

Together | Learn • Respect • Inspire • Create • Celebrate



Annual Report 2020



Strive for Wisdom

*Cavelle Monck
Principal*

*Alberto 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, Digital Technologies, 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.

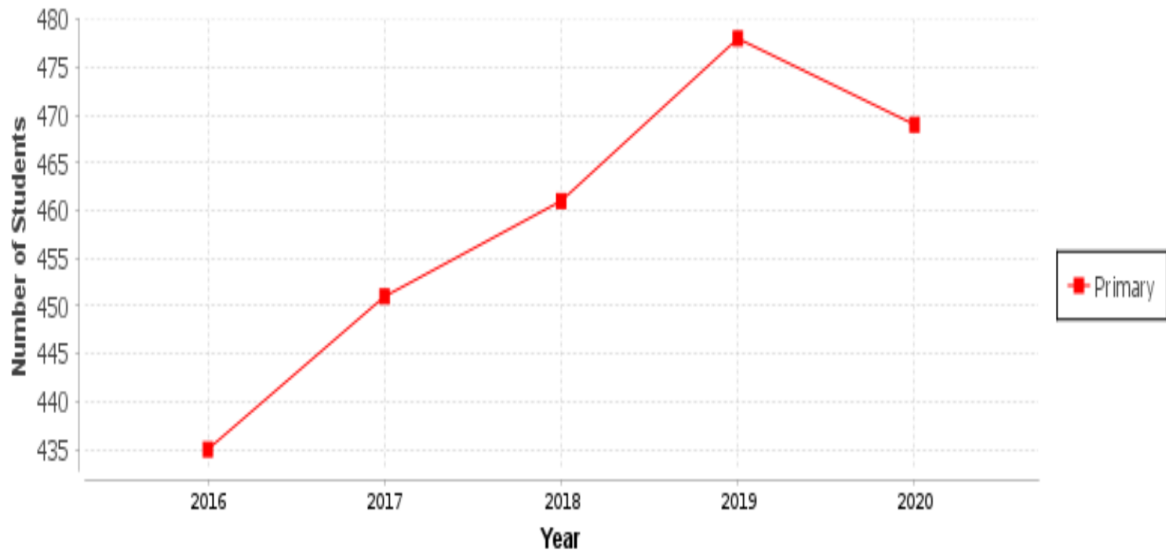
With our proud history and heritage, coupled with our state of the art facilities, Mount Lawley Primary School is committed to excellence in education where every student aspires to be the best they can be.



The Students: Enrolment

In 2020 the school's total semester two enrolments (including Kindy) was 529 students. Approximately 27% 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	2015	2016	2017	2018	2019	2020
Primary (excluding Kindy)	431	435	451	461	478	469

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	53	73	71	75	66	65	66	499
Part Time	60								

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

Attendance

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. At this stage, we are still awaiting a decision whether 2020 attendance data will be released to schools in the secure environment of Schools Online. Any data approved for release will be with the caveat that it isn't to be included in annual School Reports or disseminated to the school council/board.

2021 Destination Schools for the 2020 Student Cohort

Year K – 5 Cohort

Destination Schools	Male (11)	Female (14)	Total (25)
Doubleview PS		1	1
Guildford Grammar School	1		1
Hale School	1		1
Home Schooling		1	1
Inglewood PS		1	1
Interstate		1	1
Mount Hawthorn PS		1	1
Mount Pleasant PS		1	1
Newborough PS	1		1
Not specified	4	4	8
Perth College		4	4
Trinity College	4		4

Year 6 Cohort

Destination Schools	Male (35)	Female (34)	Total
Aveley Secondary College	1		1
Bob Hawke College	1		1
Carine SHS	1		1
Chisholm Catholic College	1		1
Guildford Grammar School		1	1
Hale School	1		1
Hampton SHS	2		2
John Curtin College of the Arts		1	1
John Forrest Secondary College		2	2
Melville SHS	1		1
Morley Senior High School		1	1
Mount Lawley Senior High School	17	18	35
Perth College		7	7
Perth Modern School		2	2
St George's Anglican Grammar School		1	1
St Mary's Anglican School Girls		1	1
Trinity College	4		4
Wesley College	6		6

Student Behaviour Management Information

In 2020, 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 at an 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 and the Zones of Regulation programs have 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 met in 2020.

Of the 469 (excluding Kindy) students enrolled in 2020, 116 had a recorded negative behaviour incident. Slightly down from the 129 students with a behaviour record in 2019.

56 (48%) of these students had only one occurrence, 54 students (46%) had between one and eight occurrences, 3 students (2%) had 8 to 25 reports and one student accounted for the remaining 58 of the total recorded 345 incidents. 104 of these 345 incidents can be attributed to 4 students.

The substantial record of 345 behaviour incidents can partially be explained ongoing behaviour concerns of a minority of students (4). 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 2020 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

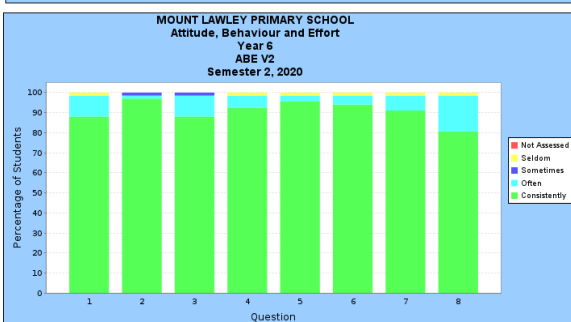
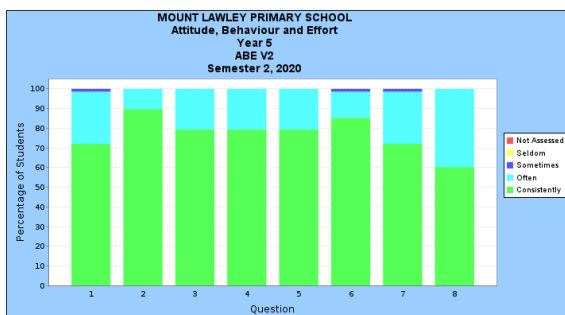
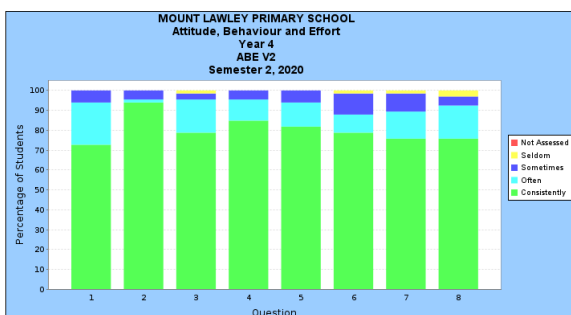
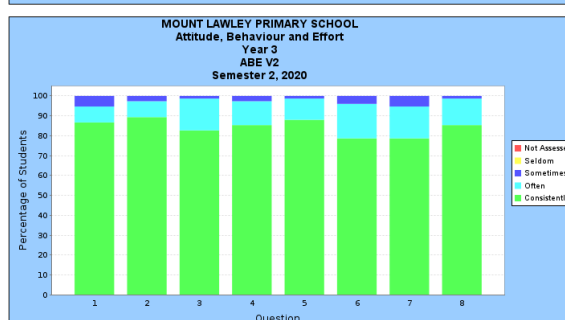
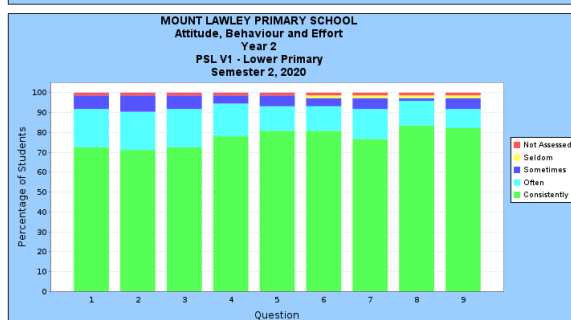
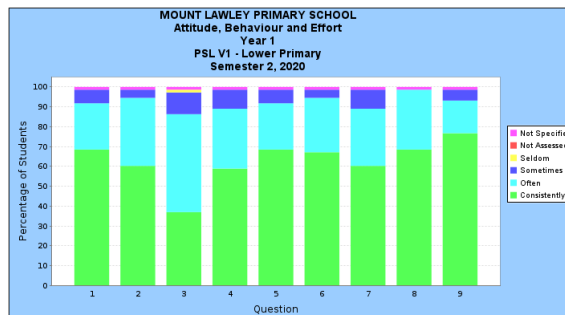
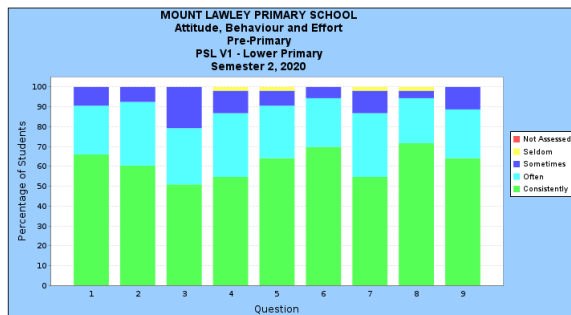
Nine students were given 21 formal suspensions for a total of 27 days in the 2020 school year. 1.9% of our students recorded a suspension.

Behaviours	2015	2016	2017	2018	2019	2020
Physical assault or intimidation of staff	0	0	2	1	1	3
Verbal abuse or harassment of staff	0	1	0	0	1	0
Physical assault or intimidation of other students	25	18	9	31	59	58
Verbal abuse or harassment of students	2	1	1	5	19	2
Wilful offence against property	0	0	1	11	16	5
Violation of school Code of Conduct, behaviour management plan, classroom or school rules	13	39	22	19	49	32
Negative behaviour other	144	97	86	120	250	245
TOTAL	184	156	121	187	395	345

The school's target of reducing the number of recorded incidents of antisocial behaviour was met, it is important to note that in 2020 the mandated Department of Education policy, 'Let's Take a Stand Together' continued to be 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.

Social Skills

In 2020, 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) for Semester 2, 2020.



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

Analysis:

- Year PP and Year 1 data showed less than 50% of students were *not consistently* showing courtesy and respect.
- Data from Years PP, 1, 2, 4 and 5 indicated 70% of students or less work to the best of his/her ability.
- Data from Year PP and Year 1 indicates students are still working towards *consistently demonstrating* the desired Attitude, Behaviour and Effort attributes.
- 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.

2020 CNAP NAPLAN Data Comparison

Due to COVID-19 2020 NAPLAN was not completed by our Year 3 and 5 students. The school commissioned Best Performance to conduct some replacement NAPLAN style testing and marking for the Year 3 and 5 cohort of students. Best Performance completed the marking of the tests and provided the school with a mean score. The table below shows the mean scores for NAPLAN 2019 and the NAPLAN style 2020 testing. Although some comparisons can be made the replacement 2020 tests were not online as NAPLAN 2020 would have been and marking, particularly writing, cannot be guaranteed to be the equivalent of the official testing and marking completed by ACARA.

YEAR 3	2020	2019	YEAR 5	2020	2019
Numeracy	435	464	Numeracy	544	527
Reading	472	467	Reading	558	542
Spelling	480	456	Spelling	551	533
Punc / Grammar	509	485	Punc / Grammar	565	564
Writing	496	445	Writing	544	504

Analysis:

- As can be seen from the above table the mean scores of all 2020 testing, with the exception of Year 3 Numeracy, were similar or better than the 2019 mean scores.
- The writing mean scores for the Year 3 and 5 cohorts were considerably higher in 2020 than 2019.
- Year 3 Numeracy mean score is significantly lower in 2020 than 2019.

Targets in the Business Plan 2020 – 2022 are framed around comparison data against like schools, progress and trends so we cannot report against the targets in 2020.

Fine grained analysis of individual student performance and trends for improvement have been undertaken by staff. Year 3 Writing data indicates the school must continue to work in upskilling students in the areas of vocabulary and ideas, Year 5 data indicates similar themes for improvement in vocabulary, ideas and spelling.



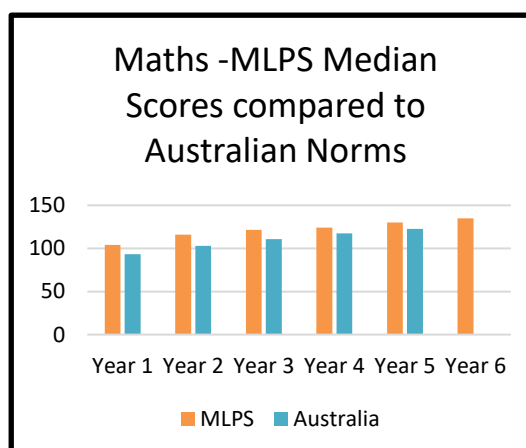
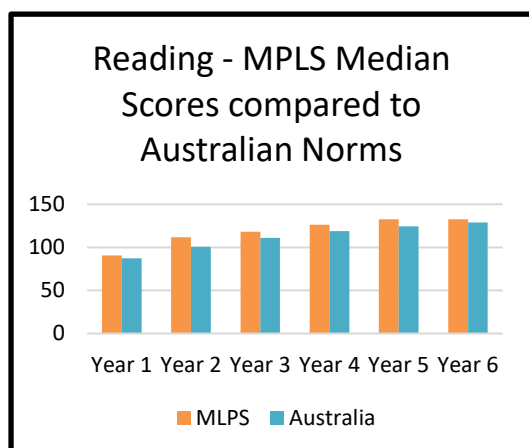
2020 ACER PAT Testing

Mount Lawley Primary School uses a range of student data to determine student achievement and cater for student's education needs. One assessment that was successfully completed in 2020 was the ACER (Australian Council of Educational Research) PAT (Progressive Achievement Test). In 2020 Students in these online tests measure what students know, understand and are capable of across domains, and help monitor progress over time.

MPLS students from Year 1 – 6 completed online assessments in Reading Comprehension and Mathematics in Term 4 2020. The following results show the median scores of Mount Lawley Primary Students compared to the Australian norms:

<u>Reading Median Scores</u>		
Year level 2020	MLPS Median	Australian Median
1	90.6	87.1
2	111.7	100.5
3	117.9	110.9
4	126.1	118.7
5	132.7	124.5
6	132.7	128.8

<u>Maths Median Scores</u>		
Year level 2020	MLPS Median	Australian Median
1	104.1	93.2
2	116.1	103
3	121.4	110.9
4	124.2	117.4
5	130	122.7
6	134.8	127



Analysis:

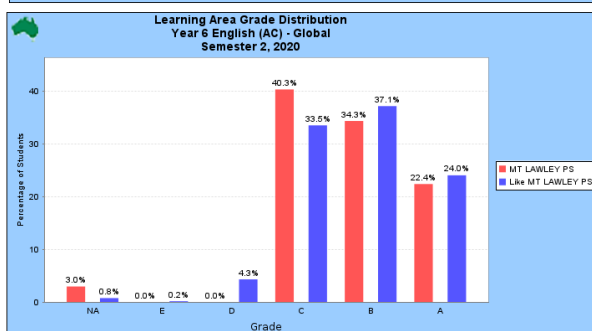
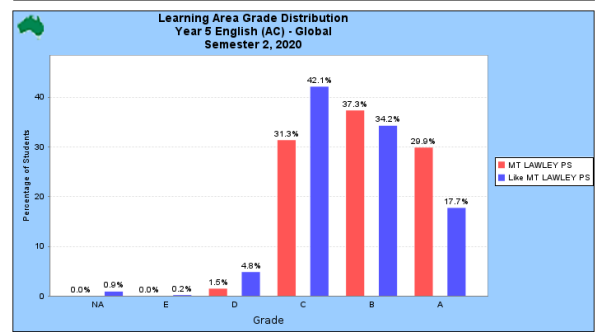
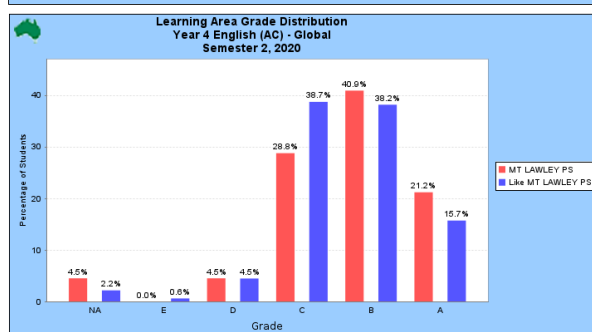
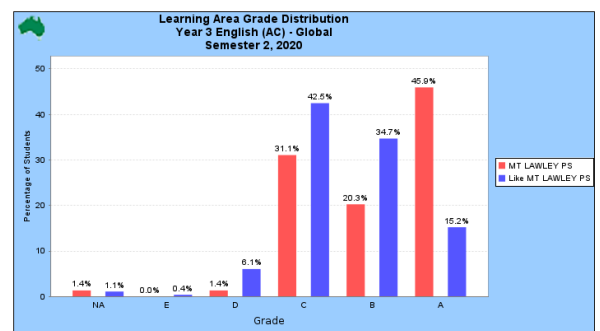
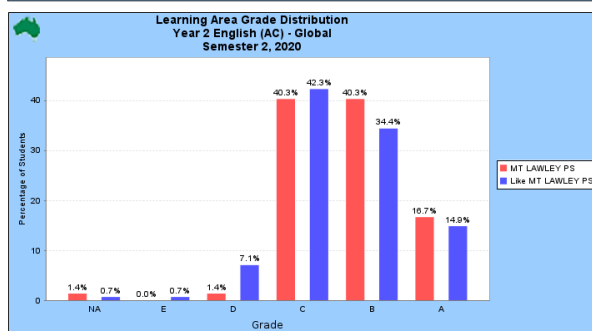
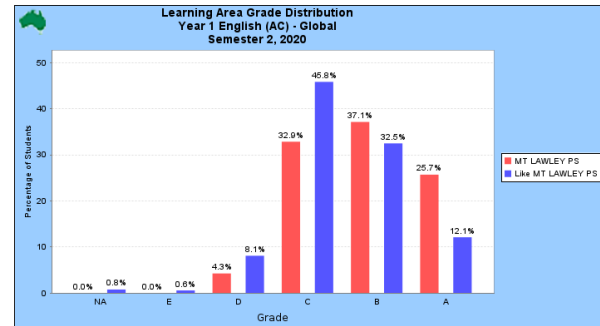
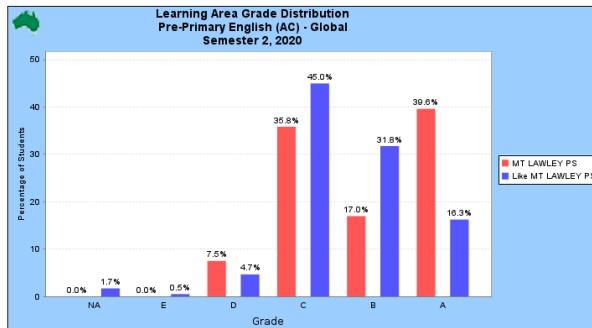
- All MLPS median Reading scores were above those of the Australian Median
- All MLPS median Maths scores were above those of the Australian Median

Target: All students in Year 1 – 6 will demonstrate a year of progress each November when completing the PAT Reading Comprehension and PAT Numeracy Test.

Staff Judgements and Reporting to Parents

Staff work together to develop a shared understanding of the achievement standards in order to moderate. Evidence is collected to support judgements made for the reporting process. The following pages show a snap shot of each year level and the grade distribution compared to like schools.

ENGLISH:



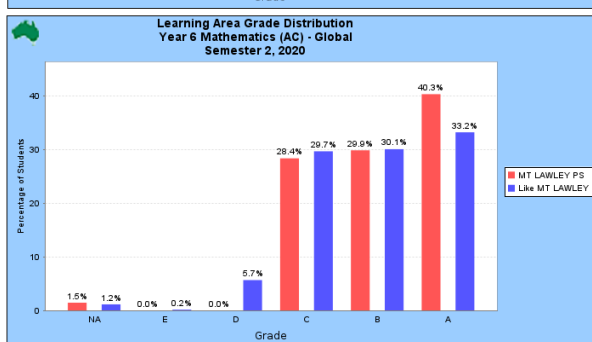
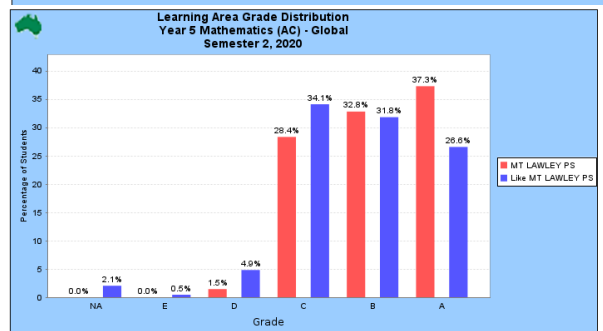
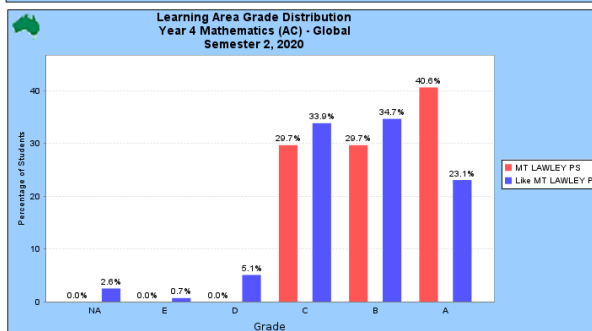
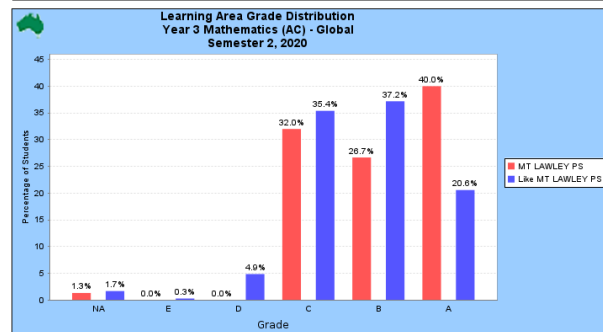
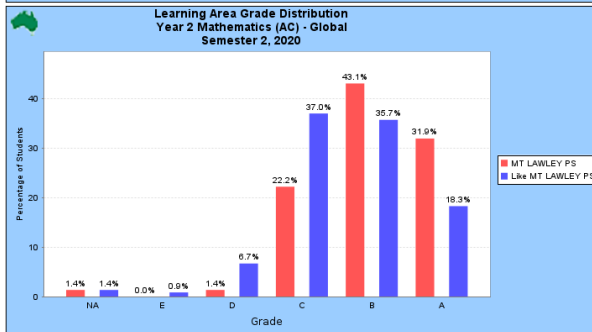
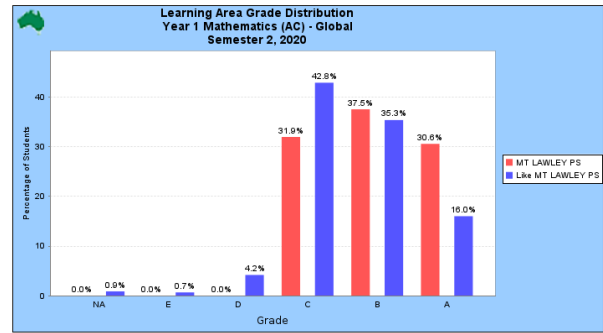
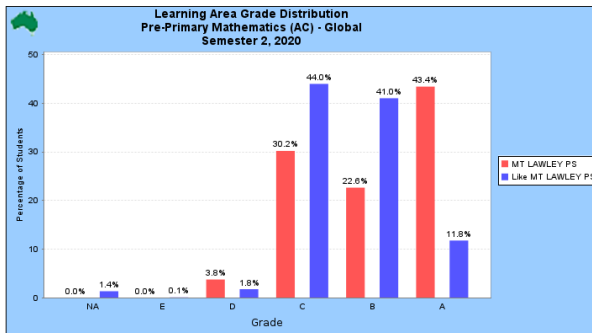
Analysis

- Year PP – 5 in English Semester 2 have more A grades than like schools.
- Year 2 and Year 6 grades closely align with the grades of like schools.

Recommendations

- Continue the whole school differentiation focus.
- Continue whole school approaches to evidence based teaching and learning programs.
- Identify students at an individual level and set relevant targets and consistently monitor growth.
- Develop robust moderation processes with like schools.
- Implement Brightpath as an extra layer of whole school moderation.

MATHS:



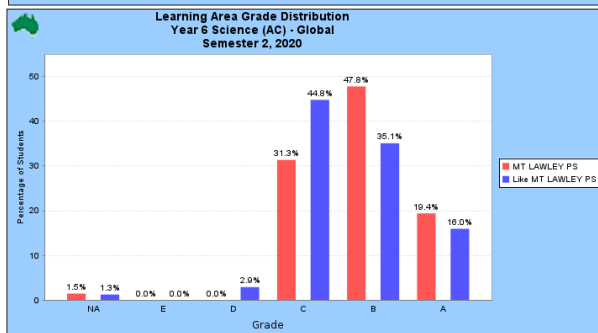
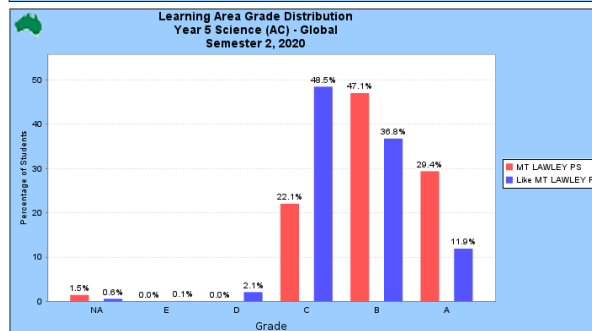
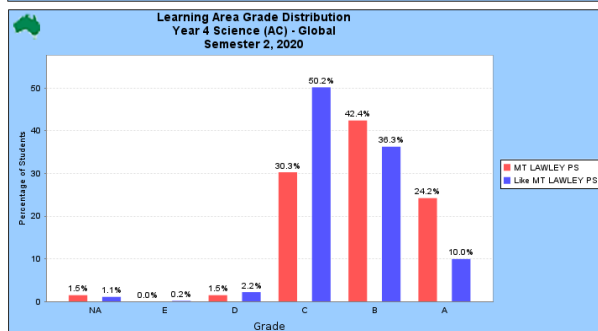
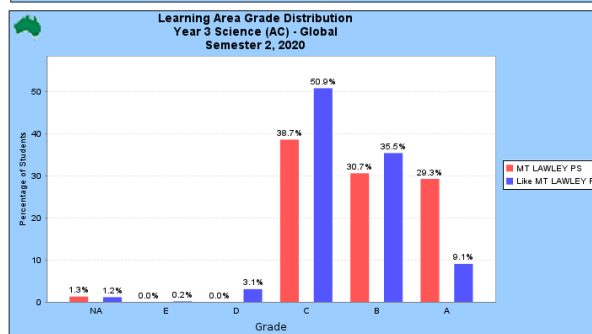
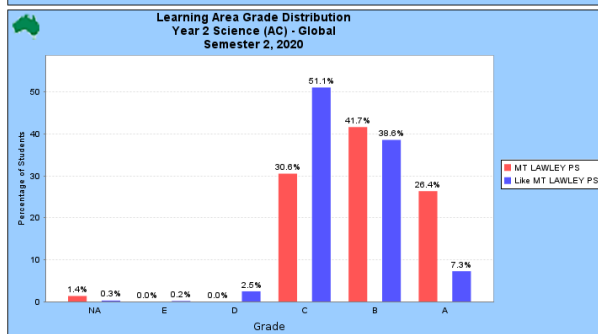
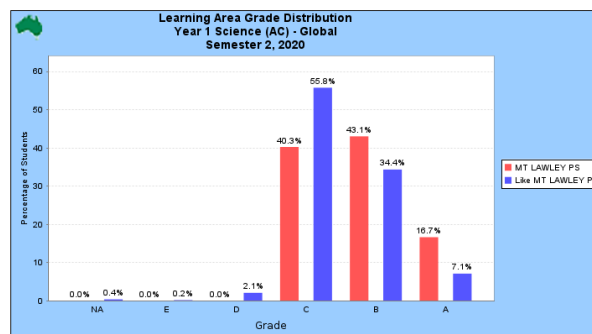
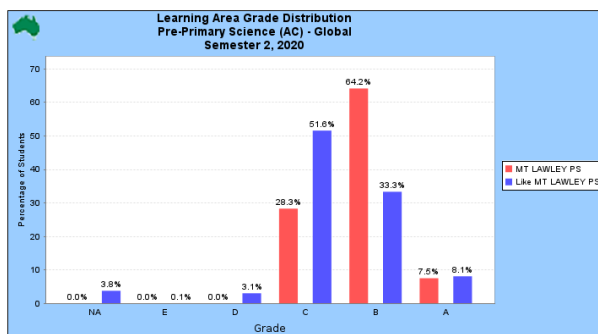
Analysis

- All years have significantly more A grades than like schools in Mathematics, Semester 2.
- Year 6 grades align more closely with like schools.

Recommendations

- Continue a differentiated focus, including analysis and planning for individual students.
- Continue rigorous analysis of whole school data to inform planning.
- Continue to review and adapt evidence based Mathematics teaching strategies including the use and review of textbooks.
- Refine the whole school assessment schedule to support the collection of relevant data to inform moderation and improvement.
- Development of targeted moderation within MLPS and with like schools.

SCIENCE:



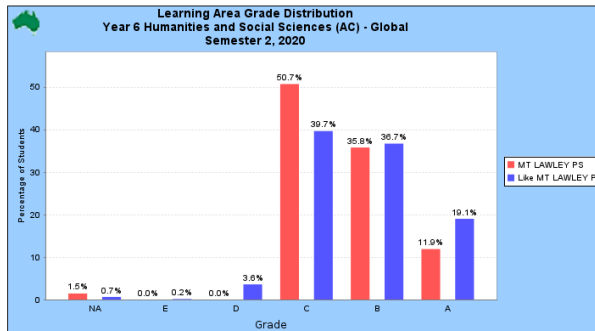
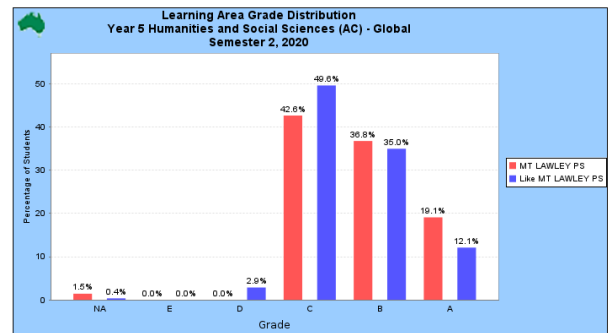
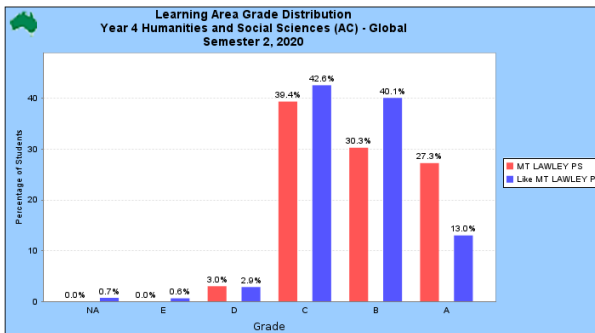
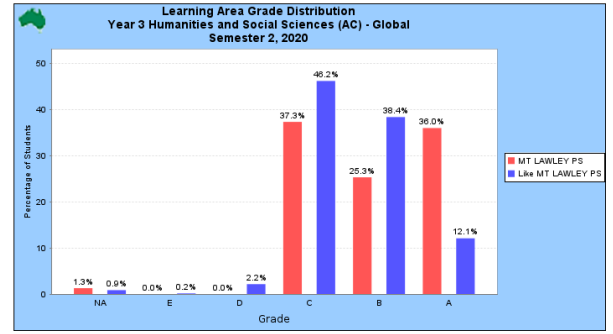
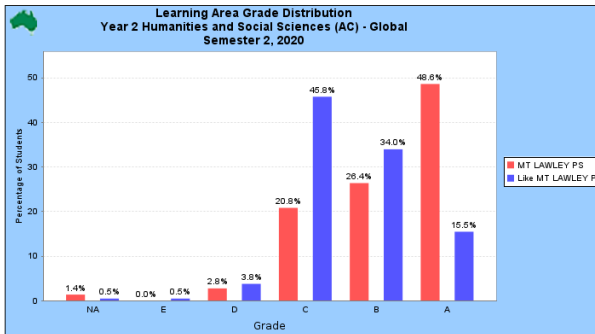
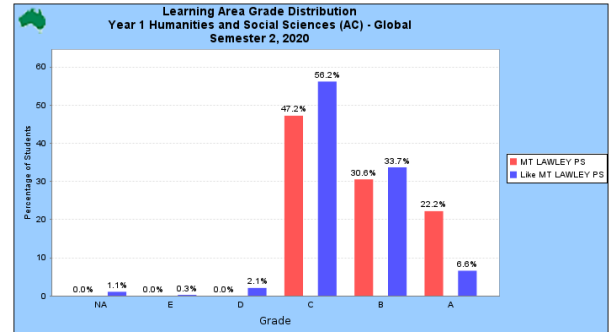
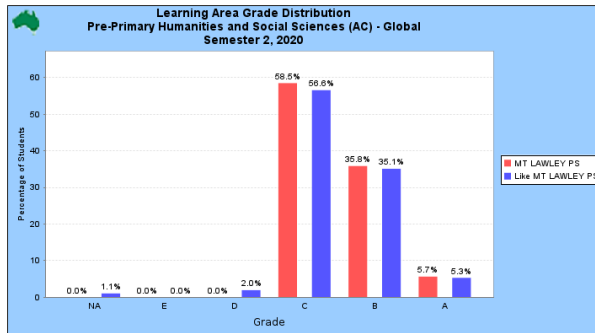
Analysis

- In Science, Semester 2, with the exception of PP and Year 6, there were a significant number of A grades when compared to like schools.
- Year 3 grades did not show the expected “bell curve”.

Recommendations

- Staff continue to use SCSA achievement standards to validate student achievement.
- The continued use of collaborative meetings to moderate student work in Science.
- Develop marking keys to make consistent judgements within and across year levels.

HASS:



Analysis

- In Humanities and Social Science (HASS) Semester 2, with the exception of PP and Year 6, there were a significant number of A grades when compared to like schools.
- None of the year level grade distributions showed an expected “bell curve”.
- PP and Year 6 grade allocations closely aligned with those of like schools.

Recommendations

- Continue to use pre and post assessment to plan for individual student growth.
- Staff continue to use SCSA achievement standards to validate student achievement.
- The continued use of collaborative meetings to moderate student work in HASS.

Student Services

In 2020, the Student Services team provided support to 168 students. 30 students and their parents accessed our School Psychologist and 48 accessed our School Chaplain. 34 students were supported through advice given to teachers about behavioural or academic concerns, and had Individual Education Plans (IEPs) developed. A further 56 students were flagged as being monitored carefully around academic and behavioural progress. 12 students attracted extra funding through the One Line Budget based on disability criteria and 56 students were counted in the Nationally Consistent Collection of Data on School Students with a Disability (NCCD).

Wellbeing and Engagement Census (WEC)

In August 2020 the Wellbeing and Engagement Census was conducted for the second 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 regarding students in Year 4 to 6:

- Results from 2019-2020 were relatively stable, even with the impacts of COVID-19
- Mount Lawley Primary School reports a higher level of wellbeing in almost all areas, when compared to WA and SA schools
- We have seen improved wellbeing in verbal, social and physical bullying from 2019 to 2020
- Emotional Regulation is still an area of concern
- The Year 4 cohort of boys are reporting significantly lower wellbeing across a range of areas when compared to Year 5 and Year 6 boys

Whole school plans to improve in these areas include promoting the access of Student Services, implementation of Zones of Regulation school wide, regular meeting and planning for wellbeing via the Be You Action Team, comprehensive handover documents completed and conferenced at the end of each year and explicit teaching of the Habits of Mind to promote success, perseverance and positive learning practices.



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 2020 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 teaching staff member retired, one teaching staff member resigned and one non-teaching staff member retired at the end of or during 2020.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	27	23.3	0
Total Teaching Staff	28	24.3	0
School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	13	9.3	0
Total School Support Staff	17	12.3	0
Total	48	39.6	0



2020 Special Events

During 2020 the school organised a number of special events for students, staff and community members to help strengthen the academic, social and sporting programs. Unfortunately, not all of the planned events went ahead due to COVID-19 restrictions.

Below, and as depicted are some of the activities which helped to develop the cross curricular links across all areas in 2020:

- P&C Welcome Back Breakfast
- Dads' and Kids' Camp Out
- P&C Quiz Night
- Parent Workshops
- Italian Day
- Limited Item Assemblies
- Book Week Celebration
- Student Leadership Teams and Workshops
- Year 6 Camp
- Spelling Bee
- Chess Championships
- In Term Swimming Lessons
- Faction Athletics Carnivals
- Interschool Athletics Carnivals
- Kindness Ambassadors
- In school Dance Classes (Years 5 & 6)
- In school Performances and Excursions
- STEM4Girls
- Robotics Club
- After school Dance Class
- Year 6 Graduation Dinner Dance
- Year 6 Graduation Assembly
- Awards Ceremony (Years 1-5)
- Before and after school sports

Staff National Schools Opinion Survey

There were 23 responses to the staff survey in 2020 – two more than in 2019.

The results of the Staff National Schools Opinion Survey were very positive with a ranking of above 80% that staff agree or strongly agree with every statement. Only one staff member disagreed with any statement.

The majority of staff comments indicated the school needs to embed what we are already doing rather than introduce new programs.

Student National Schools Opinion Survey

There were 126 responses from Year 5 and 6 students.

The results of the student survey were very positive with the majority of students agreeing or strongly agreeing with the statements. The students indicated they were satisfied with the introduction of “Bells” Canteen.

Areas of concern:

- Teachers at my school treat students fairly (16% of students disagreed or strongly disagreed).
- I can talk to my teachers about my concerns (14% of students disagreed or strongly disagreed).
- Student behaviour is well managed at my school (11% of students disagreed or strongly disagreed).
- My school takes student opinions seriously (15% of students disagreed or strongly disagreed).

Recommendations:

- Investigate opportunities for students, other than leaders, to have a voice.
- Collaborative staff discussion about results and ideas for improvement.



MLPS School Board 2020 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 2020 the Board received 80 responses. This is significantly lower than in previous years 137 responses in 2019 and 144 responses in 2018. A copy of the survey summary is available on our website.

NOTABLE AREAS OF STRENGTH	NOTABLE AREAS OF CONCERN
<p>97% of respondents (78 responses) agreed that “This school is well maintained.”</p> <p>94% of respondents (75 responses) agreed that “Teachers at this school expect my child to do their best.”</p> <p>94% of respondents (75 responses) agreed that “My child feels safe at this school.”</p> <p>93% of respondents (74 responses) agreed that “I would recommend this school to others.”</p> <p>92% of respondents (73 responses) agreed that “My child likes being at this school.”</p> <p>92% of respondents (73 responses) agreed that “I am satisfied with the overall standard of education achieved at this school.”</p> <p>92% of respondents (73 responses) agreed that “My child’s teachers are good teachers.”</p>	<p>9% of respondents (7 respondents) did not agree that “This school takes parents’ opinions seriously.”</p> <p>9% of respondents (7 respondents) did not agree that “This school has a strong relationship with the local community.”</p> <p>8% of respondents (6 respondents) did not agree that “This school works with me to support my child’s learning.”</p> <p>7% of respondents (6 respondents) did not agree that “Teachers at this school provide my child with useful feedback about their school work.”</p> <p>7% of respondents (6 respondents) did not agree that “Teachers at this school treat student fairly.”</p> <p>7% of respondents (6 respondents) did not agree that “My child’s learning needs are being met at this school.”</p>

Overall Summary of 2020 Survey

The major themes identified in the Parent Survey using the combination of survey data and written comments are:

- COVID-19: Most respondents were appreciative of the way the school minimised the disruptions to students.
- CANTEEN: Most parents valued this service but some would like options expanded.
- COMMUNICATION: Connect as a school platform is popular with parents. It was also suggested that Connect could replace Facebook for P & C communication.
- BEFORE SCHOOL SUPERVISION: Working parents were thankful of this opportunity.
- TRAFFIC MANAGEMENT: Many noted improved traffic flow and appreciative of the group’s efforts.

Principal's Report 2020

There is no doubt that 2020 has been a challenging year in which we could never have foreseen a global pandemic or have known the words "coronavirus" and "COVID-19" would become part of our everyday vocabulary. I would however, like to focus on the positive outcomes of this year in which we saw our school community step in to the light and uphold everyone in myriad of ways. This year we have seen multiple examples of how our staff, students, parents and the wider community have reacted to the events of this year. I have been constantly amazed and humbled at the level of compassion shown to others, the continual offers of support, uplifting emails, phone calls and face to face interactions of kindness that have really highlighted our vision of "Together".

I have been so very grateful for the incredible flexibility of our wonderful staff who have worked so hard this year, particularly in the early days of COVID-19 where they were working with students both at home and at school. The level of dedication to ensure all students and their families had what they needed at that time cannot be underestimated and will continue to be celebrated as we one day talk about 'the year that was'. In designing an online platform that would service hundreds of students which was expected to be ready in a matter of days under enormous pressure and stress, showed how innovative and proactive our staff are when called upon. Relationships have deepened and we have seen huge growth in our staff this year. I am also so appreciative to those parents who went out of their way to acknowledge the work of all staff and have continued to be true champions of our school. We will always need parents to keep our school spirit strong.

To our School Board and P&C who continued to work tirelessly throughout this year, words cannot express how thrilled we are to have you working alongside the school for the betterment of all students and families. You have gone above and beyond in caring for the school community, even when facing hardship in your own families. We thank you for the excellent communication you have maintained as a conduit between parents and the school, which helped us ensure all families were looked after. We especially acknowledge the work of our Board Chair, Albert Tassone and P&C President, Bradley Farrell who have been wise counsel to the school. We also thank the members of the P&C who have upheld our staff so beautifully with morning teas and lunches throughout the year. The Colour Run held at the end of Term 3 was a highlight of the year for our students who just loved being out in the fresh air and celebrating with joy.

Our year has ended with our School Review and we are delighted to have done well. Our aim was to showcase our positive school culture, with rigor in teaching, data collection and effective use of our resources. We wanted to demonstrate to the review panel our strength in differentiation and have parents and students share their thoughts and experiences, encouraging them to share their own story, even if it was a tough one to tell. The recommendations will reflect the goals we had already set for ourselves to improve and we are excited by the challenge and what the next three years will bring until our next review.

As we move into 2021, we are cognizant of the work still yet to be done in leading school improvement and feel well equipped for what the new year will bring.

Cavelle Monck, Principal

School Board Report

As Board Chair, it is my privilege to share the highlights of the 2020 school year regarding the work of the School Board.

When 2020 rolled around, no one could have predicted then the significant challenges we would all have to face due to an ever-changing, rapidly evolving situation that would unfold and define 2020 as the year that changed not only our school and our community but also our entire global community.

Due to the COVID-19 pandemic, good leadership on every front and in every environment was and continues to be tested and expected and I am so proud of the way the school as a whole has managed and fully embraced the challenges and opportunities to learn and adapt to this “new normal”. It is a credit to our school’s leadership and support services teams for their commitment and tireless efforts to provide the stability and support that our children and we as a community so needed during that time of uncertainty. Our Principal, Cavelle Monck, is to be commended for her up-to-date and regular communication with the school community; the safety of our children, her staff and the community has always been her first and foremost priority. Our amazing teachers and support staff, we thank you for the extra hard work and effort you put in to preparing the online learning platforms and the care and supervision of children from families with frontline healthcare and essential services workers along with caring for our vulnerable children.

We are so fortunate there is an overwhelming sense of community in Mount Lawley and that this care, friendship and support has shone throughout the entire COVID-19 pandemic. I would also like to acknowledge our clever and hardworking P&C, from a little more behind the scenes than usual, this incredible group of volunteers have adapted to ensure our community remains engaged and connected, while continuing in their efforts to fundraise for our school to provide the special extras for our children’s enhanced learning enjoyment.

This year the Board welcomed a new staff member; Alison Hawkesford, two new parent members; Jennifer To and Sian Zador and a new community representative, Nathan Curnow. Sadly, we also bid farewell to Lisa Freegard, Manager of Corporate Services and a fellow board member and wished her all the best in her new position.

We also played a significant role in the parent information evenings, the review of survey data collected from the parents, staff, students and Board, assisted in the direction of the Nature Playground via our Board Representative, Derek Watts on the Nature Playground Committee and assisted in the development, review and endorsement of the new school Business Plan.

I would like to offer on behalf of the MLPS School Board and the school community our heartfelt thanks to all of the Staff at Mount Lawley Primary School who, despite facing one of their most challenging years, have remained calm, professional and focused on the task at hand – educating and caring for our children. I would also like to extend a huge thank you to all my fellow Board Members who take time out of their busy schedules to assist in providing the best possible support we can for the school.

Alberto Tassone, Chair MLPS School Board



P&C Report

What a year! I'd like to start by recognising the impact that COVID has had on our school community during 2020. There has been significant health, employment and social impacts for many people. My heart goes out to all who have been adversely affected. I would like to recognise the great work of the staff, and thank parents for the role they have played in working **together** for the benefit of all. Finally, a special call out to the Year 6 students (and their families) for their resilience and good humour in accepting a very different graduating year.

The P&C has itself been impacted by COVID-19. Our biggest challenge was the need to adjust our social events program. Sadly, the Progressive Dinner was cancelled. But our winter social event (A Quiz Night) was merely delayed to Term 4. The Quiz Night was a great success, demonstrating that the social spirit runs strong in our school and community.

The P&C was pleased to continue its strong track record in delivering resources for the benefits of our kids. This year the P&C purchased a wide range of items for the school. Our list included more than 30 separate line items.

Some highlights of the P&C purchasing:

- 32 I pads, with protective covers and selected educational software
- Books and specialist reading resources for classrooms
- An Indigenous learning kit
- Our annual Athletics subscription
- Our annual World Book Encyclopaedia subscription
- A big round of book purchases for the library
- Resources for the Kindergarten

The P&C continued to have a busy year on the services front. A special call-out to our fabulous Uniform Shop, and especially Katie McMahon for keeping up the service with contactless delivery. Great work. Our Class Reps. also continued their great work in keeping year groups connected online (and sometimes in person).

One of the biggest and best developments of the year was the launch of a P&C Canteen Service. Our new canteen – Bells – was launched in Term 3, with great feedback from students and parents. This service has been long-requested by our community so we are very pleased to have had such a successful launch. Thanks to Belinda Gambitta for her passion in getting it off the ground, and to everyone else who has joined in the effort.

This year also saw a wide range of really successful initiatives from our Traffic Management Group. This included multiple ride and walk to school days, extension of our Kiss N' Drive and a really successful communication campaign aimed at improving traffic behaviours.

A few other highlights to share: a great Camp Out in Term 1, a fantastic Colour Run in Term 3, a scrumptious cake stall at the Faction Carnival, and a lunch service at Inter-School, plus multiple morning teas and (and even a surprise lunch) for staff.

So again, what a year! Thanks to all our P&C members and our many, many volunteers, for making all of the above 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!**

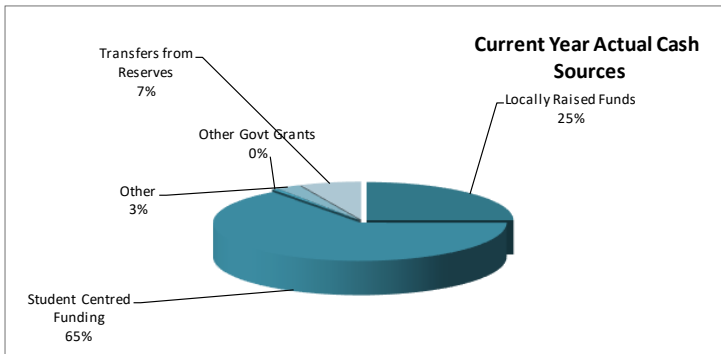
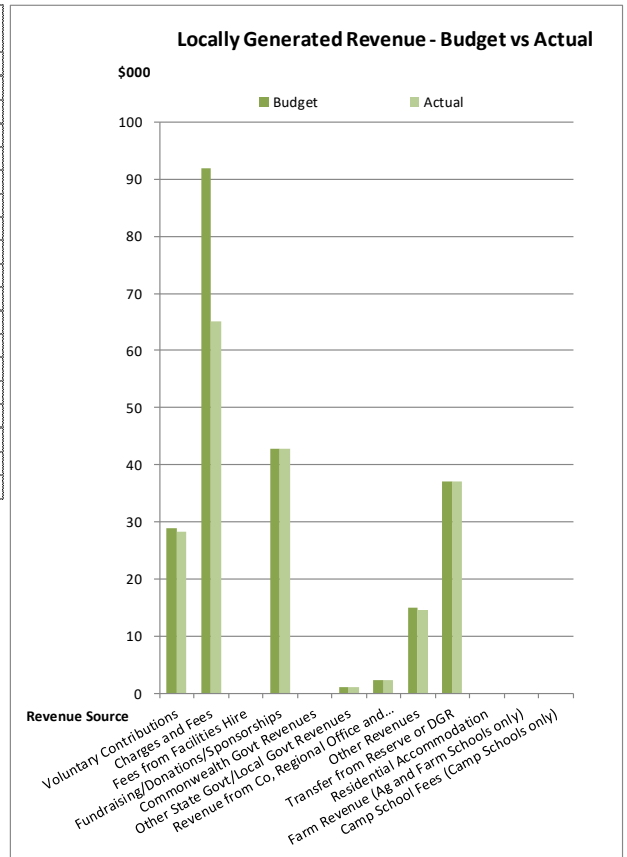


Bradley Farrell, President

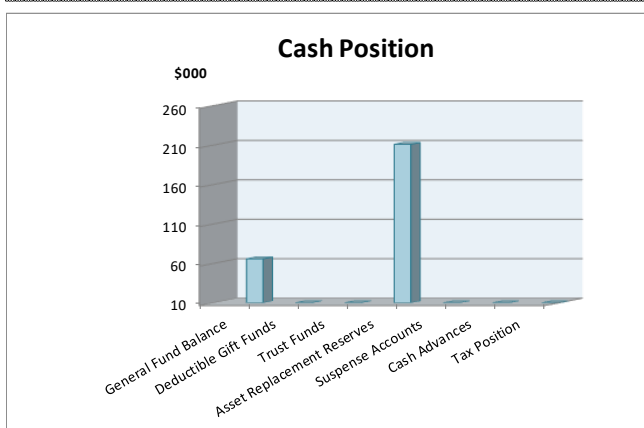
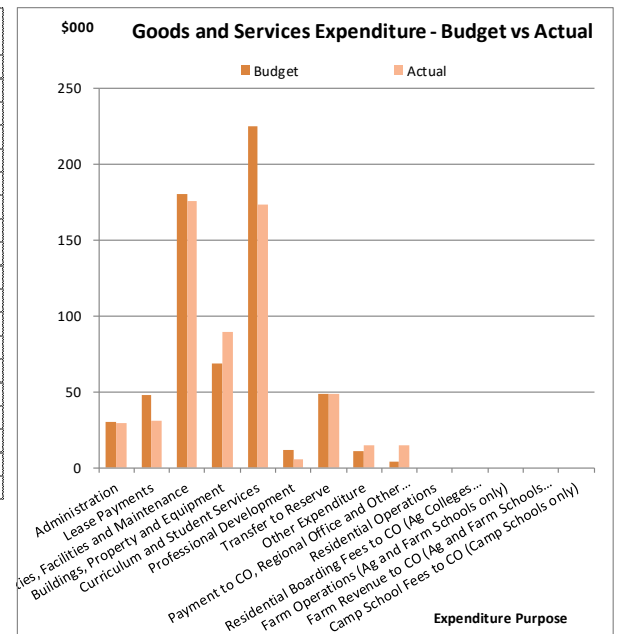


Mt Lawley Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 28,946.00	\$ 28,370.00
2	Charges and Fees	\$ 91,893.00	\$ 65,152.05
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 42,799.00	\$ 42,798.93
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,369.00	\$ 2,368.98
8	Other Revenues	\$ 15,005.00	\$ 14,594.30
9	Transfer from Reserve or DGR	\$ 37,169.00	\$ 37,168.53
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 219,181.00	\$ 191,452.79
Opening Balance		\$ 100,555.00	\$ 100,555.26
Student Centred Funding		\$ 351,575.00	\$ 353,326.97
Total Cash Funds Available		\$ 671,311.00	\$ 645,335.02
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 671,311.00	\$ 645,335.02



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 30,044.00	\$ 29,024.78
2	Lease Payments	\$ 47,500.00	\$ 30,572.13
3	Utilities, Facilities and Maintenance	\$ 179,663.00	\$ 175,073.66
4	Buildings, Property and Equipment	\$ 68,826.00	\$ 89,539.25
5	Curriculum and Student Services	\$ 224,577.00	\$ 172,763.94
6	Professional Development	\$ 11,500.00	\$ 5,019.60
7	Transfer to Reserve	\$ 48,654.00	\$ 48,654.00
8	Other Expenditure	\$ 10,430.00	\$ 14,604.28
9	Payment to CO, Regional Office and Other Schools	\$ 3,495.00	\$ 14,425.60
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		\$ 624,689.00	\$ 579,677.24
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 624,689.00	\$ 579,677.24
Cash Budget Variance		\$ 46,622.00	



Cash Position as at:	
Bank Balance	\$ 278,770.27
Made up of:	\$ -
1 General Fund Balance	\$ 65,657.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 210,838.37
5 Suspense Accounts	\$ 8,885.12
6 Cash Advances	\$ -
7 Tax Position	\$ (6,611.00)
Total Bank Balance	\$ 278,770.27

SCHOOL BOARD ENDORSEMENT

Name of document: 2020 Annual Report

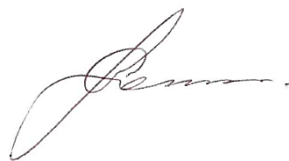
School Board Representatives

Principal Cavelle Monck



(Signature)

School Board Chair Albert Tassone



(Signature)

Date: 25 March 2021