

Annual Report 2019



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.

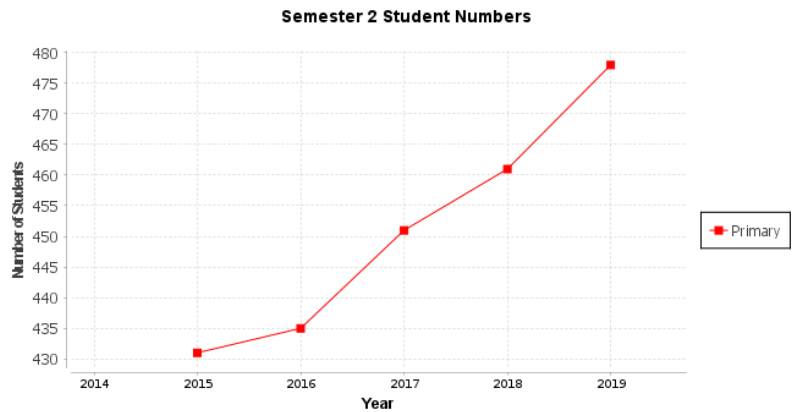
There is a strong sense of community, parent support and involvement in the school. The school community, through the School Board, plays an active role in reviewing the strategic school direction. Our dedicated P&C contributes to the social and financial wellbeing of the school.

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 2019 the school's total semester two enrolments (including Kindy) was 541 students. Approximately 25% of the school's enrolments continued to be out of boundary.

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 six years as shown below.



Semester 2	2014	2015	2016	2017	2018	2019
Primary (Excluding Kin)	422	431	435	451	461	478

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(31)	69	70	71	67	67	65	69	509
Part Time	61								

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

Attendance

	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	96%	67%	85%	72%	82%	74%	87%	75%	90%	75%	89%	74%	81%	74%
At Risk - Indicated	3%	22%	14%	20%	14%	18%	9%	17%	10%	18%	9%	18%	15%	18%
At Risk - Moderate	1%	8%	1%	6%	4%	6%	4%	6%	0%	6%	0%	6%	4%	6%
At Risk - Severe	0%	2%	0%	2%	0%	2%	0%	2%	0%	2%	2%	2%	0%	2%

OPERATIONAL TARGETS:

- To maintain an overall attendance rate (95% in 2019) above state average (91.6% in 2019).
- To increase the average rate of regular attendance (87% in 2019). Regular attendance is defined as attendance at school 90% of the time or above.

COMMENTS

- The overall attendance rate in 2019 was 95% at MLPS. This target was met.
- The state overall average was 91.6%.
- The average regular attendance rate in 2019 for MLPS decreased to 87% from 89% in 2018. This target was not met.
- The 'Indicated Risk' range is students with an attendance rate of 80% - 89%. In year 6, the percentage of students in the 'Indicated Risk' range (15%) was higher than the school average (10.6%). Showing a slight decrease from 2018 (18%) when the students were in Year 5.

2020 Destination Schools for the 2019 Student Cohort

Year K – 5 Cohort

Destination Schools	Male (20)	Female (12)	Total (32)
Bavswater Primary School	1		1
Dianella Primary School		1	1
Christ Church Grammar School	2		2
Guildford Grammar School		1	1
Hale School	3		3
Highgate Primary School	2	2	4
Indlewood Primary School		1	1
Interstate	3	2	5
Mosman Park Primary School	1		1
Margaret River Primary School	2	1	3
Mount Hawthorn Primary School	1		1
Newman College	1		1
Not specified	1		1
Overseas	2	2	4
Perth College (Mount Lawley)		2	2
Sacred Heart Primary School	1		1

Year 6 Cohort

Destination Schools	Male (37)	Female (31)	Total
4213 Bob Hawke College	1		1
4038 Mount Lawley Senior High School	18	22	40
1125 Perth College			
1154 Wesley College	1		1
1085 Chisholm Catholic College	1		1
1074 Guildford Grammar School	3		3
4025 John Curtin College of the Arts	2		2
4026 John Forrest Secondary College	1	2	3
1149 Mercedes College		1	1
4051 Morley Senior High School		1	1
1259 Newman College		1	1
4042 Perth Modern School	1	1	2
1152 Penrhos College		1	1
1440 St George's Anglican Grammar School		1	1
1122 St Hilda's Anglican School Girls		1	1
1178 Servite College	3		3
1151 Trinity College	4		4

Student Behaviour Management Information

In 2019, our Behaviour Management Policy was updated and 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 email 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 2019.

Of the 478 (excluding Kindy) students enrolled in 2019, 129 had a recorded behaviour incident. Significantly up from the 62 students with a behaviour record in 2018.

61 (47%) of these students had only one occurrence, 60 students (46%) had between one and eight occurrences, 7 students (5%) had 8 to 18 reports and one student accounted for the remaining 58 of the total recorded 395 incidents. 152 of these 395 incidents can be attributed to 8 students.

The substantial record of 395 behaviour incidents can partially be explained by an increase in recording of incidents by classroom teachers. Students with ongoing behaviour concerns are placed on an Individual Behaviour Management Plan (IBMP), extra support is accessed through the Student Service Team and when required outside agency intervention is actioned.

The most common misdemeanour in 2019 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

Four students were given 6 formal suspensions for a total of 5 days in the 2019 school year.

Behaviours	2014	2015	2016	2017	2018	2019
Physical assault or intimidation of staff	0	0	0	2	1	1
Verbal abuse or harassment of staff	0	0	1	0	0	1
Physical assault or intimidation of other students	8	25	18	9	31	59
Verbal abuse or harassment of students	1	2	1	1	5	19
Wilful offence against property	6	0	0	1	11	16
Violation of school Code of Conduct, behaviour management plan, classroom or school rules	37	13	39	22	19	49
Negative behaviour other	113	144	97	86	120	250
TOTAL	165	184	156	121	187	395

Although the school's target of reducing the number of recorded incidents of antisocial behaviour was not met, it is important to note that in 2019 the mandated Department of Education policy, 'Let's Take a Stand Together' was implemented. This policy directs schools to automatically suspend students who demonstrate violent behaviour. Although this initiative increased our formal suspension numbers, the steps towards ensuring our school is a safer place for learning are being addressed.

Academic Achievement

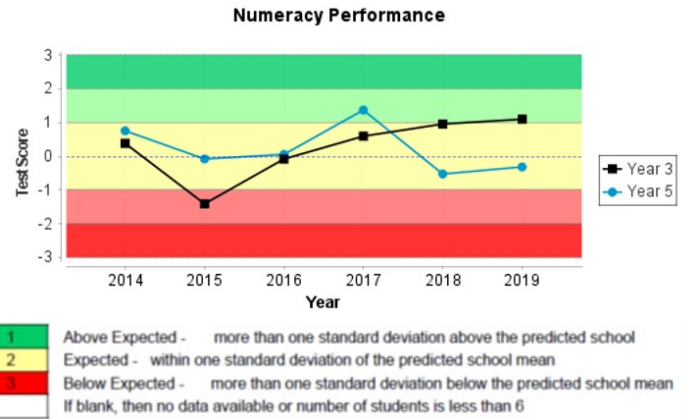
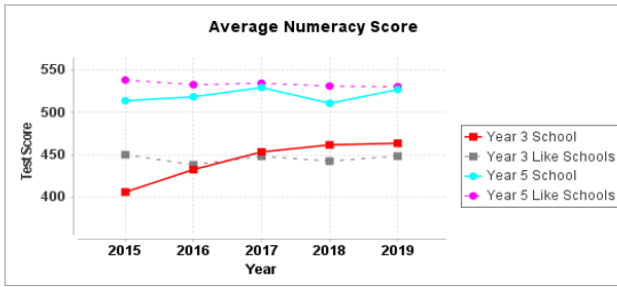
NAPLAN Initial Analysis 2019

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	464	466	445	456	485
State Mean	405	427	420	412	435
Australian Mean	408	432	423	419	440
Like School Mean	449	473	453	458	489
No. above NMS%	96%	95%	94%	91%	97%
No. at NMS%	2%	5%	6%	8%	3%
No. below NMS%	2%	0%	0%	2%	0%
Year 5 65 Students					
Year 5 65 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	527	542	504	533	564
State mean	492	504	471	500	498
Australian Mean	496	506	474	501	499
Like School Mean	530	542	504	535	543
No. above NMS%	97%	97%	92%	97%	98%
No. at NMS%	3%	2%	6%	2%	0%
No. below NMS%	0%	2%	2%	2%	2%
2018 Year 6 Public 43 Students					
2018 Year 6 Public 43 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	588	576	549	586	572
State mean	558	546	513	547	542
Australian Mean	554	546	513	546	542
No. above NMS%	93%	98%	91%	93%	93%
No. at NMS%	7%	2%	7%	7%	7%
No. below NMS%	0%	0%	2%	0%	0%
National Minimum Standard - NMS					

NAPLAN Numeracy

Year 3, 5 and 7 Numeracy Like School Comparisons



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

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					14%	23%	22%	22%
7	530 - 581					25%	28%	29%	26%
6	478 - 529	37%	32%	42%	32%	29%	27%	22%	31%
5	426 - 477	32%	28%	34%	31%	25%	17%	25%	18%
4	374 - 425	27%	24%	15%	22%	7%	5%	3%	3%
3	322 - 373	2%	10%	6%	12%	0%	1%	0%	1%
2	270 - 321	3%	4%	2%	3%				
1	Up to 269	0%	1%	2%	1%				

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

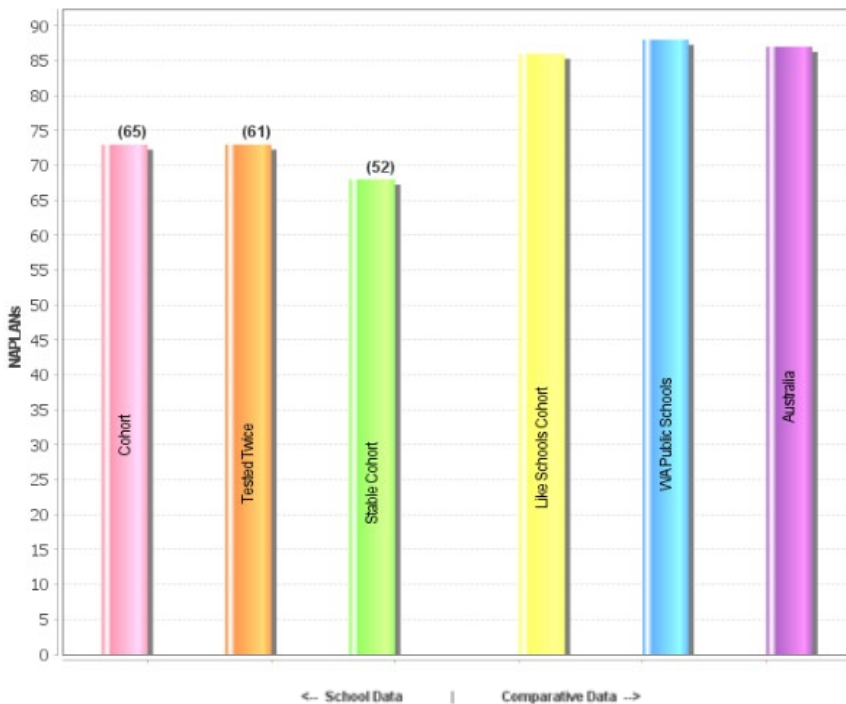
OPERATIONAL TARGETS:

- In 2019 maintain the percentage of students achieving in the top 20% in NAPLAN Numeracy in Year 3.
- In 2019 maintain the percentage of students achieving in bands 5 and 6 in Year 3 NAPLAN Numeracy.
- In 2019 increase the percentage of students achieving in the top 20% in NAPLAN Numeracy in Year 5.
- In 2019 increase the percentage of students achieving in bands 7 and 8 in Year 5 NAPLAN Numeracy.

COMMENTS

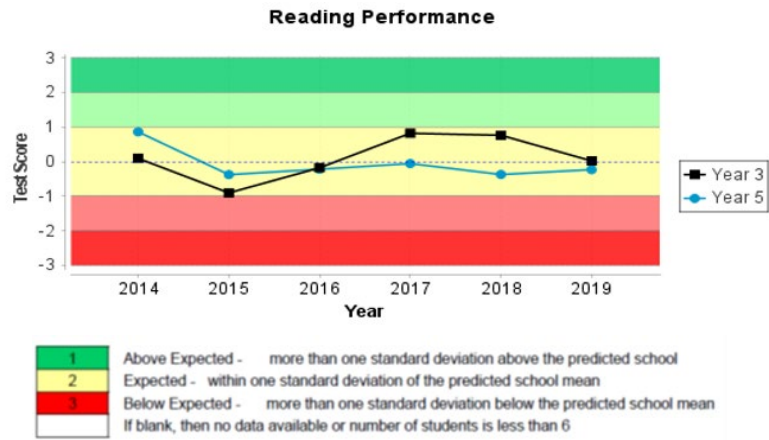
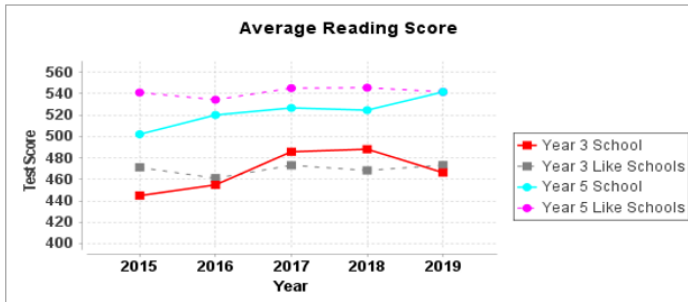
- Year 3 Numeracy data is above like schools MLPs: 464 Like Schools: 449
- Year 5 Numeracy data is below like schools MLPs: 527 Like Schools: 530
- Year 3 data is well above the expected school mean
- Year 5 is just below the expected school mean
- We did meet our target to increase the number of Year 3 students in top 2 bands of achievement – 2018 -69% / 2019 76% - 76% compared to like schools 63%
- We met our target to increase the number of Year 5 students in top 2 bands of achievement 39% in 2018 and 51% in 2019. This was better than like schools at 48%
- The Year 3 trend line is on an upward trajectory in Numeracy
- The Year 5 trend line is downward trending in Numeracy

Progress from Year 3 2017 to Year 5 2019 - Numeracy



NAPLAN Reading

Year 3, 5 and 7 Reading Like School Comparisons



Proficiency Band Summary

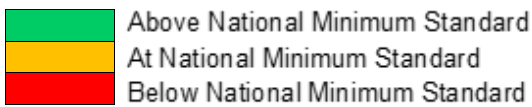
Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					17%	33%	28%	27%
7	530 - 581					26%	25%	29%	32%
6	478 - 529	53%	43%	42%	46%	26%	21%	28%	25%
5	426 - 477	25%	28%	30%	27%	20%	14%	12%	12%
4	374 - 425	17%	16%	6%	15%	7%	5%	2%	3%
3	322 - 373	2%	7%	17%	8%	3%	2%	2%	1%
2	270 - 321	2%	4%	5%	4%				
1	Up to 269	2%	2%	0%	1%				

OPERATIONAL TARGETS:

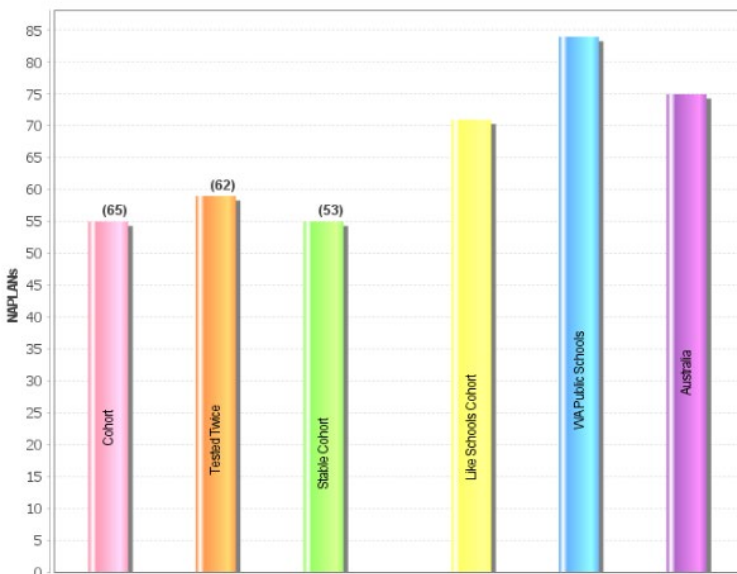
- Year 3 results to continue upward trend in Reading

COMMENTS

- Year 3 Reading data is below like schools MLPS: 466 Like Schools: 473
- Year 5 Reading is at like schools MLPS: 542 Like schools: 542
- Year 3 data is at the expected school mean in Reading
- Year 5 data is slightly below the expected school mean in Reading
- We did not meet our target to increase the number of Year 3 students in top 2 bands of achievement 78% in 2018 and 72% in 2019. This was less than like schools at 73%
- We did meet our target to increase the number of Year 5 students in top 2 bands of achievement – 2018 – 43% 2019 – 57%. 57% compared to like schools 59%
- The Year 3 trend line slightly upward in Reading



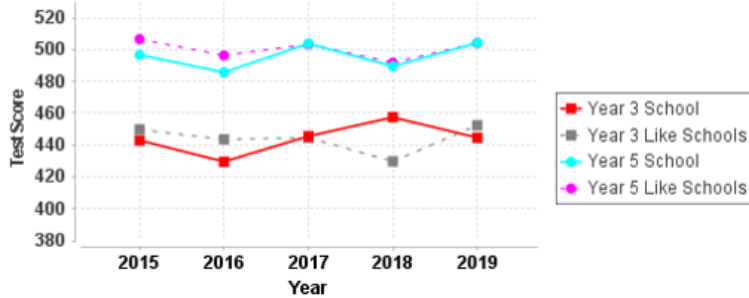
Progress from Year 3 2017 to Year 5 2019 - Reading



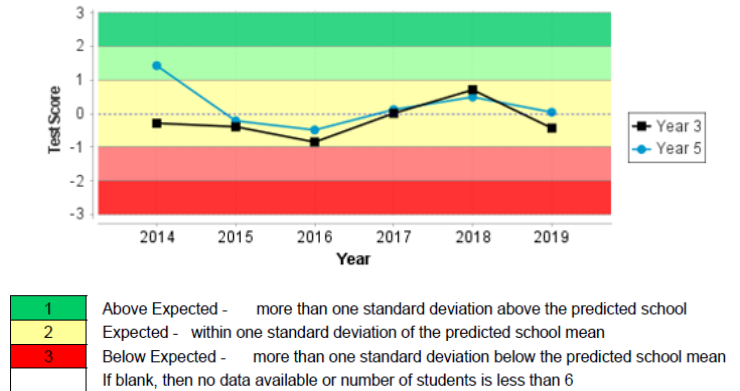
NAPLAN Writing

Years 3, 5 & 7 Writing Like School Comparison

Average Writing Score



Writing Performance



Proficiency Band Summary

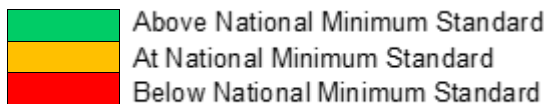
Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	9%	14%	10%
7	530 - 581					16%	16%	12%	23%
6	478 - 529	25%	17%	23%	30%	42%	31%	42%	34%
5	426 - 477	55%	45%	52%	45%	26%	35%	25%	27%
4	374 - 425	15%	21%	14%	19%	7%	6%	6%	5%
3	322 - 373	3%	14%	6%	5%	4%	4%	2%	4%
2	270 - 321	2%	3%	6%	1%				
1	Up to 269	0%	1%	0%	0%				

OPERATIONAL TARGETS:

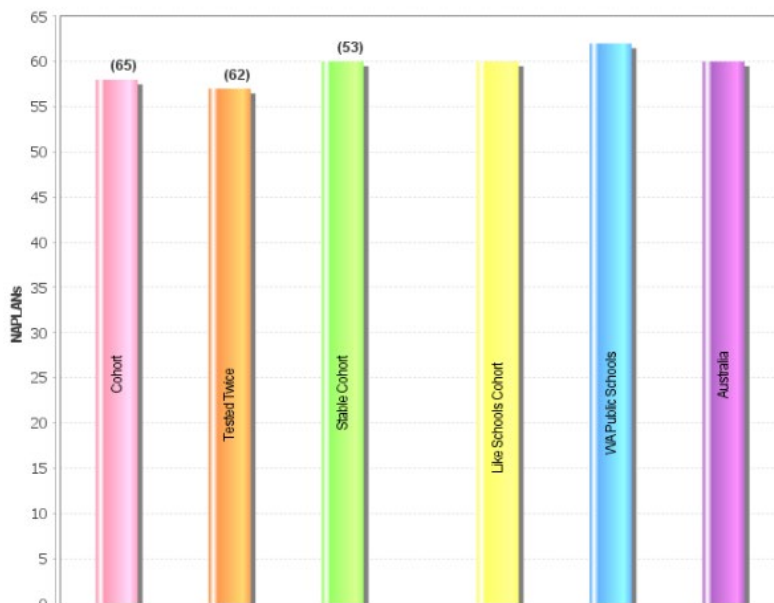
- Year 3 results to continue upward trend in Writing
- In Year 5 Writing, results to demonstrate high progress in longitudinal data to be at or above like schools.

COMMENTS:

- Year 3 Writing is below like schools MLPS: 445 Like Schools: 453
- Year 5 Writing is the same as like schools MLPS: 504 Like schools: 504
- Year 3 data is slightly below the expected school mean in Writing
- Year 5 data is at the expected school mean in Writing
- We did not meet our target to increase the number of Year 3 students in top 2 bands of achievement 80% in 2018 and 75% in 2019. This was the same as like schools
- We met our target to increase the number of year 5 student in top 2 bands of achievement – 2018 - 20% / 2019 – 26%. Like schools in 2019 33% in top 2 bands
- The Year 3 trend line is on an upward trajectory in Writing
- The Year 5 trend line is on a downward trajectory in Writing

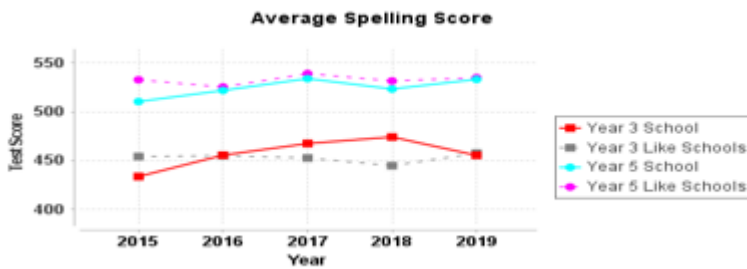


Progress from Year 3 2017 to Year 5 2019 - Writing



NAPLAN Spelling

Years 3, 5 & 7 Spelling Like School Comparison



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

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					17%	20%	22%	23%
7	530 - 581					20%	30%	31%	32%
6	478 - 529	47%	34%	41%	42%	45%	31%	37%	27%
5	426 - 477	27%	26%	31%	25%	12%	14%	8%	14%
4	374 - 425	17%	23%	19%	16%	6%	4%	2%	3%
3	322 - 373	7%	10%	0%	11%	0%	1%	2%	1%
2	270 - 321	3%	5%	8%	4%				
1	Up to 269	0%	2%	2%	1%				

OPERATIONAL TARGETS:

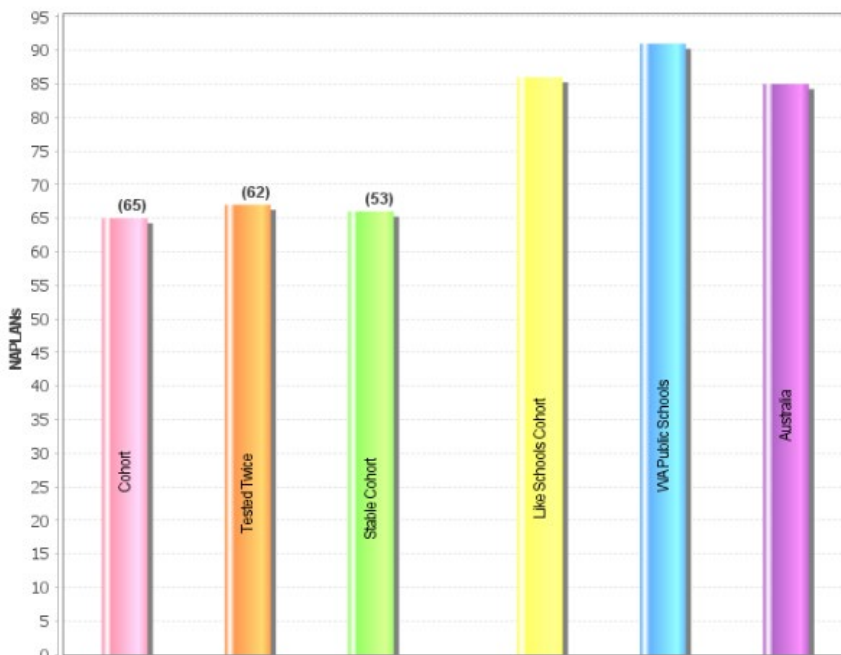
- In Year 3 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 3
- In Year 5 at or above like schools in NAPLAN results
- Increase the percentage of students who achieve in the top bands in NAPLAN in Year 5

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

COMMENTS

- Year 3 Spelling data is below like schools MLPS: 456 Like Schools: 458
- Year 5 Spelling is below like schools MLPS: 533 Like schools: 535
- Year 3 data is at the expected school mean in Spelling
- Year 5 data is below the expected school mean in Spelling
- We did not meet our target to increase the number of Year 3 students in top 2 bands of achievement – 2018-74% / 2019 72% - 72% compared to like schools 67%
- We did meet our target to increase the number of Year 5 students in top 2 bands of achievement – 2018 -37% / 2019 53% compared to like schools 55%
- The Year 3 trend line is trending upwards in Spelling
- The Year 5 trend line is on a downward trajectory in Spelling

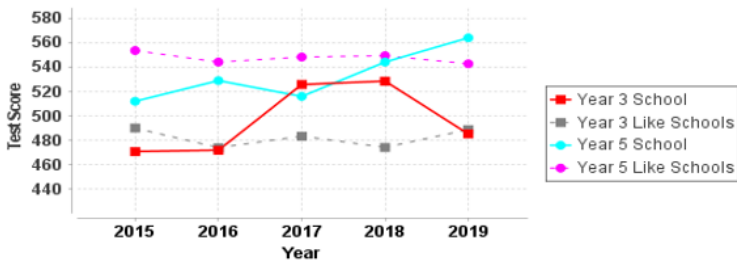
Progress from Year 3 2017 to Year 5 2019 - Spelling



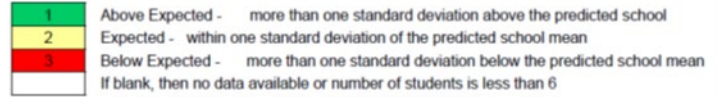
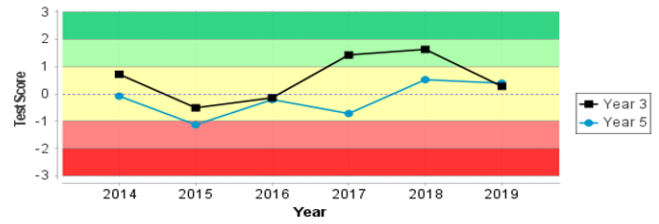
NAPLAN Grammar and Punctuation

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

Average Grammar & Punctuation Score



Grammar & Punctuation Performance



Proficiency Band Summary

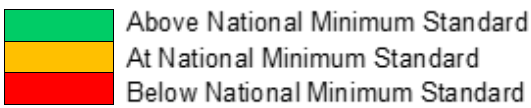
Band	NAPLAN Score Range	Grammar and Punctuation							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					30%	34%	38%	30%
7	530 - 581					22%	25%	23%	29%
6	478 - 529	62%	50%	52%	52%	32%	21%	23%	19%
5	426 - 477	18%	18%	23%	25%	10%	11%	14%	15%
4	374 - 425	17%	17%	11%	12%	3%	6%	0%	5%
3	322 - 373	3%	7%	11%	6%	3%	2%	2%	2%
2	270 - 321	0%	6%	3%	3%				
1	Up to 269	0%	2%	0%	1%				

OPERATIONAL TARGETS:

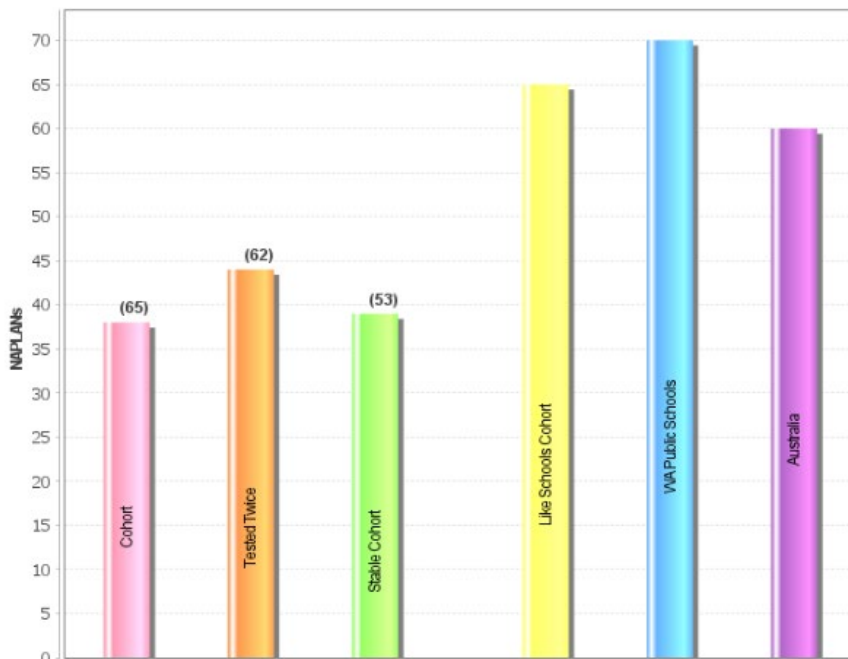
- Improve Year 5 Grammar and Punctuation to achieve at or above like schools

COMMENTS

- Year 3 Grammar and Punctuation data is below like schools MLPS: 485 Like Schools: 489
- Year 5 Grammar and Punctuation is above like schools MLPS: 564 Like schools: 543
- 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 3 students in top 2 bands of achievement – In 2018 80%/ In 2019 – 75%. 75% compared to like schools 77%
- We did meet our target to increase the number of Year 5 students in top 2 bands of achievement. In 2018 – 52%/ In 2019 - 61%. 61% compared to like schools 59%
- The Year 3 and Year 5 trend line is trending upwards in Grammar and Punctuation

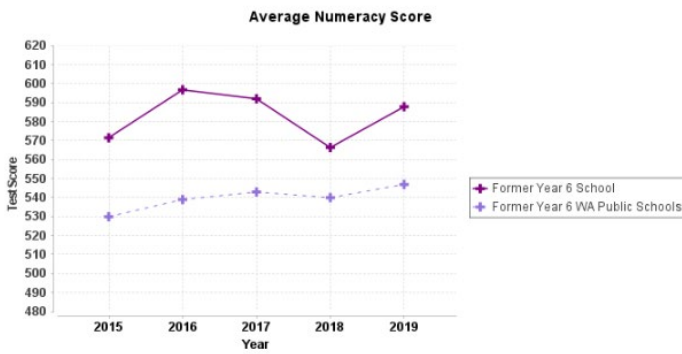


Progress from Year 3 2017 to Year 5 2019 - Grammar & Punctuation

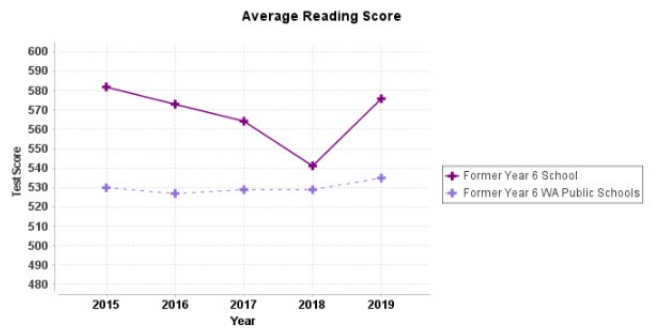


Former Year 6 NAPLAN Data (2020 Year 7)

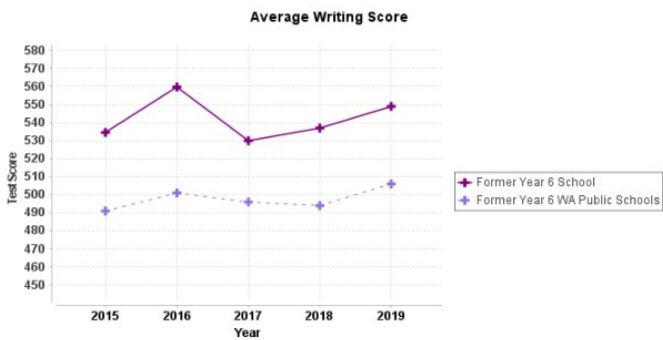
Average Numeracy Score



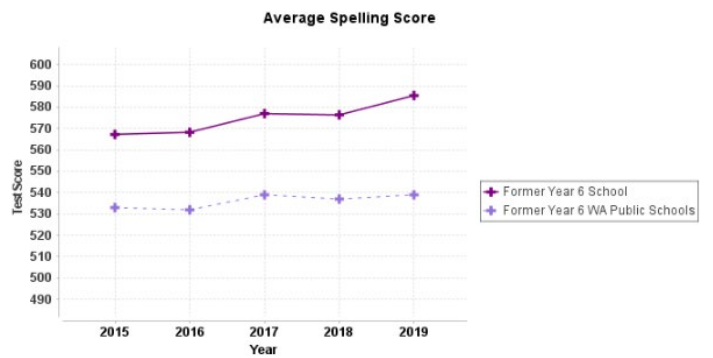
Average Reading Score



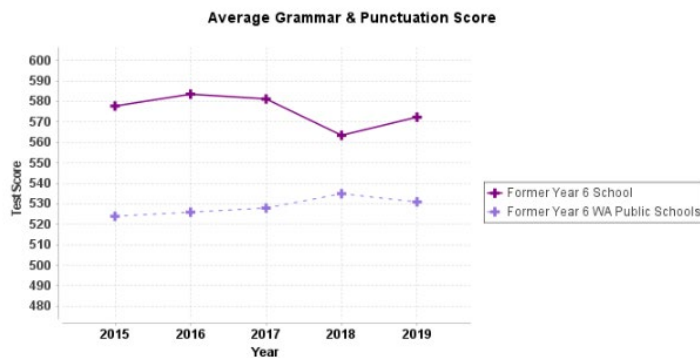
Average Writing Score



Average Spelling Score



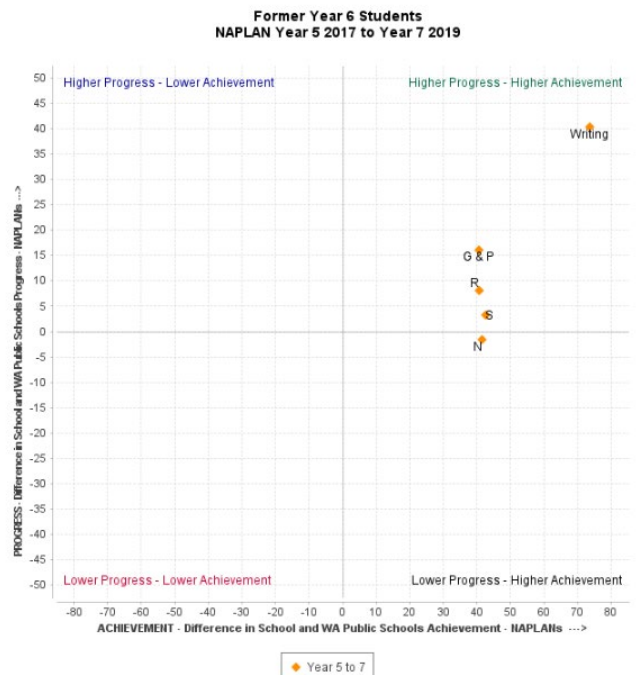
Average Grammar & Punctuation Score



Year 7 Data Analysis

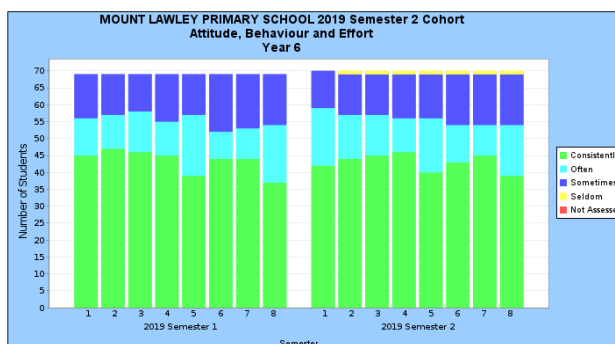
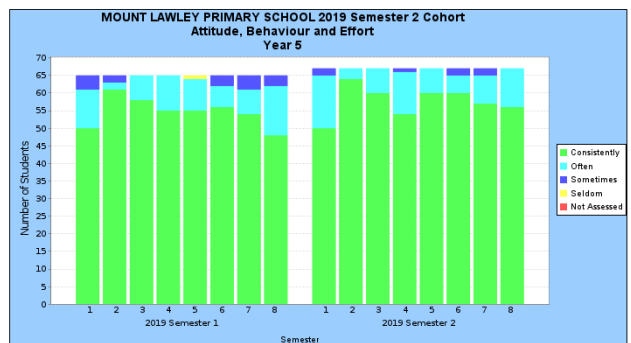
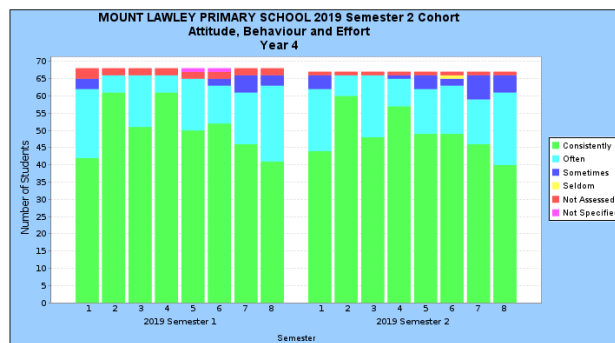
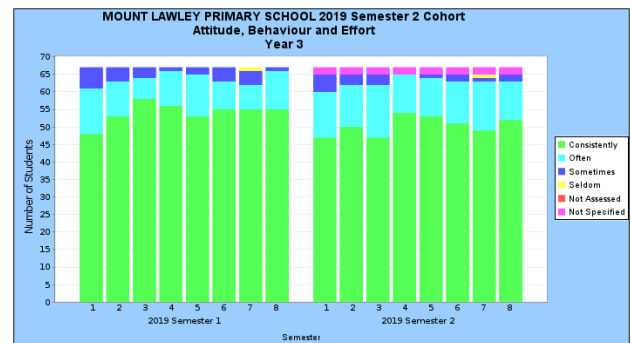
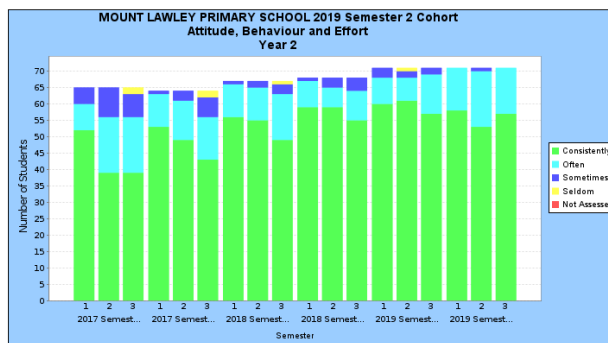
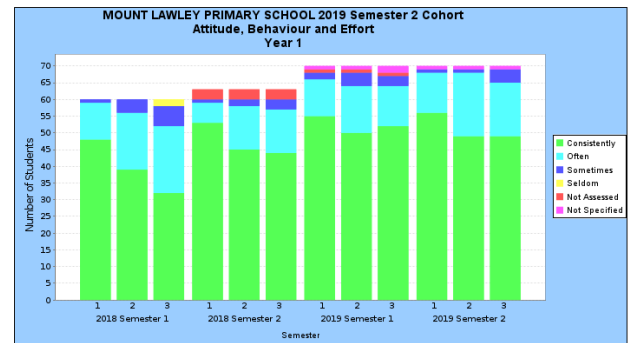
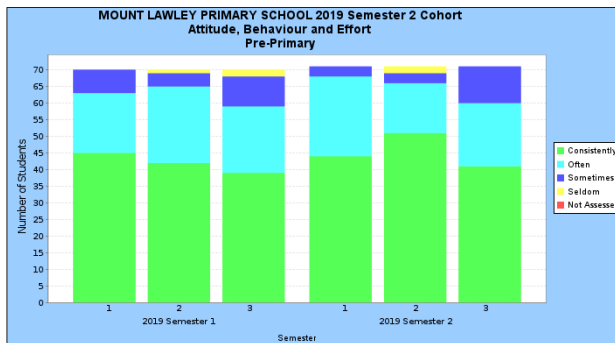
- Our aim of having higher progress and achievement was achieved in all areas except Numeracy.
- Students performed better than the Western Australian cohort.
- Writing improved from 2018 to 2019 in comparison to Year 7 public schools.
- Numeracy, Spelling and Reading results need to be the focus for improvement.
- Like school data is not available for the Year 7 comparisons.

Student Progress and Achievement Compared with WA Public Schools



Social Skills

In 2019, 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 2019 the Student Services team actioned 132 students through the team. Thirty-three students and their parents accessed our School Psychologist and forty-three our Chaplain, with twenty-two students being supported through advice given to teachers about behavioural or academic concerns and developed Individual Education Plans (IEPs). A further thirty-four students were flagged as being monitored carefully around academic progress. Thirteen students attracted extra funding through the One Line Budget based on disability criteria and a further thirty-three students were counted in the Nationally Consistent Collection of Data on School Students with a Disability (NCCD).

In November 2019 the Wellbeing and Engagement Census was conducted for the first time with students from Year 4-6. This is an annual standardised online survey with data measured against national norms. Data gathered from this census indicated the following key points:

In 2019 (Year 4-6)

Students have good relationships with teachers

The Year 6 cohort has concerns with worries, sadness, satisfaction with life and low optimism reflected in both home and school settings

Students identified low levels of physical and cyber bullying however verbal and social bullying (both inside and outside of school) was highlighted as a concern

Students connectedness with adults is an identified strength

Students reported issues with sleep and had concerns about their own overall health. Towards the end of 2019 plans were being developed to address these identified areas and in 2020 the Student Services team along with the Be You committee will continue to build on these themes.

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 2019 MLPS staff continued to take their required leave and through continued careful planning we were able to minimise the impact on teaching and learning programs.

One staff member retired during or at the conclusion of the 2019 school year.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	28	23.7	0
Total Teaching Staff	28	23.7	0
School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	10	7.0	0
Total School Support Staff	14	10.0	0
Total	45	36.7	0



2019 Special Events

During 2019 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.



- P&C Welcome Back Night
- Performing Arts
- Before School Extension
- Dads' and Kids' Camp Out
- P&C Progressive Dinner
- Parent Workshops
- Italian Day
- Item Assemblies
- Harmony Day
- ANZAC Assembly
- Book Week Celebration
- Student Leadership Teams and Workshops
- Year 6 Camp
- Spelling Bee
- Chess Championships
- In Term Swimming Lessons
- Faction Swimming
- Faction Athletics Carnival
- Interschool Winter Sports
- Interschool Swimming Carnival
- Interschool Cross Country
- Clubs
- Kindness Ambassadors
- Interschool Athletics
- Mother's & Father's Day at Kindy
- In school Dance Classes (Years 5 & 6)
- In school Performances and Excursions
- Arts Celebration Night
- STEM4Girls
- After school Dance Class
- Year 6 Graduation Night
- Presentation Night
- Year 6 Graduation Assembly
- Before and after school sports

MLPS School Board 2019 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 2019 the Board received 137 responses, down from 144 responses in 2018. A copy of the survey summary is available on our website.

NOTABLE AREAS OF STRENGTH	NOTABLE AREAS OF CONCERN
<p>96% of respondents (131 responses) agreed that “This school is well maintained”.</p> <p>96% of respondents (131 responses) agreed that “My child feels safe at this school”.</p> <p>96% of respondents (131 responses) agreed that “The school has a positive identity”.</p> <p>94% of respondents (129 responses) agreed that “My child likes being at this school”.</p> <p>92% of respondents (126 responses) agreed that “Teachers at this school expect my child to do their best”.</p> <p>90% of respondents (122 responses) agreed that “I am satisfied with the school’s front office services”.</p> <p>92% of respondents (126 responses) agreed that “Teachers at this school care about my child”.</p> <p>92% of respondents (126 responses) agreed that “This school looks for ways to improve”.</p>	<p>8% of respondents (11 responses) did not agree that “I am satisfied with the way bullying concerns are dealt with by the school”.</p> <p>10% of respondents (14 responses) did not agree that “Teachers at this school provide my child with useful feedback about their school work”.</p> <p>8% of respondents (10 responses) did not agree that “Teachers at this school motivate my child to learn”.</p> <p>9% of respondents (13 responses) did not agree that “I understand the role of the School Board”.</p> <p>7% of respondents (9 responses) did not agree that “This school takes parents’ opinions seriously”.</p>

Overall Summary of 2019 Survey

The major themes identified in the **2019** MLPS Parent Survey from the combination of both the survey data and specific parent comments are:

- **COMMUNICATION:** still room for improvement, overall comments were positive.
- **TRAFFIC Management:** mostly positive comments regarding the Traffic Management Committee’s input into the school and community in 2019.
- **CANTEEN:** Strong support for the introduction of a part-time school Canteen in 2020.
- **LOTE** (Languages other than English) high response of comments to continue the Italian language in 2020.
- **EDUCATION:** Additional programs for art, mathematics and languages other than Italian and opportunities for community volunteering were areas parents would like to see programs offered in 2020.
- Emphasis on building community relationships, afterschool activities, after school care and reinstating dance and art specialists for all years in 2020.
- Walker/ Play Based Learning, school clubs, before school supervision, and Performing Arts rated highly in the survey and were recommended to continue in 2020.

Annual Report 2019

We are beginning to see traction in our teaching and learning since the implementation of Differentiation in 2017. Staff continue to grow and develop innovative teaching practice to engage our students in all learning experiences. With the introduction of Clubs this year, not only are students able to access academic opportunities but also areas of interest. Clubs such as the rubiks cube club, Lego, Auslan, Writer's Club, to name but a few, have seen our students blossom as their lives are enriched by such variety. We most certainly intend to continue Clubs into 2020 and grow it even further.

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 solid in all areas however, we will further refine our practices and focus on improvement for areas such as Reading. As a school we are committed to working with staff to build successful planning documents to implement strategies to assist students achieve their potential.

We have been continually supported by our parent community through the wonderful work of the School Board, the P&C and volunteers, who dedicate their time to assisting our school. Volunteers in the library, or as Lap tutors, literacy support in the junior classes, Class Reps or as parent helpers are all a vital part of our school fabric and we are grateful for this partnership that grows from year to year. Our Student Services team also contribute significantly to the mental health and wellbeing of our students and families and it is incredible to think that over one hundred students and their families have accessed this incredible service in 2019.

Moving into 2020 we expect to see all our programs embedded and our staff moving providing rich opportunities for all students to succeed. With our Public School Review scheduled for the new year, we are excited to showcase our narrative of the journey our school has traversed in the last four years. With the start of a new decade, we feel confident our school will continue to improve and flourish.

Cavelle Monck

Principal

School Board Report

It is with great pleasure that I present our 2019 Mount Lawley Primary School Board Chair annual report highlighting our roles and activities over the past 12 months.

I would like to begin by thanking my fellow board members, who take time out of their busy schedules to commit to achieving the best possible outcomes for the children of Mount Lawley Primary School. I would also like to congratulate our students on their outstanding improvements in both the academic and non-academic programs offered at MLPS. The impressive results that we are seeing from our students is not only a testament to them but also to the teaching staff, the principal, the leadership team and support staff. During my time as chair, I have seen firsthand that the MLPS community is a positive, caring and friendly one, that is only too happy to help when called upon. This all further reinforces Mount Lawley Primary School's reputation as the school of choice.

On behalf of the Board I would like to especially thank all the students, teachers and families who continue to maintain a cooperative and supportive attitude throughout the year. Being able to see every situation from another's point of view is paramount to the successful and positive education of our children as well as maintaining a healthy and happy workplace for our staff.

The School Board has been very satisfied by the school's planning, implementation and execution of strategies that were set out in our 2017 – 2019 Business Plan. We have provided oversight of the school's achievement targets against the Business Plan, have monitored financial arrangements put in place for resourcing, and had input into policies and the general direction of the school.

During the past year we have worked collaboratively with the school in a number of areas. Board members made themselves available to deliver short presentations and answer questions at the parent information evenings held in Term 1 and in partnership with the P&C, have hosted small events to acknowledge our amazing staff and administration team at MLPS.

In order to ensure the efficiency of our purpose, we developed a yearly calendar of Board activities, formalised Board inductions and produced induction packs, participated in formal Board training modules and hosted a Board training event for network schools.

We had the privilege of contributing to the concept and planning of the Nature Playground project, we have had robust discussions around potential school policies and sponsorship arrangements and are currently working on our next Business Plan cycle. The Board has reviewed and discussed survey results from students, staff and parents as well as reflecting on our own effectiveness. In all of these activities we act as an avenue of consultation and a representation of the wider school community.

I would like to take this opportunity to thank the school's highly effective and professional leadership team, led by our Principal; Cavelle Monk, Deputies; Sandra Martin and Grace Adam, the Administration, Finance and Support team; led by Lisa Freegard and most importantly every teacher and education assistant who support, teach, encourage and inspire our children on a daily basis. The Board would like to thank you all for everything you have done and look forward to many more years of excellence at Mount Lawley Primary School.

The Board also acknowledges the outstanding work and contribution of the P&C who are instrumental in so many facets of school life for our children from raising funds for Nature Playgrounds and iPads to organising social and community events for the families of the school with the aim of keeping our community vibrant and connected.

It has been an absolute privilege to serve on the Mount Lawley Primary School Board this year. I can confidently speak for all my fellow board members when I say that we are all united in our focus to contribute and create better outcomes for the School, its students, staff, parents and community. I encourage anyone with that same focus to engage with the school to nominate for Board positions, join the P and C, volunteer for before school supervision and further galvanise the strong community that is Mount Lawley Primary School.

Alberto Tassone, Chair MLPS School Board



P&C Report

The P&C has had another productive year. All of you in our school community should be very pleased with how your contributions to the P&C have made a difference to our school.

We have purchased, and gifted to the school, essential items including:

- 68 iPads and storage carts
- New play equipment for Kindy
- Large signage for the assembly area (for National Anthem and the Wanjoo Welcome Song)

to name just a few. The P&C has again funded the school's Mathletics subscription, which makes maths available online for every student (from PP to Year 6). And, like we do every year, we provide significant funds for new book purchases for our library.

You, our parents and our community, have made it all possible. You will have donated through the P&C voluntary contributions or you will have volunteered at an event or you will have come along and bought a sausage or a cupcake at one of our stalls. Every contribution helps, large or small. We can do great things, when we all work together!

On that note I would like to call out two special contributions this year, our fantastic new playgrounds. One is near the school oval, the other is down at Kindy. Many, many people contributed. I'd like to acknowledge the great work of the Nature Play Committee, and mention Derek Watts (Nature Playground Committee Chair) and Skye Langston (Kindy Nature Play Coordinator) for their leadership. There is more playground excitement to come in the year ahead.

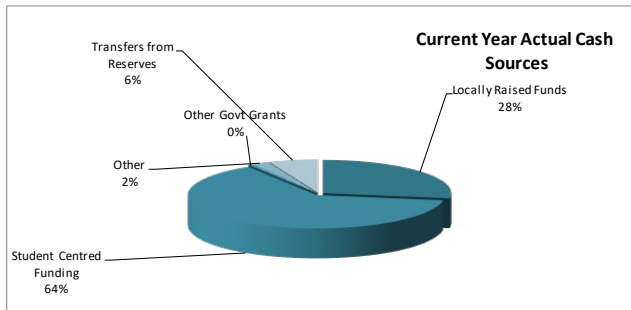
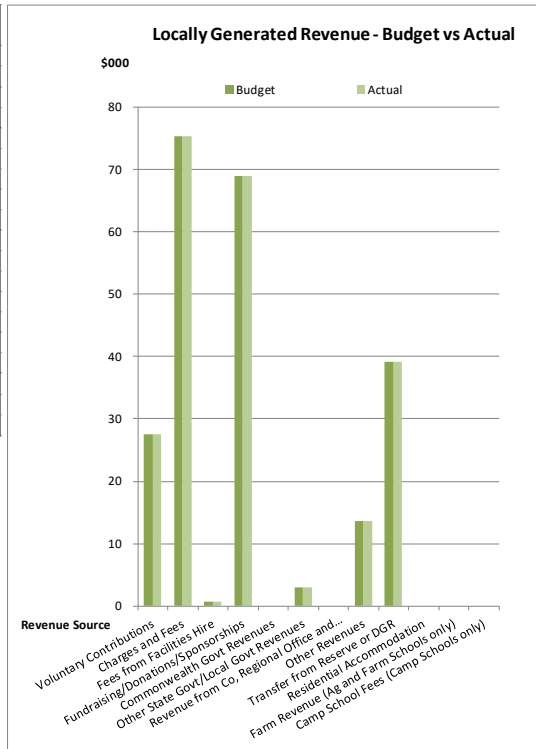
In closing I would like to say a personal vote of thanks to the P&C Executive, the S&F, Uniform Shop, School Banking, Class Reps, Traffic Management Group, and all parents who came to our meetings. Thank you!

Bradley Farrell, President

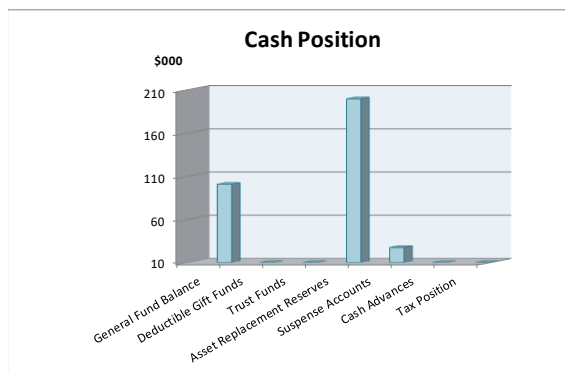
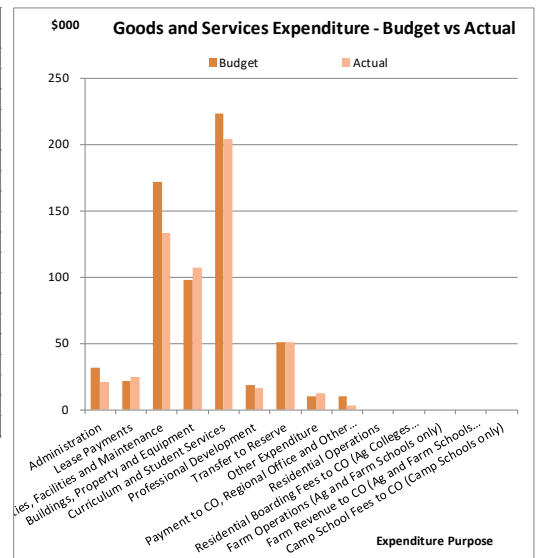


Mt Lawley Primary School
Financial Summary as at
31 December 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 27,550.00	\$ 27,550.00
2	Charges and Fees	\$ 75,321.00	\$ 75,322.06
3	Fees from Facilities Hire	\$ 642.00	\$ 641.81
4	Fundraising/Donations/Sponsorships	\$ 69,021.00	\$ 69,021.20
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,615.00	\$ 13,614.11
9	Transfer from Reserve or DGR	\$ 39,130.00	\$ 39,130.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 228,279.00	\$ 228,279.18
	Opening Balance	\$ 48,304.90	\$ 48,304.90
	Student Centred Funding	\$ 398,500.00	\$ 398,500.00
	Total Cash Funds Available	\$ 675,083.90	\$ 675,084.08
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 675,083.90	\$ 675,084.08



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 31,900.00	\$ 20,591.48
2	Lease Payments	\$ 21,650.00	\$ 24,307.94
3	Utilities, Facilities and Maintenance	\$ 171,463.27	\$ 132,989.40
4	Buildings, Property and Equipment	\$ 97,979.00	\$ 106,790.93
5	Curriculum and Student Services	\$ 223,005.91	\$ 203,814.95
6	Professional Development	\$ 18,111.00	\$ 16,514.60
7	Transfer to Reserve	\$ 50,676.00	\$ 50,676.00
8	Other Expenditure	\$ 10,289.00	\$ 12,293.52
9	Payment to CO, Regional Office and Other Schools	\$ 9,914.27	\$ 3,115.00
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	\$ 634,988.45	\$ 571,093.82
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 634,988.45	\$ 571,093.82
	Cash Budget Variance	\$ 40,095.45	



Cash Position as at:	
Bank Balance	\$ 315,033.94
Made up of:	\$ -
1 General Fund Balance	\$ 100,555.26
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 199,352.90
5 Suspense Accounts	\$ 27,366.78
6 Cash Advances	\$ -
7 Tax Position	\$ (12,241.00)
Total Bank Balance	\$ 315,033.94

SCHOOL BOARD ENDORSEMENT

Name of document: 2019 Annual Report

School Board Representatives

Principal Cavelle Monck



(Signature)

School Board Chair Albert Tassone



(Signature)

Date: 5 November 2019