



**Mount
Lawley**
PRIMARY SCHOOL
Strive for Wisdom

Together | Learn • Respect • Inspire • Create • Celebrate

Annual Report 2018



Strive for Wisdom

Cavelle Monck
Principal

Albert Tassone
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 characteristic 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 where we have a 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, Italian, Music, Visual Arts, Instrumental Music and a range of coordinated before and after school programs. The professional teaching environment is one of collaboration which 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.



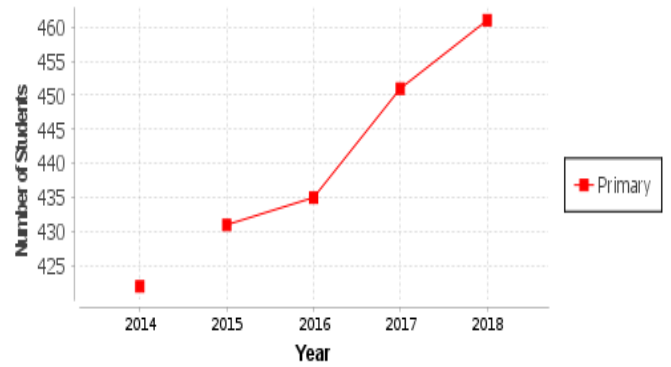
The Students: Enrolment

In 2018 the school's total (including Kindy) semester two enrolments was 541 students. Approximately 25% of the school's enrolments continued to be out of boundary during 2018.

This percentage reflects the high number of Kindergarten students who have the option to enrol in a Kindy of their choice and doesn't reflect the compulsory years of schooling PP-6 where there are less out of boundary students.

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

Semester 2 Student Numbers



Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kin)	422	431	435	451	461

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(40)	61	67	69	64	67	68	65	501
Part Time	80	Note: Kin Full Time student figure represents the Full Time equivalent of the Part Time students							

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	92%	73%	89%	77%	91%	78%	89%	79%	93%	78%	83%	79%	86%	78%
At Risk - Indicated	6%	18%	7%	16%	9%	15%	9%	14%	6%	15%	17%	15%	12%	15%
At Risk - Moderate	2%	7%	3%	6%	0%	5%	0%	5%	2%	5%	0%	5%	2%	5%
At Risk - Severe	0%	2%	1%	2%	0%	2%	2%	2%	0%	2%	0%	2%	0%	2%

OPERATIONAL TARGETS:

- To maintain an overall attendance rate (95.4% in 2017) above state average (92.7% in 2017).
- To increase the average rate of regular attendance (87.1% in 2017). Regular attendance is defined as attendance at school 90% of the time or above.

COMMENTS

- The overall attendance rate in 2018 was 95.5% at MLPS. The state overall average was 92.6%. This target was met.
- The average regular attendance rate in 2018 for MLPS increased to 89%. This target was met.
- The 'Indicated Risk' range is students with an attendance rate of 80% - 89%. In year 5, the percentage of students in the 'Indicated Risk' range (17%) was higher than WA public schools (15%) and significantly higher than the school average (9.4%). This could form a possible line of enquiry when analysing the year 5 NAPLAN results as the following pages will show.

2019 Destination Schools for the 2018 Student Cohort

Year K – 5 Cohort

Destination Schools	Male (32)	Female (20)	Total (52)
Ballajura Primary School	1	0	1
Doubleview Primary School	1	0	1
Guildford Grammar School	2	1	3
Highgate Primary School	1	1	2
Inglewood Primary School	3	3	6
Interstate	5	2	7
Kyilla Primary School (North Perth)	1	0	1
Maylands Peninsula Primary School	1	0	1
Mercy College (Koondoola)	1	0	1
Mount Hawthorn Primary School	1	0	1
Nollamara Primary School	0	1	1
Not specified	5	3	8
Overseas	3	4	7
Perth College (Mount Lawley)	0	3	3
St Denis School (Joondanna)	0	1	1
St Hilda's Anglican School Girls (Mosman)	0	1	1
St Peter's Primary School (Bedford)	2	0	2
Wesley College (South Perth)	3	0	3
West Coast LDC	1	0	1
West Morley PS (Dianella)	1	0	1

Year 6 Cohort

Destination Schools	Male (21)	Female	Total (60)
4038 Mount Lawley Senior High School	15	23	38
1125 Perth College		8	8
1154 Wesley College	4		4
1085 Chisholm Catholic College		2	2
4012 Churchlands Senior High School		1	1
1074 Guildford Grammar School		1	1
4022 Hampton Senior High School		1	1
4026 John Forrest Secondary College	1		1
1149 Mercedes College		1	1
4042 Perth Modern School		1	1
4168 Shenton College		1	1
1151 Trinity College	1		1

Student Behaviour Management Information

In 2018, our Behaviour Management Policy was implemented consistently across the school, both in the classrooms and playground. A copy of the Behaviour Management Policy is available on the school website. Whole school positive rewards in the form of Honour Certificates were given by staff each fortnight at a special assembly.

Individual behaviour management plans have been in use for students with continuing issues. A whole school approach using Friendly Schools Plus has been utilised. 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 Admin were recorded using the Student Information System (SIS). Parents were kept informed either through phone calls or by letter if the children's inappropriate or continuing behaviour warranted communication.

The school's target of reducing the incidents of antisocial behaviour was not met in 2018.

Of the 461 (excluding Kindy) students enrolled in 2018, 62 had a recorded behaviour incident. Down from the 72 students with a behaviour record in 2017.

35 (56%) of these students had only one occurrence, 20 students (31%) had between one and eight occurrences, 5 students (8%) had 8 to 16 reports and one student accounted for remaining 32 of the total recorded 187 incidents.

The most common misdemeanour in 2018 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 student was given three formal suspensions for a total of 5 days in the 2018 school year.

Behaviours	2014	2015	2016	2017	2018
Physical assault or intimidation of staff	0	0	0	2	1
Verbal abuse or harassment of staff	0	0	1	0	0
Physical assault or intimidation of other students	8	25	18	9	31
Verbal abuse or harassment of students	1	2	1	1	5
Wilful offence against property	6	0	0	1	11
Violation of school Code of Conduct, behaviour management plan, classroom or school rules	37	13	39	22	19
Negative behaviour other	113	144	97	86	120
TOTAL	165	184	156	121	187

Academic Achievement

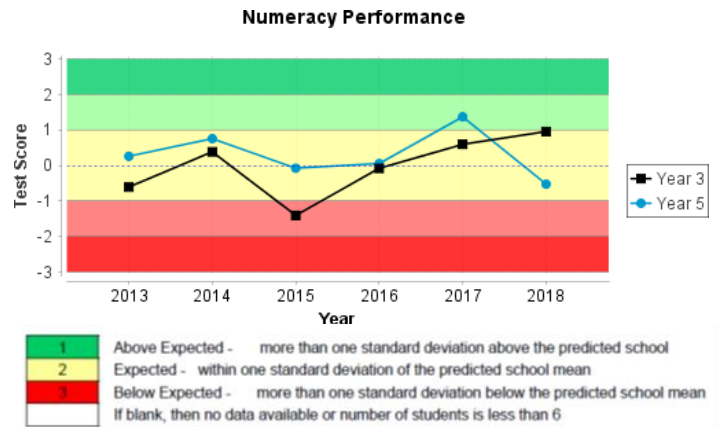
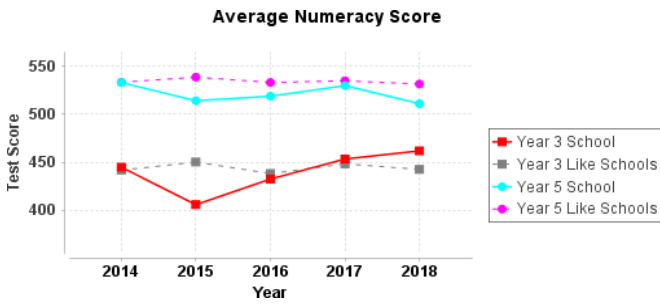
NAPLAN Initial Analysis 2018

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

Year 3 62 students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	462	488	457	474	529
State Mean	403	423	400	411	424
Australian Mean	408	434	407	418	432
Like School Mean	443	469	430	445	474
No. above NMS%	97%	96%	98%	97%	100%
No. at NMS%	3%	2%	2%	3%	0%
No. below NMS%	0%	2%	0%	0%	0%
Year 5 69 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	511	525	490	523	545
State Mean	490	502	460	500	500
Australian Mean	494	509	465	503	504
Like School Mean	531	546	492	532	550
No. above NMS%	93%	90%	89%	94%	94%
No. at NMS%	7%	7%	7%	6%	3%
No. below NMS%	0%	3%	4%	0%	3%
2017 Year 6 Public 42 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	568	542	537	576	563
State Mean	549	539	505	545	542
Australian Mean	548	542	505	545	544
No. above NMS%	88%	83%	79%	93%	88%
No. at NMS%	12%	17%	19%	7%	12%
No. below NMS%	0%	0%	2%	0%	0%
National Minimum Standard - NMS					

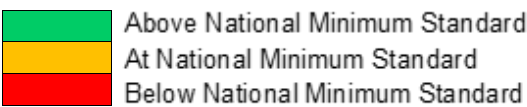
NAPLAN Numeracy

Year 3, 5 and 7 Numeracy Like School Comparisons



Proficiency Band Summary

	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					22%	23%	14%	23%
7	530 - 581					25%	29%	25%	28%
6	478 - 529	40%	35%	37%	32%	27%	30%	29%	27%
5	426 - 477	17%	26%	32%	28%	20%	14%	25%	17%
4	374 - 425	31%	23%	27%	24%	6%	3%	7%	5%
3	322 - 373	12%	11%	2%	10%	0%	1%	0%	1%
2	270 - 321	0%	4%	3%	4%				
1	Up to 269	0%	1%	0%	1%				



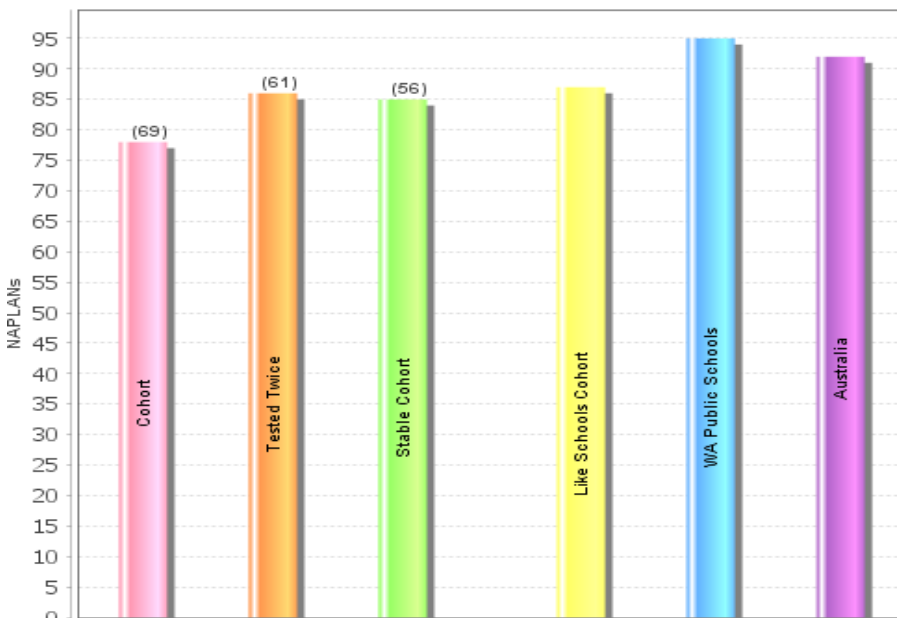
OPERATIONAL TARGETS:

- In Year 3 and 5 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN.

COMMENTS:

- Year 3 Numeracy result is above like schools MLPS: 462 Like Schools: 443.
- Year 5 Numeracy result is below like schools MLPS:511 Like schools: 531.
- Year 3 data is above the expected school mean in Numeracy.
- Year 5 data is within the expected school mean in Numeracy.
- We met our target for year 3 results to be at or above like schools but did not meet this target for year 5.
- We met our target to increase the number of Year 3 students in top bands of achievement – 69% in bands 5 and 6 in 2018 compared to 57% in bands 5 and 6 in 2017. We did not meet this target in year 5.
- The Year 3 trend line is on an upward trajectory in Numeracy.
- The Year 5 trend line is relatively flat due to large fluctuations in results of different cohorts.

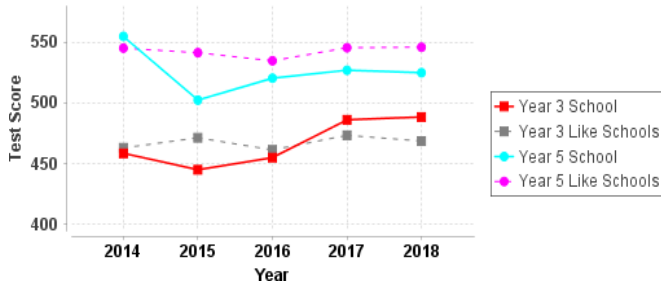
Progress from Year 3 2016 to Year 5 2018 - Numeracy



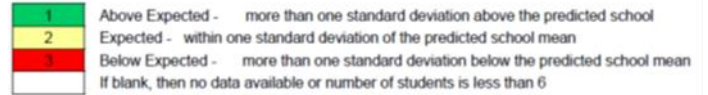
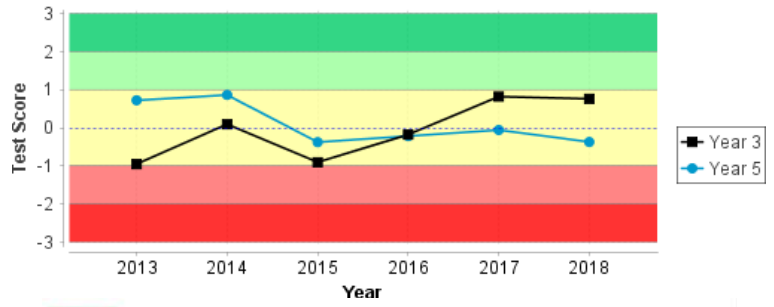
NAPLAN Reading

Year 3, 5 and 7 Reading Like School Comparisons

Average Reading Score



Reading Performance



Proficiency Band Summary

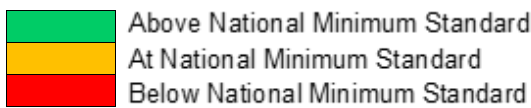
Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					23%	28%	17%	33%
7	530 - 581					23%	32%	26%	25%
6	478 - 529	53%	46%	53%	43%	23%	23%	26%	21%
5	426 - 477	22%	22%	25%	28%	20%	10%	20%	14%
4	374 - 425	20%	19%	17%	16%	8%	5%	7%	5%
3	322 - 373	2%	10%	2%	7%	2%	1%	3%	2%
2	270 - 321	3%	2%	2%	4%				
1	Up to 269	0%	2%	2%	2%				

OPERATIONAL TARGETS:

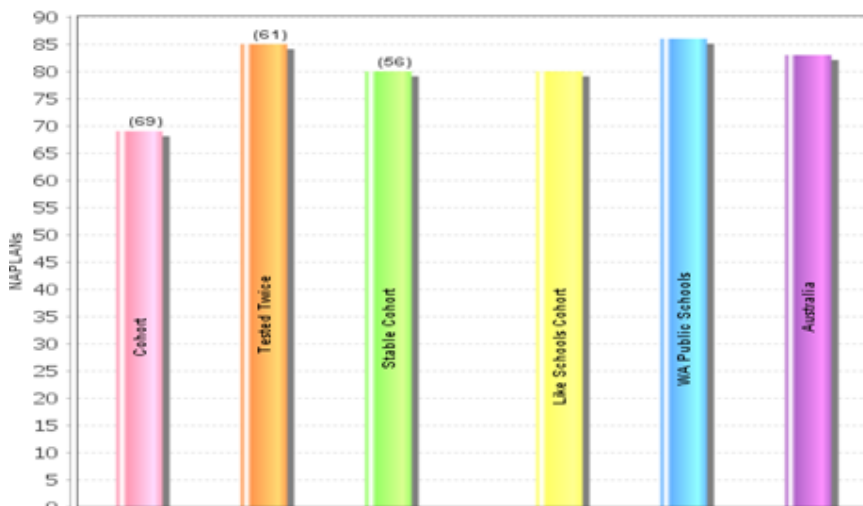
- In Year 3 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 3
- Year 3 results to continue upward trend in Reading
- In Year 5 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 5

COMMENTS

- Year 3 Reading data is above like schools MLPS: 488 Like Schools: 469
- Year 5 Reading is below like schools MLPS: 525 Like schools: 546
- Year 3 data is above the expected school mean in Reading
- Year 5 data is below the expected school mean in Reading
- We did not meet our target to increase the number of Year 5 students in top 2 bands of achievement – 43% compared to like schools 58%
- The Year 3 trend line stable in Reading
- The Year 5 trend line is on a downward trajectory in Reading

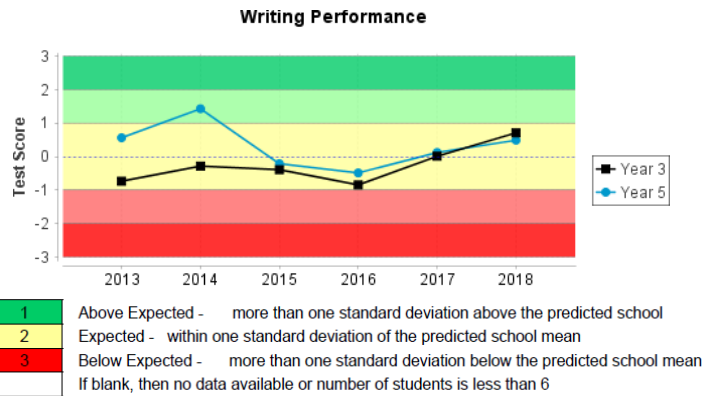
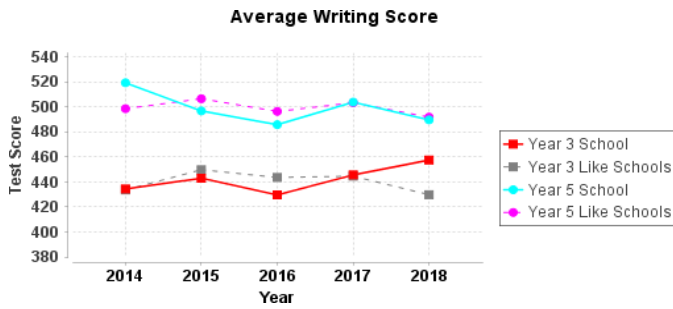


Progress from Year 3 2016 to Year 5 2018 - Reading



NAPLAN Writing

Years 3, 5 & 7 Writing Like School Comparison



Proficiency Band Summary

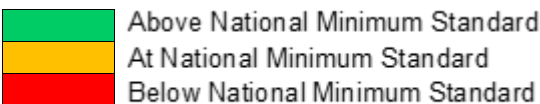
		Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					8%	8%	4%	9%
7	530 - 581					16%	19%	16%	16%
6	478 - 529	17%	22%	25%	17%	47%	39%	42%	31%
5	426 - 477	56%	48%	55%	45%	28%	29%	26%	35%
4	374 - 425	20%	18%	15%	21%	2%	4%	7%	6%
3	322 - 373	7%	9%	3%	14%	0%	1%	4%	4%
2	270 - 321	0%	2%	2%	3%				
1	Up to 269	0%	1%	0%	1%				

OPERATIONAL TARGETS:

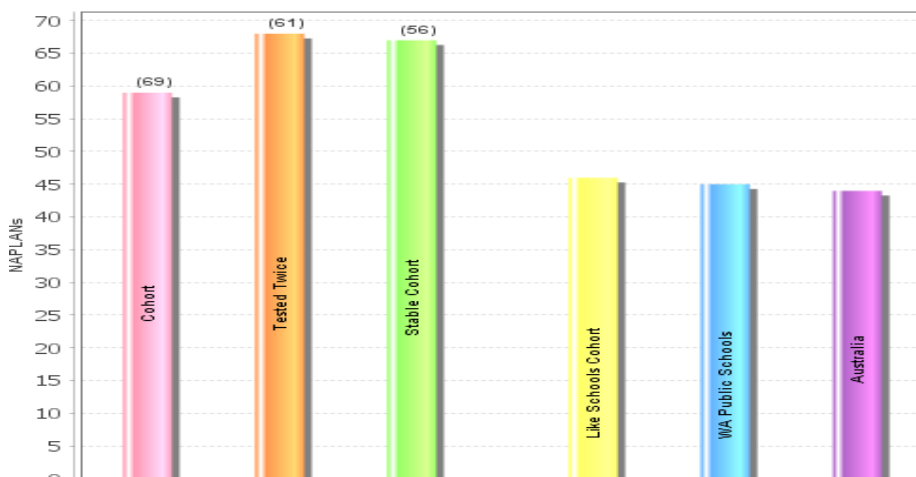
- In Year 3 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 3
- Year 3 results to continue upward trend in Writing
- In Year 5 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 5
- In Year 5 Writing results to demonstrate high progress in longitudinal data to be at or above like schools

COMMENTS:

- Year 3 Writing data is above like schools MLPS: 457 Like Schools: 430
- Year 5 Writing is just below like schools MLPS: 490 Like schools: 492
- Year 3 data is above the expected school mean in Writing
- Year 5 data is above the expected school mean in Writing
- We did not meet our target to increase the number of Year 5 students in top 2 bands of achievement – 20% compared to like schools 25%
- The Year 3 and Year 5 trend line is on an upward trajectory in Writing



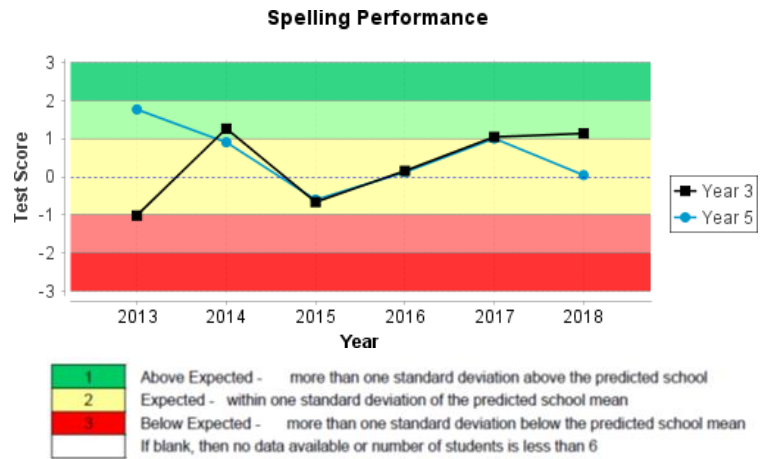
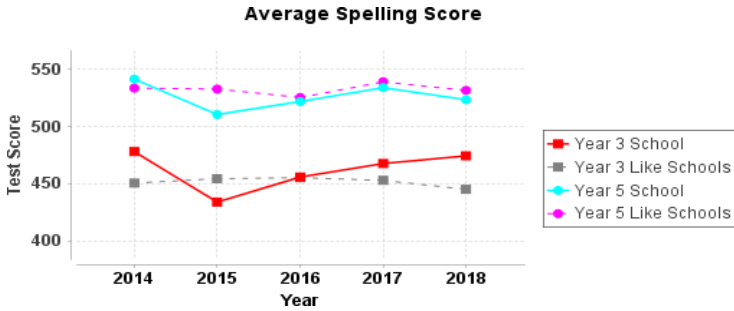
Progress from Year 3 2016 to Year 5 2018 - Writing



<-- School Data | Comparative Data -->

NAPLAN Spelling

Years 3, 5 & 7 Spelling Like School Comparison



Proficiency Band Summary

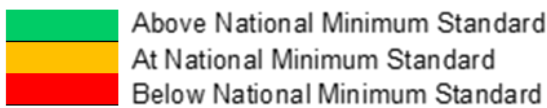
		Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					28%	29%	17%	20%
7	530 - 581					25%	28%	20%	30%
6	478 - 529	41%	38%	47%	34%	22%	26%	45%	31%
5	426 - 477	36%	27%	27%	26%	22%	13%	12%	14%
4	374 - 425	19%	20%	17%	23%	3%	3%	6%	4%
3	322 - 373	2%	10%	7%	10%	0%	1%	0%	1%
2	270 - 321	2%	4%	3%	5%				
1	Up to 269	2%	1%	0%	2%				

OPERATIONAL TARGETS:

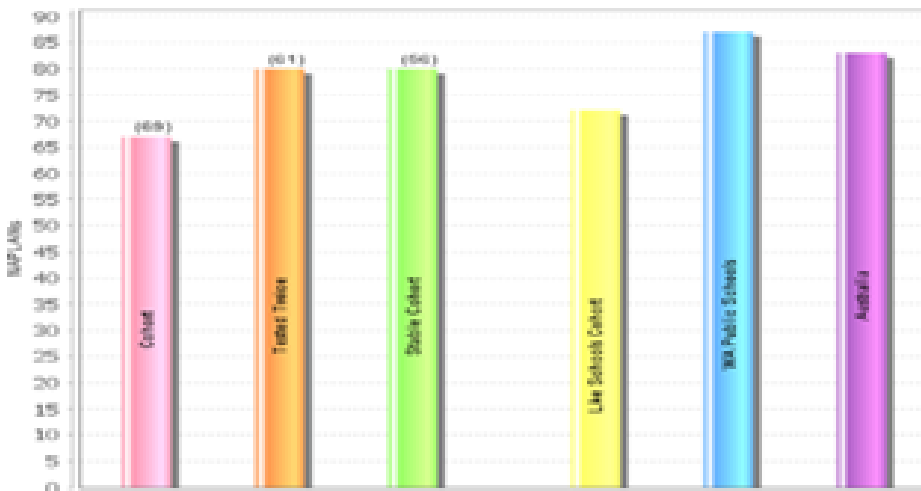
- In Year 3 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 3
- In Year 5 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 5

COMMENTS:

- Year 3 Spelling data is above like schools MLPS: 474 Like Schools: 445
- Year 5 Spelling is below like schools MLPS: 523 Like schools: 532
- Year 3 data is above the expected school mean in Spelling
- Year 5 data is at the expected school mean in Spelling
- We did not meet our target to increase the number of Year 5 students in top 2 bands of achievement – 37% compared to like schools 50%
- The Year 3 trend line is trending upwards in Spelling
- The Year 5 trend line is on a downward trajectory in Spelling



Progress from Year 3 2016 to Year 5 2018 - Spelling

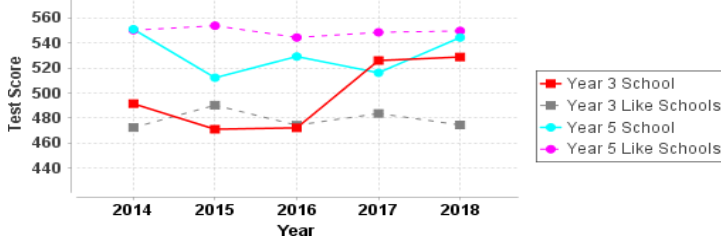


← School Data | Comparative Data →

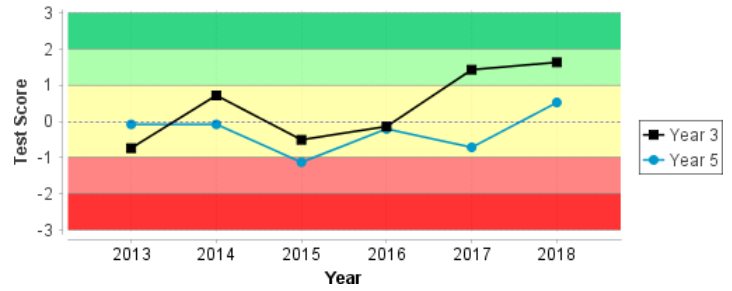
NAPLAN Grammar and Punctuation

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

Average Grammar & Punctuation Score



Grammar & Punctuation Performance



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

Proficiency Band Summary

		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					28%	35%	30%	34%
7	530 - 581					8%	20%	22%	25%
6	478 - 529	68%	52%	62%	50%	34%	27%	32%	21%
5	426 - 477	19%	25%	18%	18%	11%	9%	10%	11%
4	374 - 425	8%	11%	17%	17%	19%	7%	3%	6%
3	322 - 373	3%	7%	3%	7%	0%	2%	3%	2%
2	270 - 321	0%	3%	0%	6%				
1	Up to 269	2%	3%	0%	2%				

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

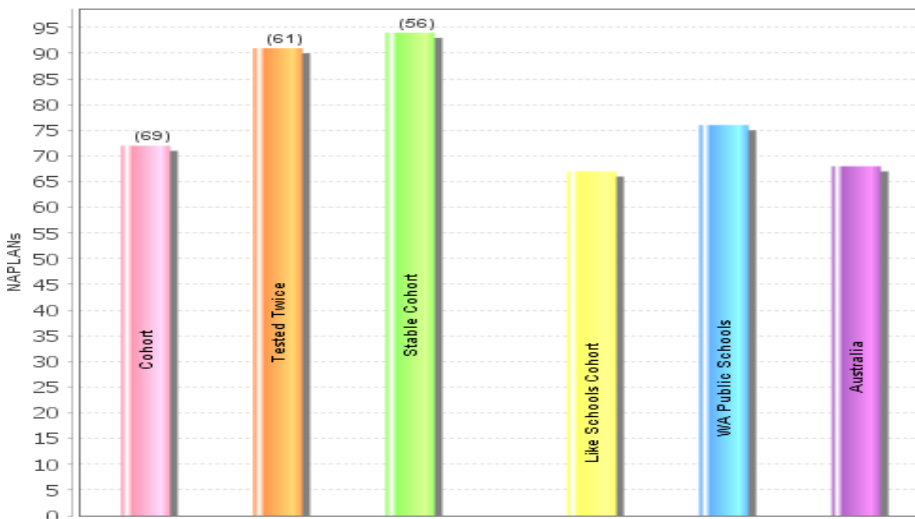
OPERATIONAL TARGETS:

- In Year 3 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 3
- In Year 5 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 5
- Improve Year 5 Grammar and Punctuation to achieve at or above like schools

COMMENTS:

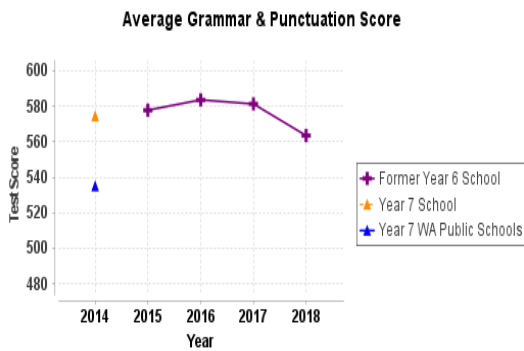
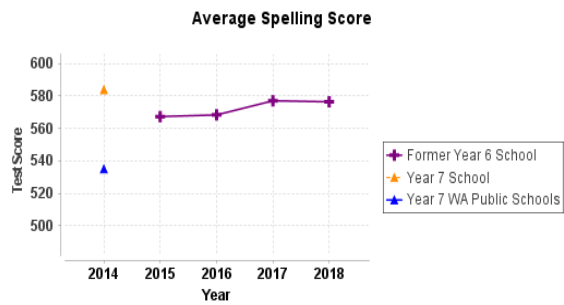
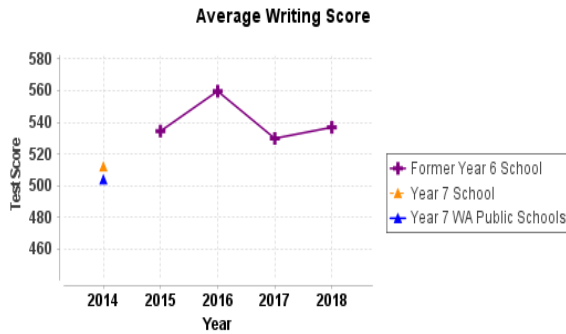
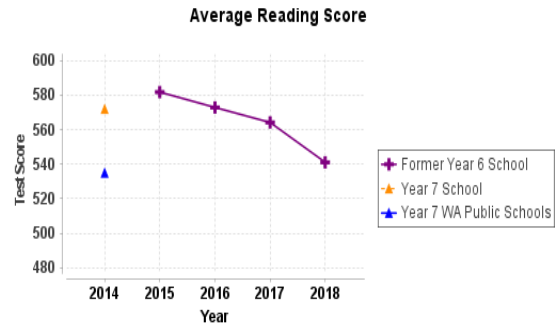
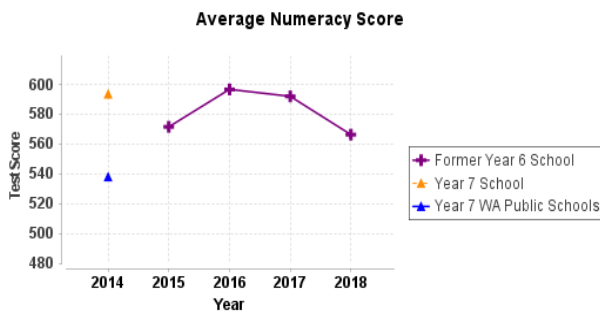
- Year 3 Grammar and Punctuation data is above like schools MLPS: 529 Like Schools: 474
- Year 5 Grammar and Punctuation is below like schools MLPS: 545 Like schools: 550
- Year 3 data is above the expected school mean in Grammar and Punctuation
- Year 5 data is at the expected school mean in Grammar and Punctuation
- We did not meet our target to increase the number of Year 5 students in top 2 bands of achievement – 52% compared to like schools 59%
- The Year 3 and Year 5 trend line is trending upwards in Grammar and Punctuation

Progress from Year 3 2016 to Year 5 2018 - Grammar & Punctuation



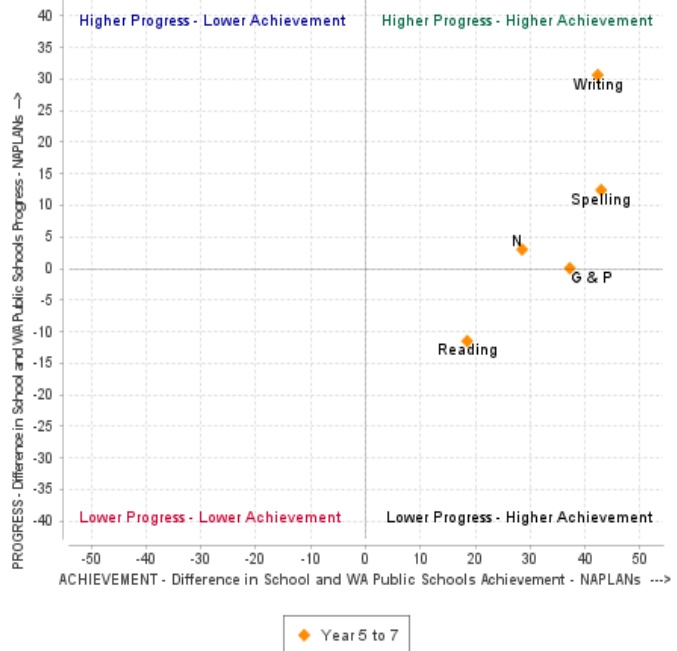
<-- School Data | Comparative Data -->

Former Year 6 NAPLAN Data (2019 Year 7)



Student Progress and Achievement Compared with WA Public Schools

Former Year 6 Students NAPLAN Year 5 2016 to Year 7 2018

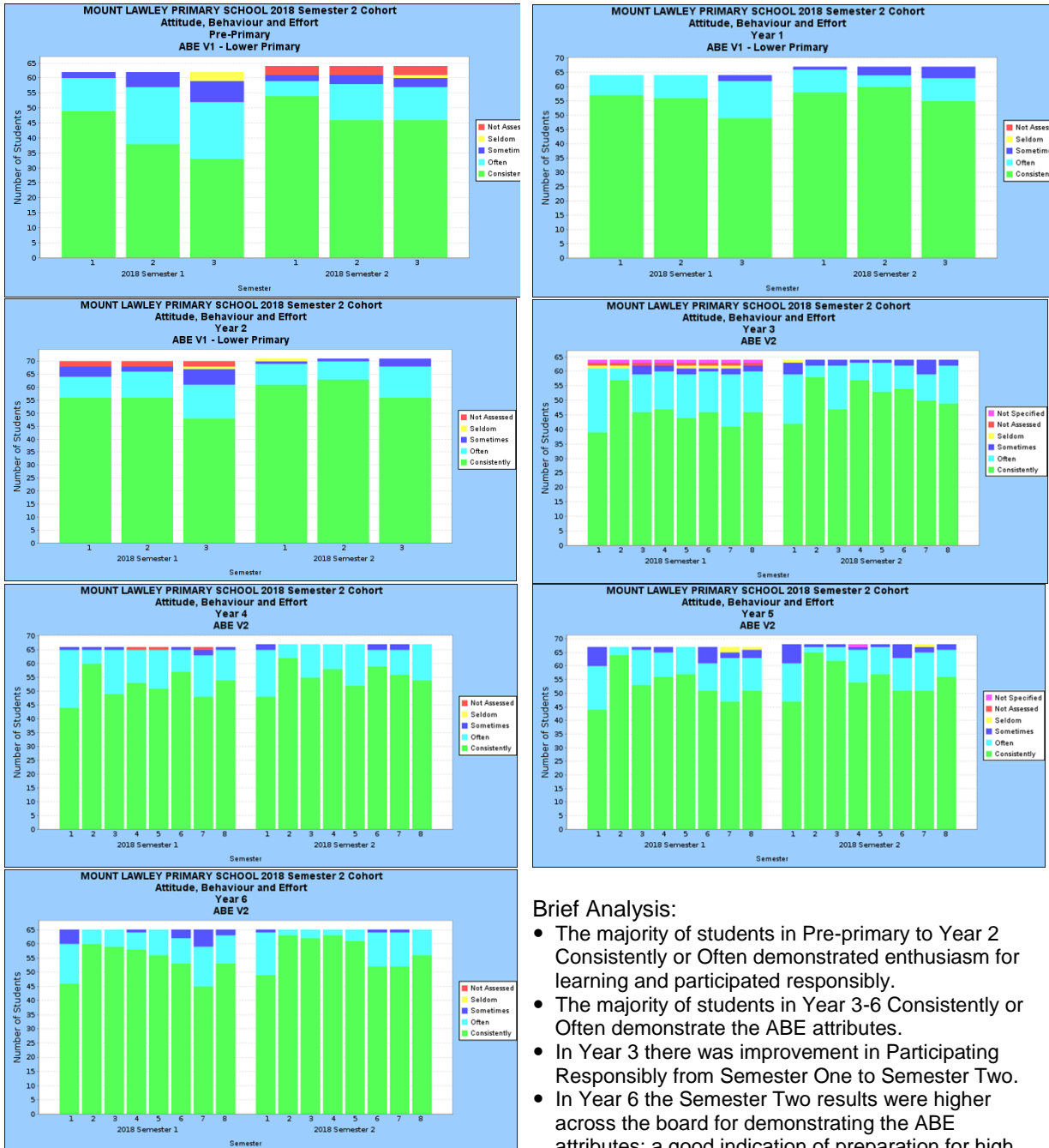


Year 7 Data Analysis

- Our aim of having higher progress and achievement was achieved in all areas except Reading and Grammar and Punctuation.
- Students performed better than the Western Australian cohort.
- Writing improved from 2017 to 2018 in comparison to Year 7 public schools.
- Numeracy, Reading and Grammar and Punctuation results need to be the focus for improvement.
- Like school data is not available for the Year 7 comparisons.

Social Skills

In 2018, 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.

Student Services

In our first year of operation as a Student Services team we actioned 60 students through a formal referral process. Twenty five students and their parents accessed our School Psychologist and thirty five our Chaplain, with many more being supported through advice given to teachers about behavioural or academic concerns. A further eighteen students were flagged as being monitored carefully around academic progress. Thirty six students had either an Individual Education or Behaviour Plan.

Seven students attracted extra funding through the One Line Budget based on disability criteria and a further twenty nine students were counted in the Nationally Consistent Collection of Data on School Students with a Disability (NCCD). This equated to 7% of our student population.

Staff Information

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 are 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 2018 MLPS staff continued to take their required leave and through continued careful planning there was minimal impact on teaching and learning programs.

Under the Commissioner's Rule one staff member was converted to permanency at the end of 2018. One staff member retired during or at the conclusion of the 2018 school year.

Administration Staff			
	No	FTE	AB'L
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
	No	FTE	AB'L
Other Teaching Staff	29	25.4	0
Total Teaching Staff	29	25.4	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	8.2	0
Total School Support Staff	16	11.2	0

Total	48	39.6	0
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2018 Special Events

During 2018 the school organised a number of special events for 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 Night
- Performing Arts Program
- Before School Extension Program
- Dads and Kids Camp Out
- P&C Progressive Dinner
- Italian Day
- 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
- In school Dance Classes
- In school Performances and Excursions
- Arts Celebration Night
- STEM for Girls
- After school Dance Class
- Year 6 Graduation Night
- Presentation Night
- Year 6 Graduation Assembly
- Hunger Banquet

MLPS School Board 2018 Parent Survey

Each year the School Board invites the parents to complete an online survey. The Board hopes to find out about the impressions community members have formed of our school. In 2018 the Board received 144 responses, up from 139 responses in 2017. A copy of the survey summary is available on our website.

NOTABLE AREAS OF STRENGTH	NOTABLE AREAS OF CONCERN
<p>95% of respondents (137 responses) agreed that “This school is well maintained”.</p> <p>94% of respondents (135 responses) agreed that “My child feels safe at this school”.</p> <p>94% of respondents (103 responses) agreed that “The school has a positive identity”.</p> <p>94% of respondents (135 responses) agreed that “My child likes being at this school”.</p> <p>93% of respondents (103 responses) agreed that “I understand the role of the P&C”.</p> <p>92% of respondents (132 responses) agreed that “Teachers at this school expect my child to do their best”.</p> <p>91% of respondents (103 responses) agreed that “I am satisfied with the school’s front office services”.</p> <p>90% of respondents (129 responses) agreed that “I can talk to my child’s teachers about my concerns”.</p>	<p>11% of respondents (16 responses) did not agree that “I am satisfied with the way bullying concerns are dealt with by the school”.</p> <p>11% of respondents (15 responses) did not agree that “I am satisfied with the School Board’s contribution”.</p> <p>9% of respondents (14 responses) did not agree that “This school takes parents’ opinions seriously”.</p> <p>9% of respondents (13 responses) did not agree that “Student behaviour is well managed at this school”.</p> <p>9% of respondents (13 responses) did not agree that “I understand the role of the School Board”.</p> <p>9% of respondents (12 responses) did not agree that “This school works with me to support my child’s learning”.</p> <p>9% of respondents (12 responses) did not agree that “My child’s learning needs are being met at this school”.</p>

Overall Summary of 2018 Survey

The major themes identified in the **2018** MLPS Parent Survey from the combination of both the survey data and specific parent comments are:

- **COMMUNICATION:** still room for improvement
- **CONSOLIDATION** of current programs and practices
- **EDUCATION:** suggested improvements and/or changes to education and/or teaching, particularly around STEM and the Arts with responses mixed between wanting more STEM related programs and more Arts related programs.
- **DANCE:** responses mixed between wanting to stop Dance and wanting to continue Dance in the current format with Debbie-Anne.
- **SCHOOL BOARD:** understanding of the Board’s role and contribution to the school.
- **LOTE** (Languages other than English) had the highest response for satisfaction and there were multiple responses indicating the positive impact that Italian was having on students
- Before school supervision/Skipping, before school Extension, Performing Arts and to continue the holistic approach to students rated highly in the survey and were recommended to continue in 2019.

Focus 2018

“I can do things you cannot do and you can do things I cannot – together we can do great things” (Mother Teresa). The word *together* means “in proximity to another, as one, in companionship or close association” and this defines who we are as a school community here at Mount Lawley Primary School. It is through the togetherness of our staff that we have seen our students learn and grow, and in turn, have built capacity in one another as our journey through differentiation continues. We have seen our students work together on a daily basis, in the classroom and in the playground. We have been in awe of our School Board and P&C as they have fulfilled their roles in providing direction and funds for our school to always improve. And we thank our parents and wider school community who wrap around us as we do our most important work – creating society’s citizens of tomorrow.

As another year flies by, there have been points along the way to stop and reflect on what makes this school community so effective. And it has to be said, that it is the togetherness that embodies our school culture that allows us to be bold, to make mistakes and learn from them in order to grow, to develop tolerance and acceptance of others and move forward in our journey of improvement, innovation and creativity.

This year we have seen the implementation of whole school programs for students such as Jolly Phonics and Grammar, the introduction of Haese and Harris math program into Year 3 after its solid success in Years 4-6 and the expectation that each teacher develops strong Learning Intentions in their room, along with the Habits of Mind to build independence in students and promote the love of learning. Our staff continue to work collaboratively to implement engaging learning experiences for all students. We continue to analyse our data and plan for school improvement and the focus moving forward will be to improve results in Year 5 for Mathematics and Reading and to keep both Year 3 and 5 on an upward trajectory for Writing even when there appears to be a downward turn in this area nationally. Our Year 3 data continues to be outstanding in all areas however, we will further refine our practices and focus on improvement for areas such as Reading, which is starting to plateau. As a school we are committed to working with staff to build successful planning documents to implement strategies to assist students achieve their potential.

I am also genuinely inspired by the work our newly introduced Student Services team has been able to do this year in assisting students and families in accessing the support and help needed throughout the year with an ever-increasing number of our school population accessing Dom Casci, our school chaplain, Sheldyn Garnaut our school psychologist and Sandra Martin, our Learning Support Coordinator.

As we begin to plan for 2019 we want to continue our existing programs, whilst building new challenges for those who may have skills and interests in different areas. We want to give as many opportunities to our school community to build on our partnerships to keep pushing our school to grow, improve and be as innovative as possible. Each new year is so exciting with the promise of what endless possibilities there are in discovering new ways to engage with learning and we look ever forward in anticipation.

Cavelle Monck

Principal

School Board Report

2018 has been a positive and productive year for the School Board. With a motivated Principal and a school vision for MLPS, the Board set about to develop and implement a Business Plan to reflect the school's vision and focus for the next 3 years.

Board activities for 2018 included the review and discussion of the 2017 Parent Survey results to deliver better outcomes for the students, the community and the staff. A "Nature Playground Committee" was formed to give direction and input into the new Nature Playground to be built on the school premises in 2019. A subcommittee was also formed to review the school's Communication Policy.

This year, a few members of the Board and the P&C Executive Committee joined forces to create a proposal and lobbied the Department of Education for the purchase of additional land for the school's use. Whilst obtaining significant traction and interest in our proposal it was ultimately declined by the Department. From a housekeeping point of view, a new standardised "Terms of Reference" was adopted in addition to a Delivery and Performance Agreement between the school and the Department of Education being ratified. Board positions were reconfigured to fall in line with Department of Education guidelines on good governance.

I would like to acknowledge and thank all of our Board Members for their contribution and input during this past year. Being a member of the School Board has been both rewarding and insightful. I now have a renewed level of respect for not only the day to day roles of the staff and leadership team which is evident in the classroom every day but also of all the back end administrative and continuing education burden that often goes unrecognised by the broader school community.



Alberto Tassone, Chair MLPS School Board

P&C Report

It has been another busy year for our P&C. The purpose of the P&C is to promote cooperation between parents, teachers, students and members of the general community; to provide resources, facilities and amenities for the school; and to foster community interest in educational matters. The Mount Lawley Primary School P&C does this in many ways, all thanks to the involvement of our P&C members, volunteers and the wider school community.

As usual, our Social & Fundraising team delivered an exciting program of events. Highlights this year included: the Welcome Back Family Night (a great new format), Casino Royale (our winter social event), and of course our fabulous Progressive Dinner! We also held our Dads & Kids Camp Out. This year the P&C launched Toasty Tuesdays, which was a great success. And we continued with Friday icy pole sales, plus sausage sizzles and bake sales. The P&C also prepared a wonderful morning tea for the Mount Lawley Hub Network Conference which served hundreds of Teachers, Education Assistants and Ministerial Officers at Mount Lawley Senior High School. The P&C also planned and supported a Colour Run fundraising event – which was a fantastic day out for everyone who attended.

As well as events, the P&C also provided important services to the school community. Our Uniform Shop had another busy year, serving every family in the school. Our School Banking service was busier than ever. This year also saw the launch of Class Reps, a great initiative which really helped connections within year groups.

The P&C also bought resources for the school. This year we purchased: a fleet of special-purpose iPads and photographic equipment to support the curriculum; specialist equipment for the sports program; play equipment for the Kindy; many books and other great resources for the library; our annual Athletics subscription (available to all students); and a contribution to Year 6 Dinner Dance.

What a year! Thanks to all our P&C members, the staff, the Executive and co-ordinators, plus our many, many volunteers. You made all of this possible. And a special thank you to every member of the school community for your support of P&C activities and events. We did it, together!

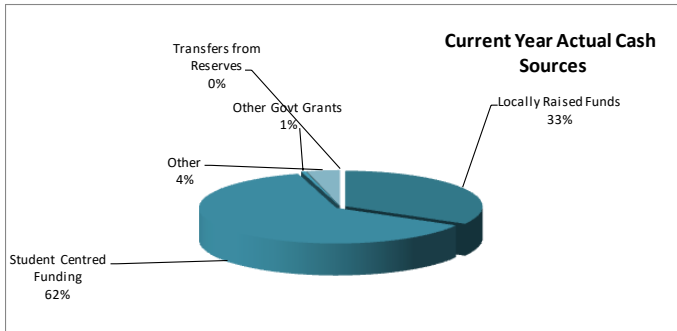
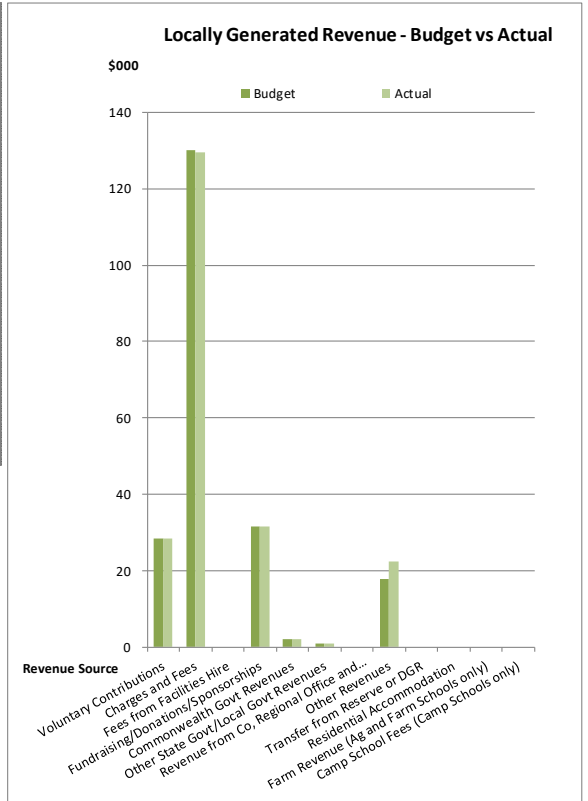


Bradley Farrell, President

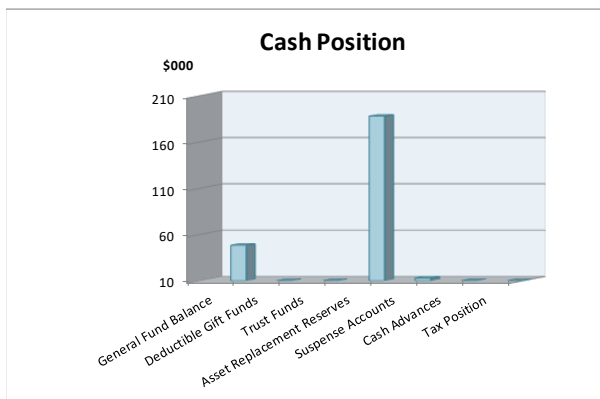
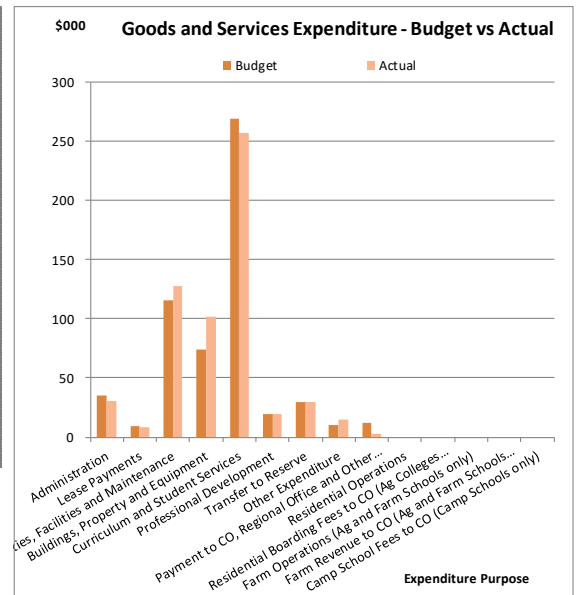


Mt Lawley Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 28,469.00	\$ 28,528.70
2 Charges and Fees	\$ 130,128.00	\$ 129,648.06
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 31,546.00	\$ 31,595.67
5 Commonwealth Govt Revenues	\$ 2,204.00	\$ 2,204.29
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 17,834.00	\$ 22,413.68
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	\$ 211,181.00	\$ 215,390.40
Opening Balance	\$ 67,775.00	\$ 67,775.15
Student Centred Funding	\$ 356,269.00	\$ 356,268.64
Total Cash Funds Available	\$ 635,225.00	\$ 639,434.19
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 635,225.00	\$ 639,434.19



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 34,758.00	\$ 30,281.22
2 Lease Payments	\$ 9,200.00	\$ 8,369.72
3 Utilities, Facilities and Maintenance	\$ 115,140.00	\$ 126,962.14
4 Buildings, Property and Equipment	\$ 73,765.00	\$ 101,850.54
5 Curriculum and Student Services	\$ 268,291.00	\$ 256,667.10
6 Professional Development	\$ 19,204.00	\$ 19,604.00
7 Transfer to Reserve	\$ 29,700.00	\$ 29,700.00
8 Other Expenditure	\$ 9,883.00	\$ 15,209.57
9 Payment to CO, Regional Office and Other Schools	\$ 11,833.00	\$ 2,485.00
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	\$ 571,774.00	\$ 591,129.29
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 571,774.00	\$ 591,129.29
Cash Budget Variance	\$ 63,451.00	



Cash Position as at:	
Bank Balance	\$ 238,869.19
Made up of:	\$ -
1 General Fund Balance	\$ 48,304.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 187,806.90
5 Suspense Accounts	\$ 12,863.39
6 Cash Advances	\$ -
7 Tax Position	-\$ 10,106.00
Total Bank Balance	\$ 238,869.19

SCHOOL BOARD ENDORSEMENT

Name of document: 2018 Annual Report

School Board Representatives

Principal Cavelle Monck



(Signature)

School Board Chair Albert Tassone



(Signature)

Date: 11/04/2019