS students are in the top two bands of achievement compared to 65% of like school students.
- Year 5 Spelling data is just below like schools - MLPS: 534 LIKE: 539
53% of MLPS students are in the top two bands of achievement compared to 57% of like school students.
- Both the Year 3 and Year 5 Spelling data is higher than the predicted school mean.
- The Year 3 progress to Year 5 stable cohort measurement shows progress better than like schools but not as high as WA and Australian schools.
- Year 7 (Former Year 6 students state school) improved on 2015/2016 data.

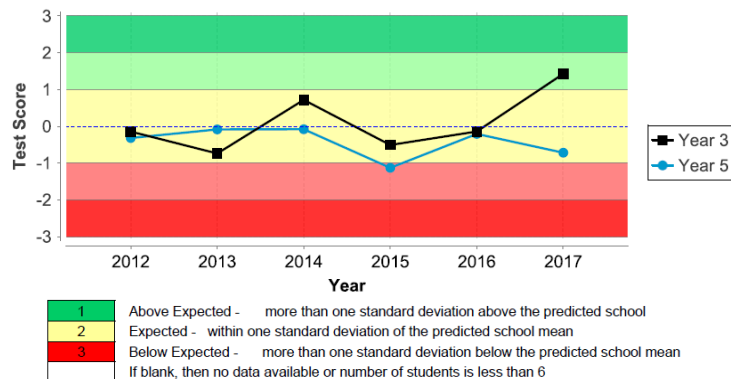
NAPLAN Grammar and Punctuation

Years 3, 5 & 7 Grammar and Punctuation Like School Comparison

Average Grammar & Punctuation Score

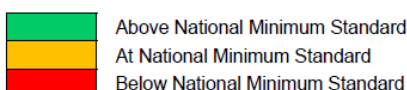


Grammar & Punctuation Performance



Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2016		2017		2016		2017	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					22%	30%	28%	35%
7	530 - 581					30%	26%	8%	20%
6	478 - 529	49%	46%	68%	52%	28%	23%	34%	27%
5	426 - 477	15%	20%	19%	25%	12%	14%	11%	9%
4	374 - 425	12%	16%	8%	11%	5%	5%	19%	7%
3	322 - 373	18%	13%	3%	7%	3%	1%	0%	2%
2	270 - 321	4%	3%	0%	3%				
1	Up to 269	3%	2%	2%	3%				



Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	34%	44%	59%	46%	39%	42%
Middle 60%	58%	49%	39%	51%	55%	52%
Bottom 20%	7%	8%	2%	3%	6%	5%

	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
WA Public Schools						
Top 20%	29%	27%	30%	50%	38%	45%
Middle 60%	67%	70%	66%	47%	57%	52%
Bottom 20%	5%	3%	5%	4%	5%	3%

OPERATIONAL TARGETS:

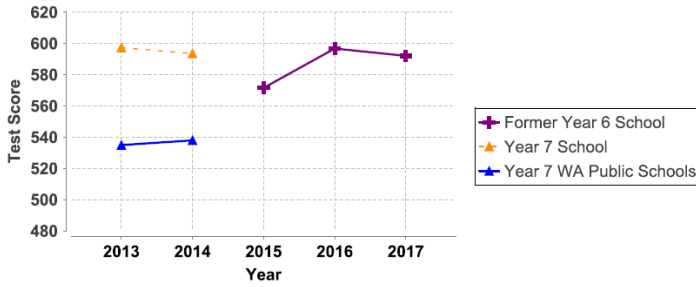
- In 2017, maintain Year 5 NAPLAN Grammar and Punctuation results in the expected achievement level range.

COMMENTS:

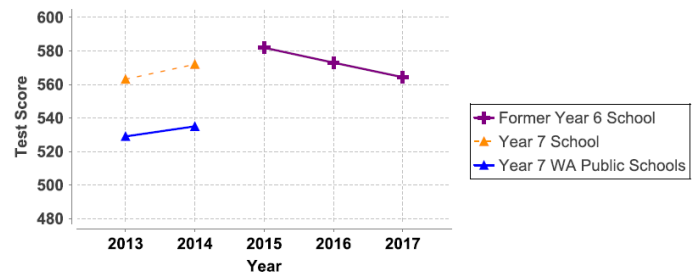
- Year 3 Grammar and Punctuation mean data is well above like schools - MLPS: 526 LIKE: 484
87% of MLPS students are in the top two bands of achievement compared to 77% of like school students.
- Year 5 Grammar and Punctuation data is below like schools - MLPS: 516 LIKE: 548
36% of MLPS students are in the top two bands of achievement compared to 55% of like school students.
- Year 3 Grammar and Punctuation data is well above the predicted school mean. Year 5 data is well below the predicted school mean.
- The Year 3 progress to Year 5 stable cohort measurement shows progress not as high as like, WA or Australian schools.
- Year 7 (Former Year 6 students state school) data is consistent.

Former Year 6 NAPLAN Data (2017 Year 7)

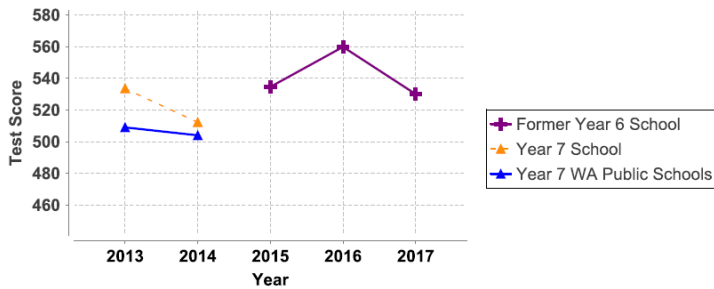
Average Numeracy Score



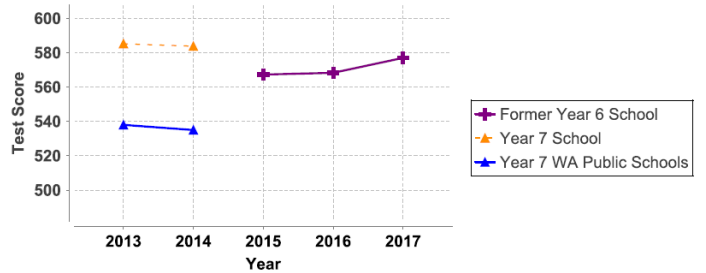
Average Reading Score



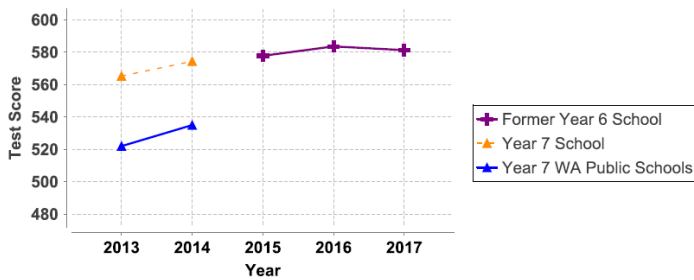
Average Writing Score



Average Spelling Score

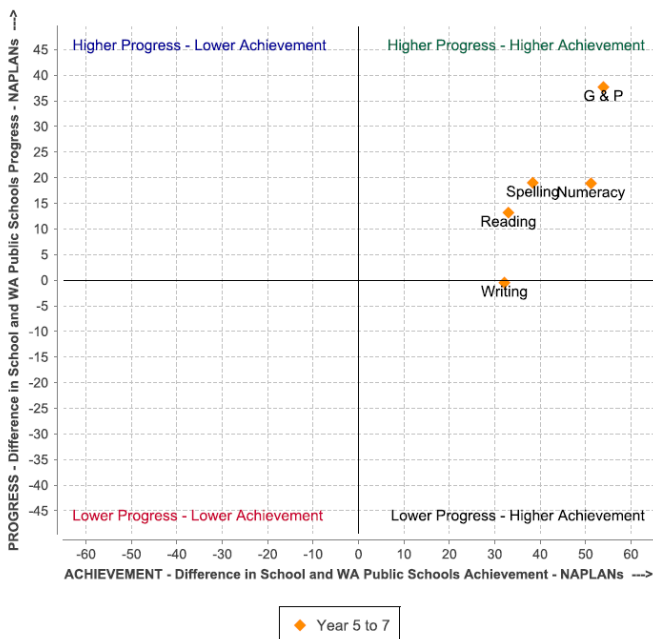


Average Grammar & Punctuation Score



Student Progress and Achievement Compared with WA Public Schools

Former Year 6 Students
NAPLAN Year 5 to Year 7 2017

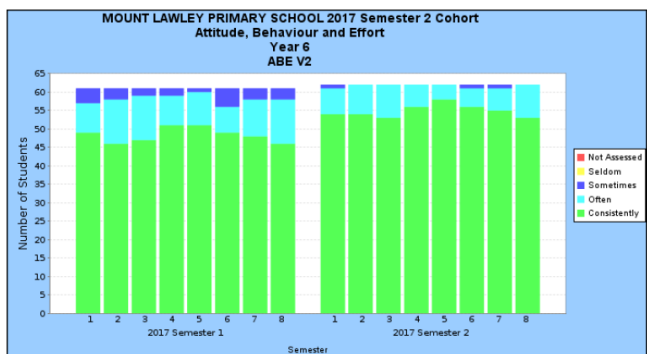
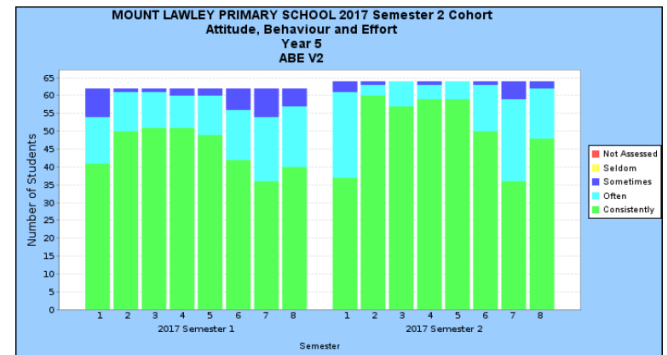
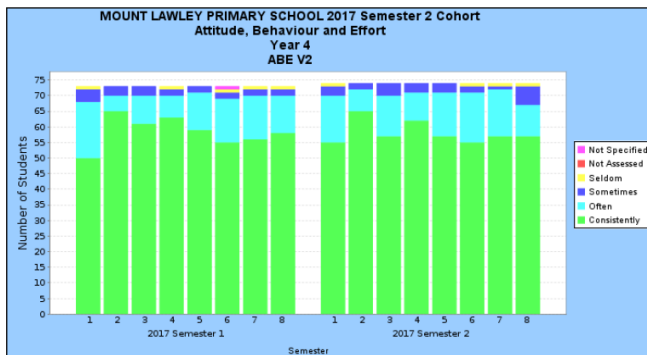
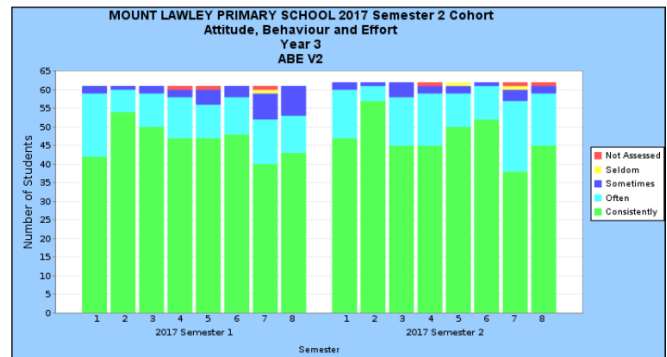
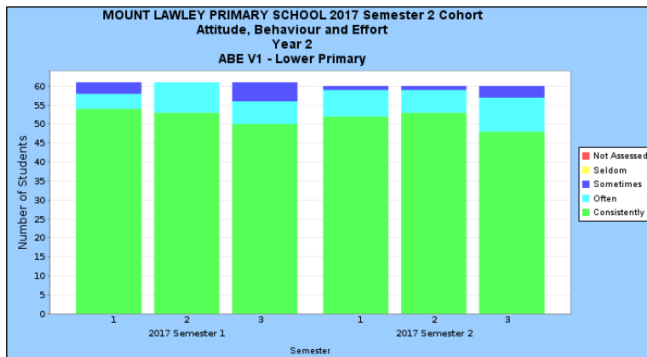
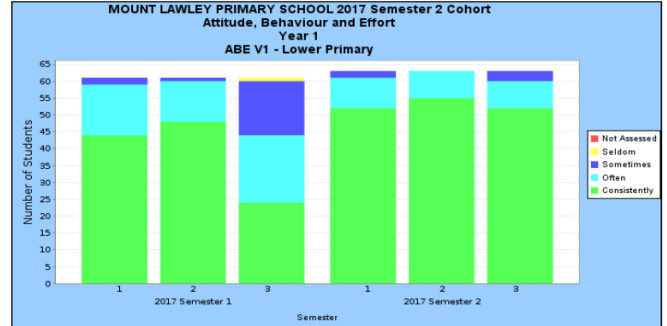
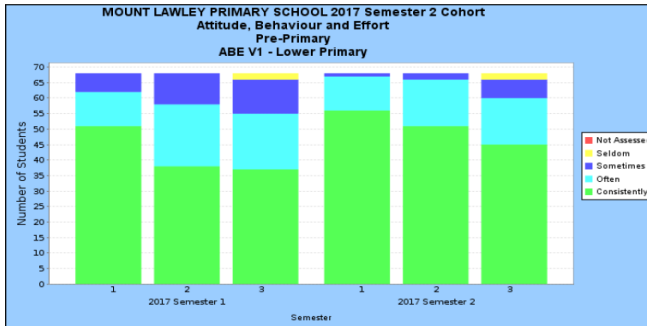


Year 7 Data Analysis

- Our aim of having higher progress and achievement was achieved in all areas except Writing, an improvement from 2016.
- Students performed better than the Western Australian cohort.
- Spelling results have improved in 2017.
- Writing and Reading results continue to be an issue.
- Numeracy and Grammar & Punctuation results are slightly down in 2017 data compared with 2016.
- Like school data is not available for the Year 7 comparisons.

Social Skills

In 2017, school staff continued to work in their phases of learning teams to develop a common understanding of the Attitude, Behaviour and Effort (ABE) categories to ensure consistency of reporting data. In addition the school's vision statement is explicitly modelled and taught in classrooms and at every assembly. The following graphs display teacher judgements for student Attitude, Behaviour and Effort (ABE).



Brief Analysis:

- The majority of students in Pre-primary to Year 2 Consistently or Often demonstrated enthusiasm for learning and participated responsibly.
- The majority of students in Year 3-6 Consistently or Often demonstrate the ABE attributes.
- In Year 3 there was improvement in Participating Responsibly from Semester One to Semester Two.
- In Year 6 the Semester Two results were higher across the board for demonstrating the ABE attributes; a good indication of preparation for high school readiness.

Year PP – 2: 1 = Enthusiastic about learning, 2 = Participates responsibly, 3 = Sets goals and works towards them

Year 3-6: 1 = Works to the best of his/her ability, 2 = Shows self-respect and care, 3 = Shows courtesy and respect for the rights of others, 4 = Participates responsibly in social and civic activities, 5 = Cooperates productively and builds positive relationships with others, 6 = Is enthusiastic about learning, 7 = Sets goals and works towards them with perseverance, 8 = Shows confidence in making positive choices and decisions.



2017 Special Events

During 2017 the school organised a number of special events for its students, staff and community members to help strengthen the academic, social and sporting programs.

Below, and as depicted are some of the activities which helped to develop the cross curricular links across all areas.

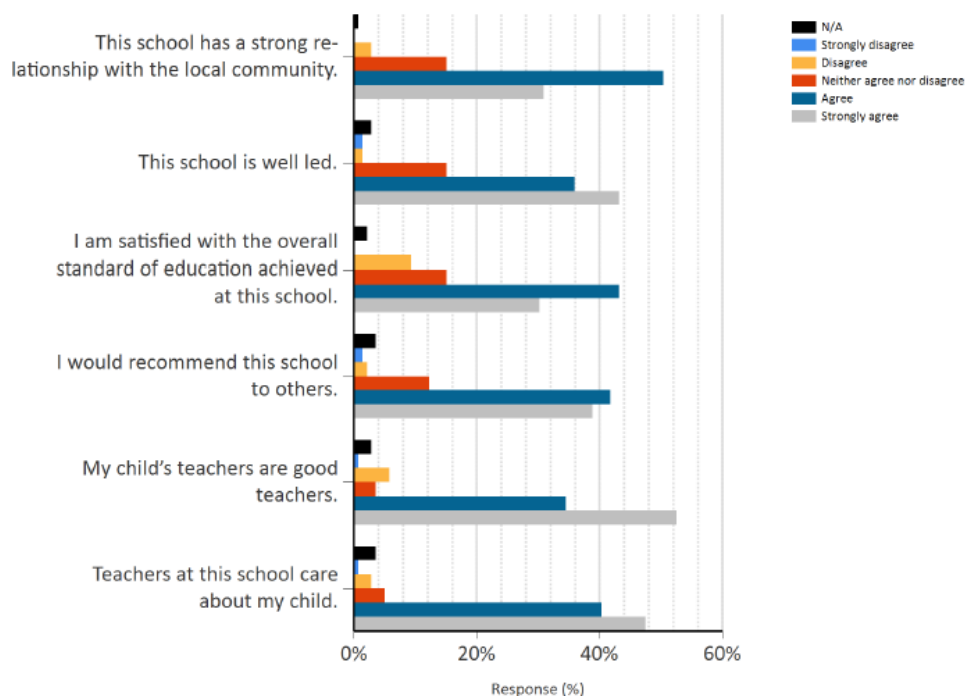
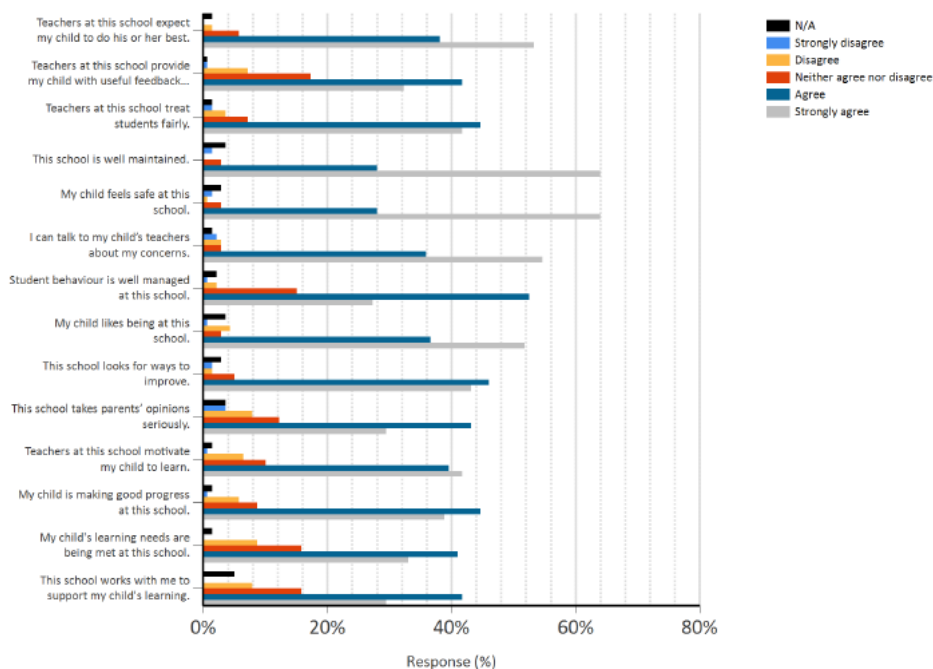


- Welcome Back Community Movie Night
- Dads and Kids Camp Out
- P&C Progressive Dinner
- Student Discos
- Item Assemblies
- Harmony Day
- ANZAC Assembly
- Book Week Celebration
- Student Leadership Teams and Workshops
- Year 6 Camp
- Spelling Bee
- Chess Championships
- Gym Bus
- In Term Swimming Lessons
- Faction Swimming
- Faction Athletics Carnival
- Interschool Winter Sports
- Interschool Swimming Carnival
- Interschool Cross Country
- Interschool Athletics
- Mother's & Father's Day at Kindy
- School Dance Classes
- In school Performances and Excursions
- Arts Celebration Night
- STEM for Girls
- Before School Extension
- After school Dance Class
- Year 6 Graduation Night
- Presentation Night
- Year 6 Graduation Assembly

MLPS School Council 2017 Parent Survey

Each year the School Council invites the parents to complete an online survey. The Council hopes to find out about the impressions community members have formed of our school. In 2017 the Council received 139 responses, down from 184 responses in 2016. A copy of the survey is available on our website.

<i>NOTEABLE AREAS OF STRENGTH</i>	<i>NOTEABLE AREAS OF CONCERN</i>
<p>95.52% of respondents (128 responses) agreed that “This school is well maintained.”</p> <p>94.81% of respondents (128 responses) agreed that “My child feels safe at this school.”</p> <p>93.53% of respondents (130 responses) agreed that “I understand the role of the P.&C.”</p> <p>92.70% of respondents (127 responses) agreed that “Teachers at this school expect my child to do his or her best.”</p> <p>91.97% of respondents (126 responses) agreed that “There are sufficient opportunities for me to be involved in the school.”</p> <p>91.97% of respondents (126 responses) agreed that “I can talk to my child’s teachers about my concerns.”</p> <p>91.85% of respondents (124 responses) agreed that “This school looks for ways to improve.”</p> <p>91.79% of respondents (123 responses) agreed that “My child likes being at this school.”</p> <p>91.04% of respondents (122 responses) agreed that “Teachers at this school care about my child.”</p> <p>90.44% of respondents (123 responses) agreed that “The school has a positive school identity.”</p>	<p>22.46% of respondents (31 responses) did not agree that “The school should have an Acknowledgement to Country at assemblies and events.”</p> <p>16.80% of respondents (21 responses) did not agree that “I am satisfied with the school’s pastoral care services.”</p> <p>11.94% of respondents (16 responses) did not agree that “This school takes parents’ opinions seriously.”</p> <p>9.84% of respondents (12 responses) did not agree that “I am satisfied with the way bullying concerns are dealt with by the school.”</p> <p>9.56% of respondents (13 responses) did not agree that “I am satisfied with the overall standard of education achieved at this school.”</p> <p>9.49% of respondents (13 responses) did not agree that “I understand the School Board’s role.”</p> <p>8.76% of respondents (12 responses) did not agree that “My child’s learning needs are being met at this school.”</p> <p>8.33% of respondents (11 responses) did not agree that “This school works with me to support my child’s learning.”</p> <p>8.03% of respondents (11 responses) did not agree that “I am satisfied with the school’s core teaching programs.”</p> <p>7.97% of respondents (11 responses) did not agree that “Teachers at this school provide my child with useful feedback about his or her school work.”</p>



OVERALL SUMMARY OF 2017 SURVEY

The major themes identified in the **2017** MLPS Parent Survey from the combination of both the survey data and specific parent comments are:

- **Communication** (between teachers and parents and also all forms of communication from the school to the parents and the community);
- **LOTE** (Languages Other Than English);
- **Education** (suggested improvements and/or changes to education and/or teaching at MLPS);
- **Before and after school services** offered at MLPS (including on-site before and after school care, sport and educational opportunities); and
- **Acknowledgement to Country at assemblies and events.**

It is noted that the first four major themes above have been the same four major themes for the last three survey responses (2015, 2016 & 2017) in slightly differing orders.

Focus 2017

Long-serving Principal of Mount Lawley Primary School, Don Barba, retired at the start of 2017. The year began with Sandra Martin as Acting Principal to commence the journey of being an Independent Public School (IPS). With the School Council renamed the "School Board", its role of governance was to assist the Principal in guiding the school. The School Board Chair, Steve Williams, sat on the panel that would choose the incoming Principal for the school, commencing in Term 2. Term 1 saw the completion of the 2016 Annual Report, which was presented at a celebration evening for the school community.

In Term 2 the new Principal, Cavelle Monck, began at Mount Lawley PS to continue the strong progress that had been made through the well-developed plans and processes for strategic direction. Becoming IPS meant the school was required to develop a Business Plan – a document outlining the focus for the school from 2017-2019. As always the major emphasis was on quality teaching and learning and to continue to provide staff with best practice models and pedagogy in order for them to engage students in learning. The school community was invited in to hear the new directions for the school and provided a wealth of feedback in how we might continue to build our school from good to great. The creation of the Business Plan took the best part of the year, with significant input from Leadership, Staff and the School Board. The end result of the document produced is one in which the school community can be proud. The Business Plan outlines the commitment the school has made, in partnership with the community, to deliver an holistic approach to teaching and learning, and to engage each student at their point of need. This approach of Differentiation is one in which we hope to see an ongoing improvement in our school results, not only in national testing (NAPLAN), but also through the continued range of assessments to demonstrate student achievement.

The school continued to make gains in all learning areas. We showed improved NAPLAN results; students performed well in outside assessments such as ICAS from the University of New South Wales, and accessed department programs such as PEAC. Another avenue for learning was the introduction of extra curricular opportunities for a range of students in the form of before school Extension classes from Years 1-6 and STEM for Girls in the upper primary.

As we move in to the future, we continue to have high expectations for our school and the community. Our focus on whole school approaches from 2018, with rich engaging tasks for students, means we will continue to build capacity in our staff and make use of the research behind Growth Mindset and the Habits of Mind. This will develop the necessary resilience in our students to prepare them for the skills they need as 21st Century learners. With strong links across the curriculum in academic areas, the Arts and Physical Education, our students are exposed to a well-rounded education.

2017 has seen some changes to staff and a Leadership team committed to the best outcomes for *all* students. As an Independent Public School we are well on our way to placing the best people in the right place for our students to excel in their primary school life. We live our vision and values each and every day. Through our triumphs and challenges and the continued support from our School Board, P&C, parents and the wider community, we celebrate and acknowledge our achievements and work diligently on our areas for improvement. Mount Lawley Primary is a school that makes a difference.... Together.

School Board Report

“We stand in life at the hour of midnight. Always at the threshold of a new dawn”. Dr Martin Luther King, 24 February 1956

At the end of 2017 our school lies at the threshold of a new dawn. It has been an honour to Chair the MLPS Board as we have worked toward this place. And it is a good place indeed. We are an Independent Public School. We've got the right boss. Ably assisted by two great side-kicks. The teachers' eyes are sparkling. We have great staff in our front and back office.

We have a clear focus for the future. The Board is working with staff, parents and the community to deliver the reforms necessary to turn this focus into action and measurable results. These reforms include: providing clear, consistent and transparent communication about academic results; a new timetable to enable building teacher capacity; and continuing the love of learning languages that has been engendered by our successful Korean language program.

The platform is set. The direction is clear. It is now up to us, staff, parents and the broader community, to pull together and make the most of this new dawn; for the kids.

“You're off to great places! Today is your day! Your mountain is waiting, so...get on your way!” Dr Seuss 1990



Steve Williams
MLPS Board Chair

P&C Report

2017 has been another fantastic year at Mount Lawley Primary School. Your P&C has been very busy, in a number of different ways, that all benefit the school and its students.

Firstly we ran an exciting program of Social & Fundraising events. Highlights this year included: the Back-to-School Movie Night, two Student Discos, the Dads & Kids Camp Out, our world famous Progressive Dinner, and a 1980s Quiz Night and Disco.

P&C fundraising allows us to buy resources for the school. This year our purchases included: an awesome new mobile sound system, external flood-lights in the school grounds, our annual Mathletics subscription, digital cameras for classrooms, books and other resources for our library, chairs for the wet area, drapes for the assembly area, equipment for the chess club, new play equipment for Kindy, and an annual contribution to the Year 6 Dinner-Dance. All up, the P&C was able to contribute more than \$40,000 of purchases for the benefit of the school and its students.

As well as events and fundraising, the P&C also provides important services to the school community. This includes: the Uniform Shop, School Banking, and School Lunches Online. P&C volunteers also provide food and drink services at swimming and athletics carnivals, and on many other school days.

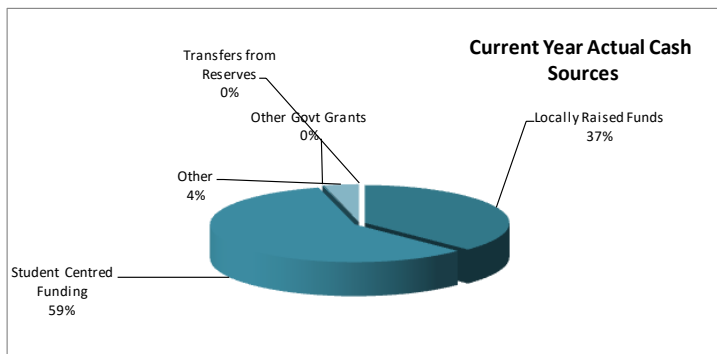
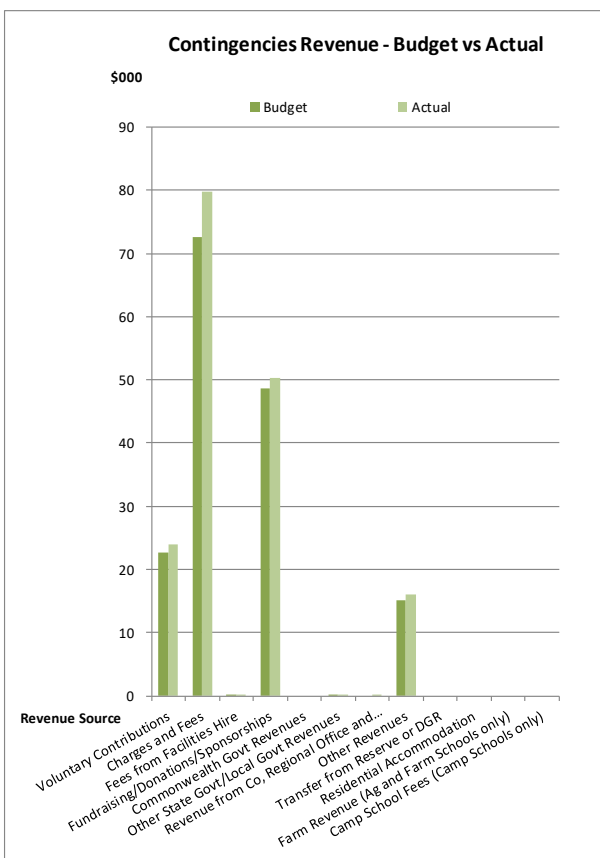


In closing, I would like to thank all members of the school community who have been involved in the P&C. Whether it be large or small, every contribution is appreciated.

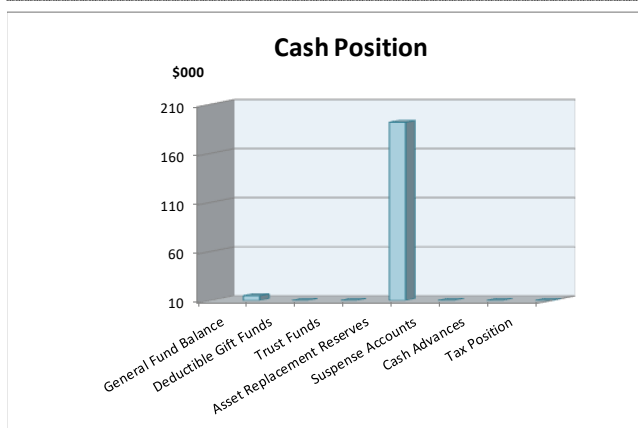
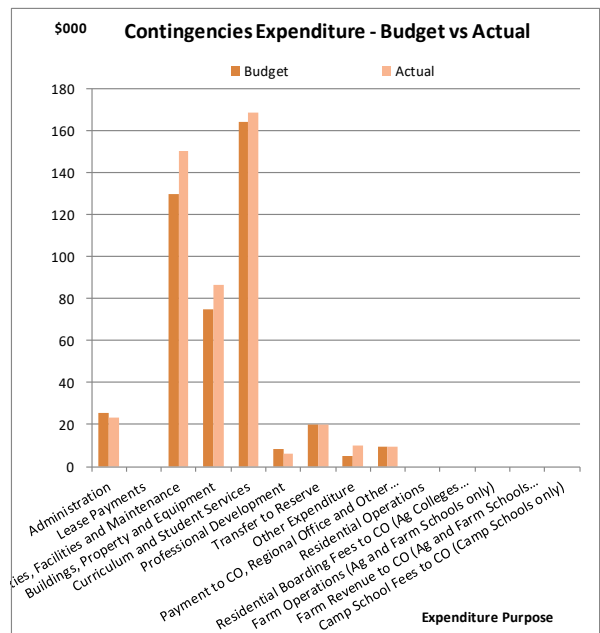
Bradley Farrell
P&C President

Mt Lawley Primary School
Financial Summary as at
31 December 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 22,646.00	\$ 23,906.00
2	Charges and Fees	\$ 72,663.00	\$ 79,709.44
3	Fees from Facilities Hire	\$ 227.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 48,580.00	\$ 50,381.86
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 267.00	\$ 266.50
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 242.27
8	Other Revenues	\$ 15,119.00	\$ 16,009.80
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 159,502.00	\$ 170,743.14
	Opening Balance	\$ 76,507.09	\$ 76,507.09
	Student Centred Funding	\$ 208,713.00	\$ 241,535.50
	Total Cash Funds Available	\$ 444,722.09	\$ 488,785.73
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 444,722.09	\$ 488,785.73



	Expenditure	Budget	Actual
1	Administration	\$ 25,300.00	\$ 23,463.83
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 129,399.00	\$ 150,224.47
4	Buildings, Property and Equipment	\$ 74,558.00	\$ 86,509.10
5	Curriculum and Student Services	\$ 163,833.00	\$ 168,499.09
6	Professional Development	\$ 8,045.00	\$ 5,862.10
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 5,184.00	\$ 9,746.21
9	Payment to CO, Regional Office and Other Schools	\$ 9,644.00	\$ 9,644.09
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 435,963.00	\$ 473,948.89
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 435,963.00	\$ 473,948.89
	Cash Budget Variance	\$ 8,759.09	



Cash Position as at:	
Bank Balance	\$ 203,473.46
Made up of:	\$ -
1 General Fund Balance	\$ 14,836.84
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 191,539.90
5 Suspense Accounts	\$ 6,543.72
6 Cash Advances	\$ 300.00
7 Tax Position	\$ 9,147.00
Total Bank Balance	\$ 203,473.46

SCHOOL BOARD ENDORSEMENT

Name of Document: 2017 Annual Report

School Board Representatives


Principal

Cavelle Monck

Cavelle Monck
(signature)

School Board Chair

Steve Williams


(signature)

Date:

30 April 2018



**Mount
Lawley**
PRIMARY SCHOOL
Strive for Wisdom

Together | Learn • Respect • Inspire • Create • Celebrate

