

Annual Report 2021



Strive for Wisdom

*Sandra Martin
Principal*

*Derek Watt
Board Chair*



Our Vision

Together;

Learn, Respect, Inspire, Create, Celebrate

Our Focus

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

Our Values

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

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

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

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

Celebrate - We celebrate our endeavours and successes.

Our School Community

Mount Lawley Primary School is an Independent Public School where we have a holistic approach to 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.

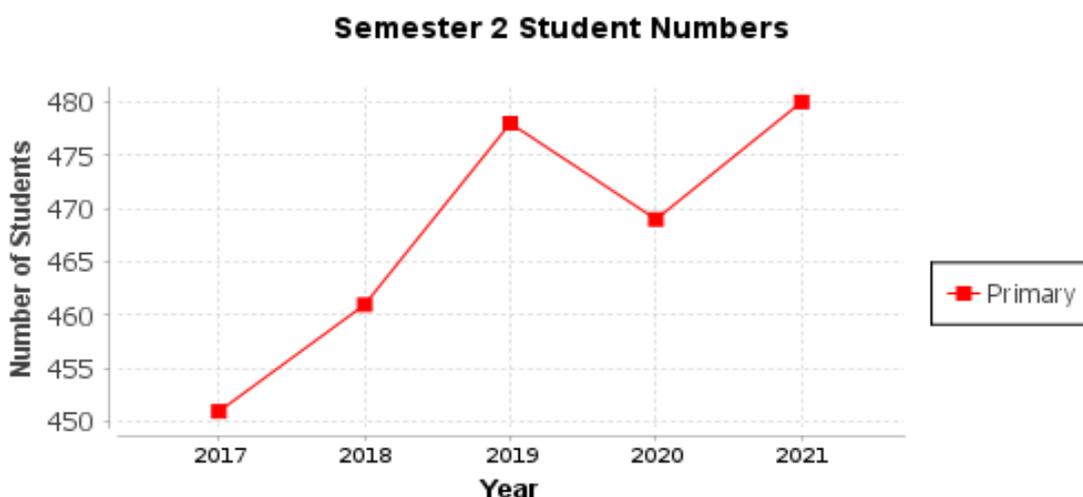
With our proud history and heritage, coupled with our state of the art facilities, Mount Lawley Primary School is committed to excellence in education where every student aspires to be the best they can be.



Student Enrolment

In 2021 the school's total semester two enrolments (including Kindy) was 539 students. Approximately 24% of the school's enrolments continued to be out of boundary compared to 27% in 2020.

The majority of out of boundary students are in years 1-6, no longer in the Kindy–Pre Primary years. The school's primary enrolment numbers have maintained a steady trend upwards during the last six years as shown below.



| Semester 2 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------|------|------|------|------|------|------|
| Primary (excluding Kindy) | 435 | 451 | 461 | 478 | 469 | 480 |

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (30) | 64 | 56 | 78 | 76 | 77 | 57 | 72 | 510 |
| Part Time | 59 | | | | | | | | |

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

Attendance

Attendance Overall Primary

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2019 | 95% | 94.4% | 92.7% | 96.1% | 85.5% | 79.5% | 95% | 94.3% | 91.6% |
| 2020 | 95.6% | 94.7% | 93.2% | 95.3% | 84.5% | 77.6% | 95.6% | 94.6% | 91.9% |
| 2021 | 94.7% | 94.4% | 92.4% | 97.5% | 85% | 76.8% | 94.7% | 94.3% | 91% |

The school has not maintained an overall attendance rate of over 95% (94.7) however is above the state average of 91%. We note an increase in precautionary withdrawal of students when ill. Regular attendance is defined as attendance at school 90% of the time or above.

2022 Destination Schools for the 2021 Student Cohort

Year K – 5 Cohort

| Destination Schools | Male (13) | Female (8) | Total (21) |
|-------------------------------|-----------|------------|------------|
| Home Schooling | 1 | | 1 |
| Interstate | 2 | 1 | 3 |
| Margaret River Primary School | 1 | 1 | 2 |
| Mount Helena Primary School | 1 | 1 | 2 |
| Mount Pleasant Primary School | | 1 | 1 |
| Not specified | 4 | 1 | 5 |
| Overseas | 1 | | 1 |
| Perth College | | 3 | 3 |
| Saint Peter's Primary School | 1 | | 1 |
| Trinity College | 2 | | 2 |

Year 6 Cohort

| Destination Schools | Male (44) | Female (29) | Total (73) |
|---------------------------------|-----------|-------------|------------|
| Bob Hawke College | 2 | 1 | 3 |
| Christ Church Grammar School | 1 | | 1 |
| Guildford Grammar School | 2 | | 2 |
| Interstate | | 1 | 1 |
| John Forrest Secondary College | 4 | 1 | 5 |
| Mercedes College | | 2 | 2 |
| Mount Lawley Senior High School | 25 | 17 | 42 |
| Mundaring Christian College | 1 | | 1 |
| Overseas | | 1 | 1 |
| Perth College | | 2 | 2 |
| Perth Modern School | 1 | 2 | 3 |
| Rossmoyne Senior High School | | 1 | 1 |
| Servite College | 2 | | 2 |
| Shenton College | | 1 | 1 |
| Trinity College | 4 | | 4 |
| Wesley College | 2 | | 2 |

Student Behaviour Management Information

In 2021, 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 Habits of Mind Honour Certificates were given by teachers twice a term at a special assembly.

Individual behaviour management plans were in use for students with continuing issues. A whole school approach using Friendly Schools Plus was 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.

Classroom behaviour and 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.

Of the 480 (excluding Kindy) students enrolled in 2021, 120 had a recorded negative behaviour incident. Slightly up from the 116 students with a behaviour record in 2020.

56 (46%) of these students had only one occurrence, 47 students (39%) had between one and eight occurrences, 14 students (11%) had 8 to 25 reports and 3 students accounted for the remaining recorded incidents.

The very substantial record of 500 behaviour incidents can partially be explained by the ongoing behaviour concerns of a minority of students, 7. These 7 students had a total of 188 recorded behaviour incidents. 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 2021 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

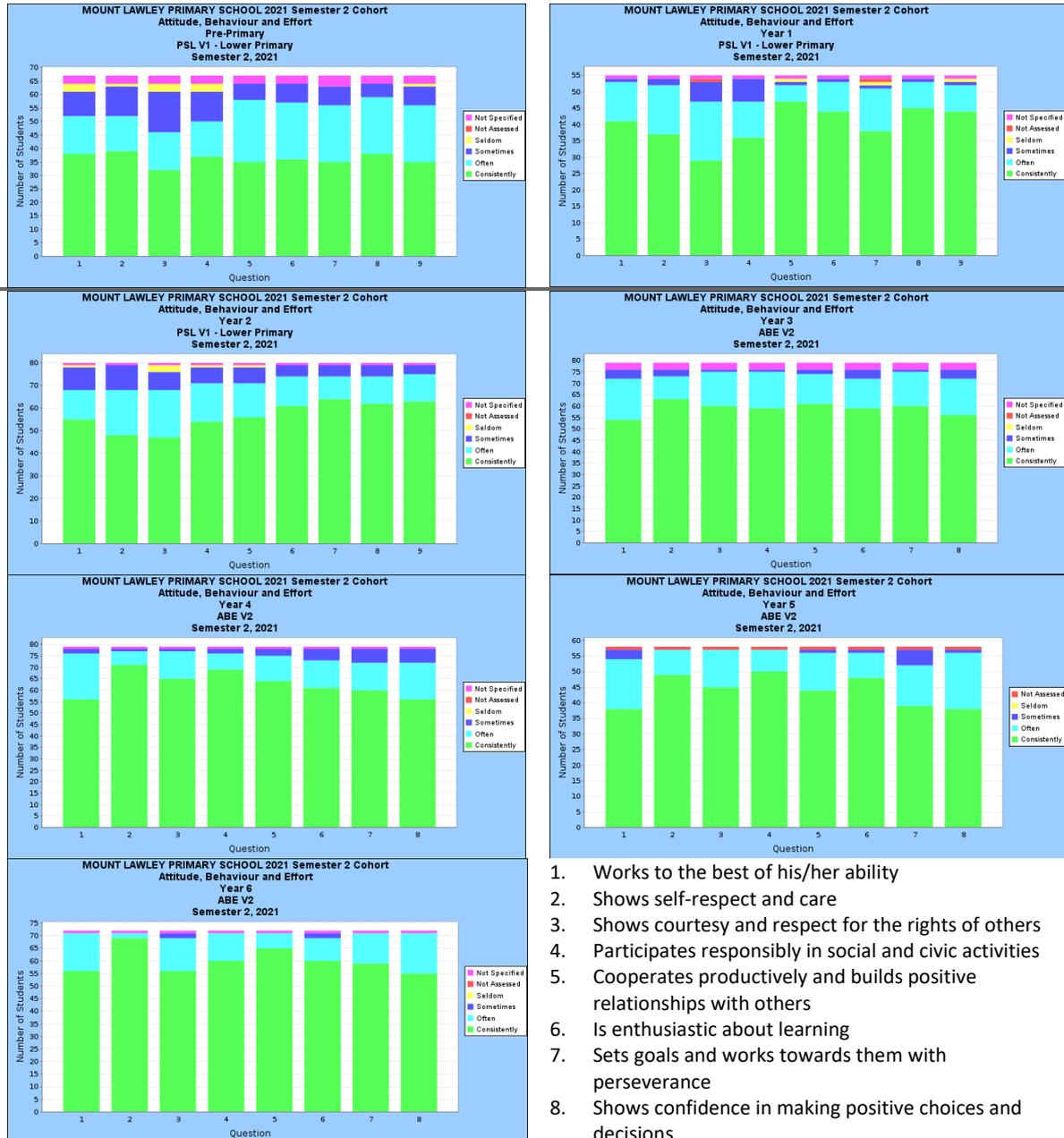
13 students were given 26 formal suspensions for a total of 29 days in the 2021 school year. 2.7% of our students recorded a suspension.

| Behaviours | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------------|------------|------------|------------|------------|------------|
| Physical assault or intimidation of staff | 0 | 2 | 1 | 1 | 3 | 13 |
| Verbal abuse or harassment of staff | 1 | 0 | 0 | 1 | 0 | 1 |
| Physical assault or intimidation of other students | 18 | 9 | 31 | 59 | 58 | 81 |
| Verbal abuse or harassment of students | 1 | 1 | 5 | 19 | 2 | 9 |
| Wilful offence against property | 0 | 1 | 11 | 16 | 5 | 6 |
| Violation of school Code of Conduct, behaviour management plan, classroom or school rules | 39 | 22 | 19 | 49 | 32 | 128 |
| Negative behaviour other | 97 | 86 | 120 | 250 | 245 | 262 |
| TOTAL | 156 | 121 | 187 | 395 | 345 | 500 |

The school's target of reducing the number of recorded incidents of antisocial behaviour was not met; it is important to note that in 2021 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 2021, 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, 2021.



Analysis:

- Year PP and Year 1 data showed less than 50% of students were *not consistently* showing courtesy and respect. No improvement from 2020.
- Data from all years indicates 25% of students are not seen by their teachers as *consistently* working to the best of his/her ability.
- Data from Year PP indicates students are still working towards *consistently* demonstrating the desired Attitude, Behaviour and Effort attributes.
- In Year 6 the results were higher across the board for demonstrating the ABE attributes; a good indication of preparation for high school readiness.

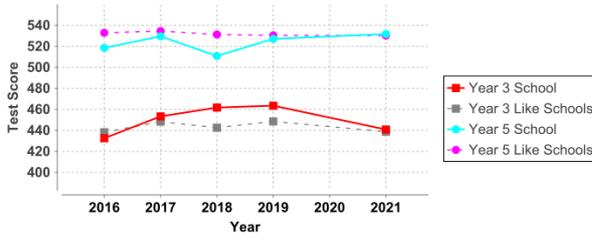
NAPLAN Initial Data

| Year 3 74 students | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
|--|------------|------------|------------|------------|--------------------------|
| School Mean | 441 | 472 | 461 | 451 | 470 |
| State Mean | 395 | 426 | 426 | 410 | 421 |
| Australian Mean | 403 | 437 | 425 | 421 | 433 |
| Like School Mean | 439 | 475 | 457 | 454 | 471 |
| No. above NMS% | 94% | 95% | 98% | 93% | 93% |
| No. at NMS% | 3% | 4% | 1% | 4% | 7% |
| No. below NMS% | 3% | 1% | 1% | 3% | 0% |
| Year 5 57 Students | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
| School Mean | 532 | 546 | 520 | 545 | 545 |
| State Mean | 489 | 502 | 461 | 503 | 497 |
| Australian Mean | 494 | 505 | 480 | 505 | 503 |
| Like School Mean | 530 | 540 | 512 | 543 | 541 |
| No. above NMS% | 96% | 97% | 94% | 97% | 94% |
| No. at NMS% | 4% | 3% | 3% | 3% | 3% |
| No. below NMS% | 0% | 0% | 3% | 0% | 3% |
| 2020 Year 6 Year 7 Data Public 44 Students | Numeracy | Reading | Writing | Spelling | Grammar & Punctuation |
| School Mean | 607 | 582 | 573 | 585 | 597 |
| State Mean | 549 | 538 | 526 | 547 | 530 |
| Australian Mean | 551 | 542 | 522 | 549 | 533 |
| No. above NMS% | 100% | 98% | 89% | 98% | 93% |
| No. at NMS% | 0% | 2% | 9% | 2% | 7% |
| No. below NMS% | 0% | 0% | 2% | 0% | 0% |

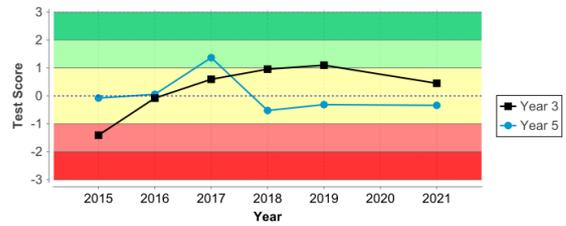
National Minimum Standard - NMS

2021 NAPLAN Data - Mathematics

Longitudinal Assessment

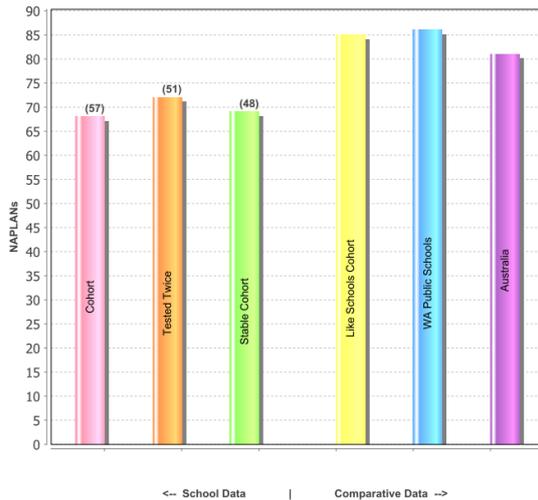


Relative Assessment

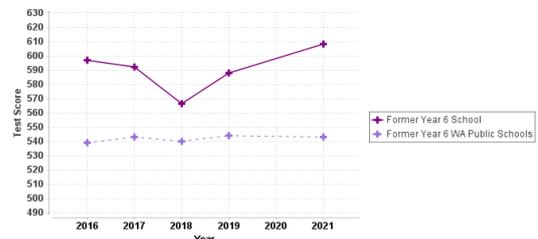


■ Above Expected - more than one standard deviation above the predicted school mean
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■ If blank, then no data available or number of students is less than 6

Progress Year 3 2019 to Year 5 2021



Longitudinal - Former (2020) Year 6 Students



Proficiency Bands

| Band | NAPLAN Score Range | Numeracy | | | | | | | |
|--------|--------------------|----------|----------|--------|----------|--------|----------|------|-----|
| | | Year 3 | | | | Year 5 | | | |
| | | 2019 | | 2021 | | 2019 | | 2021 | |
| School | Like Sch | School | Like Sch | School | Like Sch | School | Like Sch | | |
| 10 | 686 & Above | | | | | | | | |
| 9 | 634 - 685 | | | | | | | | |
| 8 | 582 - 633 | | | | | 22% | 22% | 11% | 20% |
| 7 | 530 - 581 | | | | | 29% | 26% | 49% | 31% |
| 6 | 478 - 529 | 42% | 32% | 31% | 27% | 22% | 31% | 28% | 29% |
| 5 | 426 - 477 | 34% | 31% | 30% | 28% | 25% | 18% | 9% | 15% |
| 4 | 374 - 425 | 15% | 22% | 20% | 28% | 3% | 3% | 4% | 4% |
| 3 | 322 - 373 | 6% | 12% | 14% | 11% | 0% | 1% | 0% | 1% |
| 2 | 270 - 321 | 2% | 3% | 3% | 5% | | | | |
| 1 | Up to 269 | 0% | 0% | 0% | 0% | | | | |

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

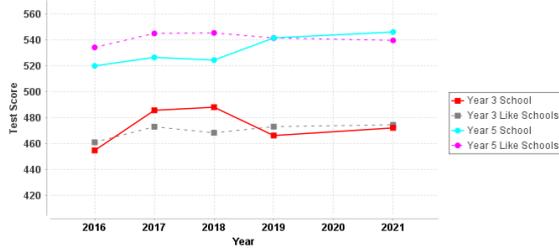
TARGETS

- **Achievement** of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement - **Achieved**
- Longitudinal data of tested Year 5 students will demonstrate high **progress** in comparison to like schools - **Achieved**
- All Year 3 students' **progress** to be in the moderate to very high categories in Reading and **Numeracy** from On Entry to Year 3 – **not achieved (-3%)**
- Arrest, then reverse the downward trend in Year 5 **Numeracy**, Reading, Spelling and Writing by 2022 – **Not achieved**

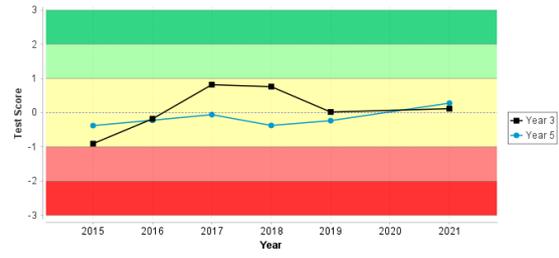
Recommendations

- 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.

Longitudinal Assessment

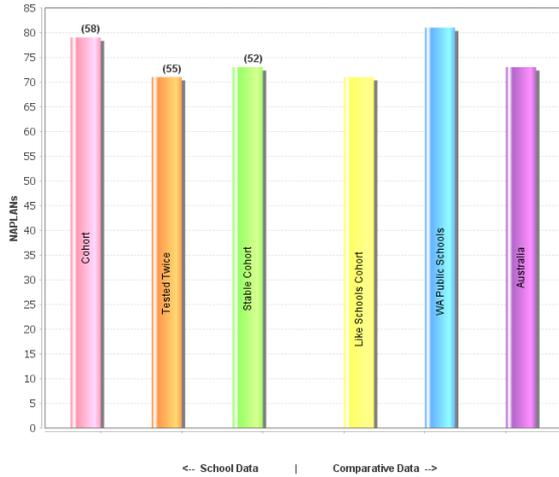


Relative Assessment

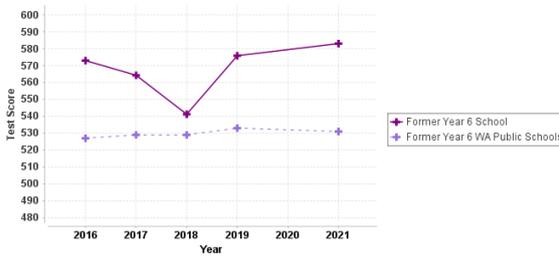


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Progress – Year 3 2019 to Year 5 2021



Longitudinal - Former (2020) Year 6 Students



Proficiency Bands

| Band | NAPLAN Score Range | Reading | | | | | | | |
|------|--------------------|---------|----------|--------|----------|--------|----------|--------|----------|
| | | Year 3 | | | | Year 5 | | | |
| | | 2019 | | 2021 | | 2019 | | 2021 | |
| | | School | Like Sch | School | Like Sch | School | Like Sch | School | Like Sch |
| 10 | 696 & Above | | | | | | | | |
| 9 | 634 - 685 | | | | | | | | |
| 8 | 582 - 633 | | | | | 28% | 27% | 31% | 27% |
| 7 | 530 - 581 | | | | | 29% | 32% | 26% | 32% |
| 6 | 478 - 529 | 42% | 46% | 42% | 49% | 28% | 25% | 33% | 25% |
| 5 | 426 - 477 | 30% | 27% | 32% | 22% | 12% | 12% | 7% | 10% |
| 4 | 374 - 425 | 6% | 15% | 16% | 16% | 2% | 3% | 3% | 4% |
| 3 | 322 - 373 | 17% | 8% | 4% | 9% | 3% | 1% | 0% | 2% |
| 2 | 270 - 321 | 5% | 4% | 4% | 4% | 3% | 1% | 0% | 2% |
| 1 | Up to 269 | 0% | 3% | 1% | 1% | 3% | 1% | 0% | 2% |

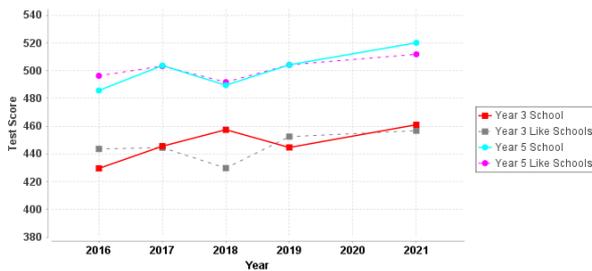
Above National Minimum Standard
At National Minimum Standard
Below National Minimum Standard

TARGETS

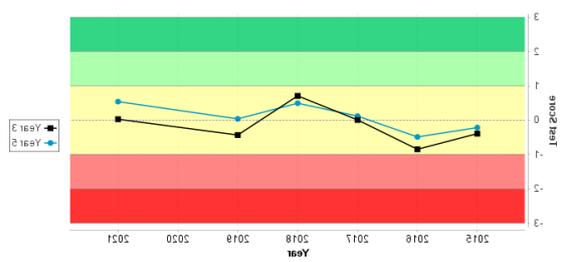
- **Achievement** of students tested in NAPLAN will be equivalent to or higher than like school achievement - **Achieved**
- Longitudinal data of tested Year 5 students will demonstrate high **progress** in comparison to like schools - **Achieved**
- All Year 3 students' **progress** to be in the moderate to very high categories in **Reading** and Numeracy from On Entry to Year 3 – **not achieved (-8%)**
- Arrest, then reverse the downward trend in Year 5 Numeracy, **Reading**, Spelling and Writing by 2022 - **working towards**



Longitudinal Assessment

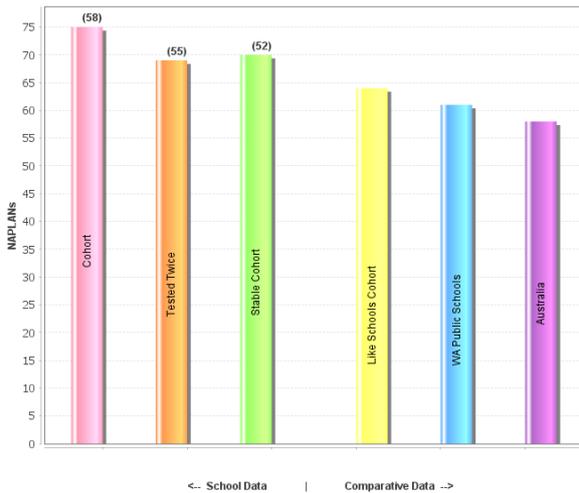


Relative Assessment

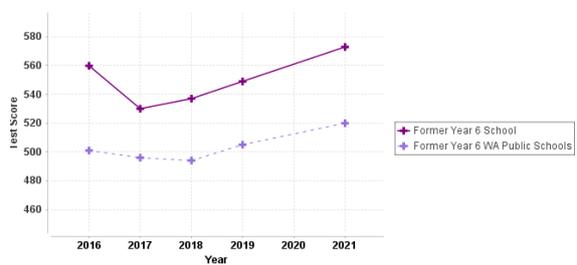


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Progress Year 3 2019 to Year 5 2021



Longitudinal - Former (2020) Year 6 Students



Proficiency Bands

| Band | NAPLAN Score Range | Writing | | | | | | | |
|------|--------------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| | | Year 3 | | | | Year 5 | | | |
| | | 2019 School | 2019 Like Sch | 2021 School | 2021 Like Sch | 2019 School | 2019 Like Sch | 2021 School | 2021 Like Sch |
| 10 | 686 & Above | | | | | | | | |
| 9 | 634 - 685 | | | | | | | | |
| 8 | 582 - 633 | | | | | 14% | 10% | 24% | 12% |
| 7 | 530 - 581 | | | | | 12% | 23% | 22% | 25% |
| 6 | 478 - 529 | 23% | 30% | 36% | 37% | 42% | 34% | 33% | 38% |
| 5 | 426 - 477 | 52% | 45% | 45% | 39% | 25% | 27% | 14% | 18% |
| 4 | 374 - 425 | 14% | 19% | 16% | 19% | 6% | 5% | 3% | 5% |
| 3 | 322 - 373 | 6% | 5% | 0% | 3% | 0% | 0% | 0% | 0% |
| 2 | 270 - 321 | 6% | 1% | 1% | 1% | | | | |
| 1 | Up to 269 | 0% | 0% | 1% | 0% | | | | |

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

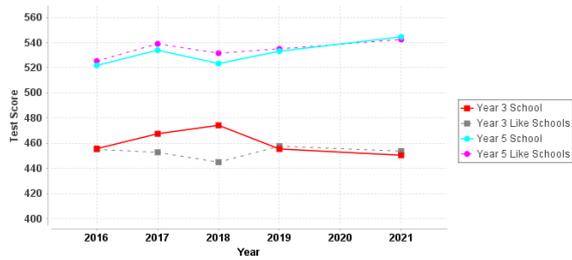
TARGETS

- **Achievement** of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement - **achieved**
- Longitudinal data of tested Year 5 students will demonstrate high **progress** in comparison to like schools - **achieved**
- Arrest, then reverse the downward trend in Year 5 Numeracy, Reading, Spelling and **Writing** by 2022 - **working towards**

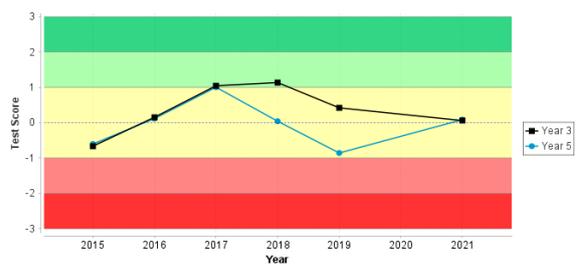


2021 NAPLAN Data - Spelling

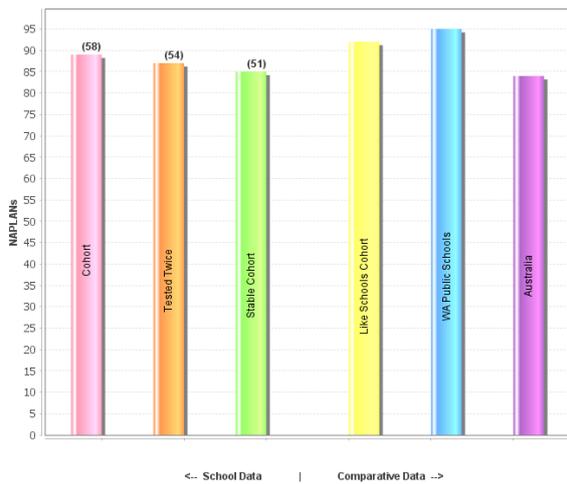
Longitudinal Assessment



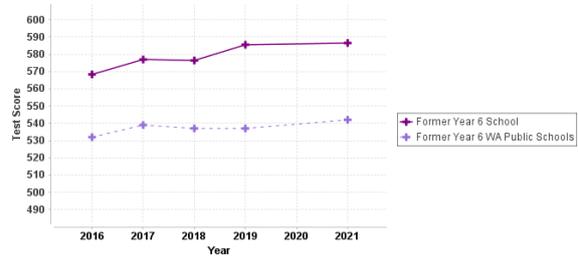
Relative Assessment



Progress Year 3 2019 to Year 5 2021

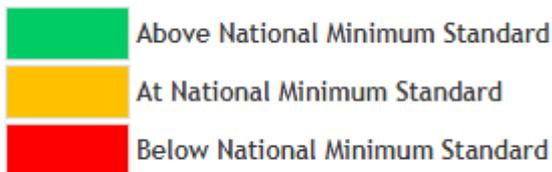


Longitudinal - Former (2020) Year 6 Students



Proficiency Bands

| Band | NAPLAN Score Range | Spelling | | | | | | | |
|------|--------------------|----------|-----|------|-----|--------|-----|------|-----|
| | | Year 3 | | | | Year 5 | | | |
| | | 2019 | | 2021 | | 2019 | | 2021 | |
| 10 | 686 & Above | | | | | | | | |
| 9 | 634 - 685 | | | | | | | | |
| 8 | 582 - 633 | | | | | | | | |
| 7 | 530 - 581 | | | | | 22% | 23% | 24% | 28% |
| 6 | 478 - 529 | 41% | 42% | 33% | 40% | 37% | 27% | 26% | 20% |
| 5 | 426 - 477 | 31% | 25% | 36% | 26% | 8% | 13% | 7% | 12% |
| 4 | 374 - 425 | 19% | 16% | 19% | 19% | 2% | 3% | 3% | 4% |
| 3 | 322 - 373 | 0% | 11% | 5% | 10% | 2% | 1% | 0% | 1% |
| 2 | 270 - 321 | 8% | 4% | 4% | 3% | | | | |
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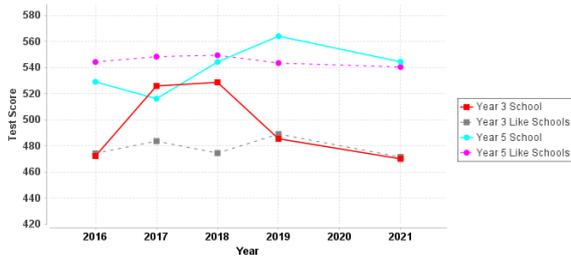
TARGETS

- **Achievement** of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement - **Achieved**
- Longitudinal data of tested Year 5 students will demonstrate high **progress** in comparison to like schools - **Not achieved**
- Arrest, then reverse the downward trend in Year 5 Numeracy, Reading, **Spelling** and Writing by 2022 - **working towards**

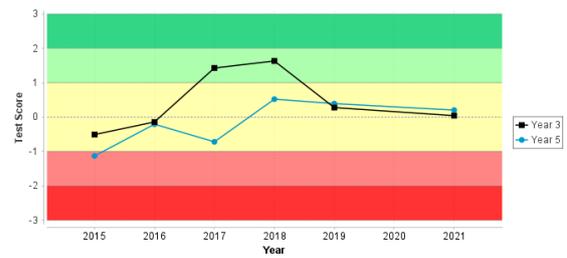


2021 NAPLAN Data – Grammar and Punctuation

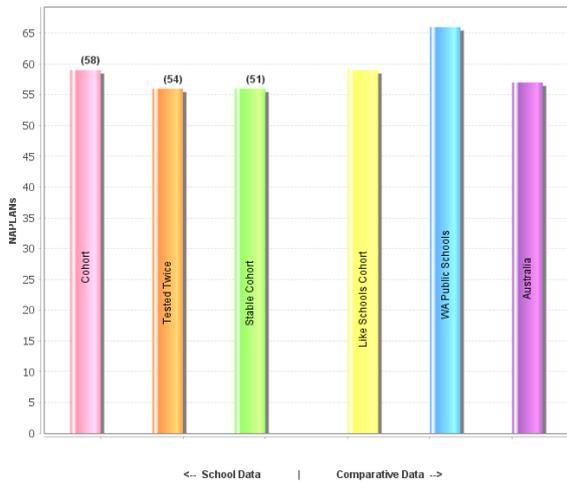
Longitudinal Assessment



Relative Assessment -

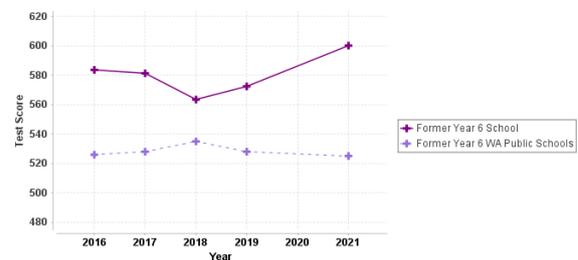


Progress Year 3 2019 to Year 5 2021



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■ If blank, then no data available or number of students is less than 6

Longitudinal - Former (2020) Year 6 Students



Proficiency Bands

| Band | NAPLAN Score Range | Grammar & Punctuation | | | | | | | |
|------|--------------------|-----------------------|----------|--------|----------|--------|----------|--------|----------|
| | | Year 3 | | | | Year 5 | | | |
| | | 2019 | | 2021 | | 2019 | | 2021 | |
| | | School | Like Sch | School | Like Sch | School | Like Sch | School | Like Sch |
| 10 | 686 & Above | | | | | | | | |
| 9 | 634 - 685 | | | | | | | | |
| 8 | 582 - 633 | | | | | 38% | 30% | 28% | 29% |
| 7 | 530 - 581 | | | | | 23% | 29% | 31% | 26% |
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| 4 | 374 - 425 | 11% | 12% | 17% | 16% | 0% | 5% | 3% | 6% |
| 3 | 322 - 373 | 11% | 6% | 3% | 8% | 2% | 1% | 2% | 1% |
| 2 | 270 - 321 | 3% | 3% | 7% | 4% | | | | |
| 1 | Up to 269 | 0% | 1% | 0% | 1% | | | | |

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

TARGETS

- **Achievement** of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement - **achieved**
- Longitudinal data of tested Year 5 students will demonstrate high **progress** in comparison to like schools – **working towards**

Literacy 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/hub schools.
- Continue with the implementation of Brightpath (Writing Tool) as an extra layer of whole school moderation.

Student Services

In 2021, the Student Services team provided support to 98 students. 45 students and their parents accessed our School Psychologist and 53 accessed our School Chaplain. Other students were supported through advice given to teachers about behavioural or academic concerns, and had Individual Education Plans (IEPs) and Behavioural Plans (IBPs) developed. A further 32 students were flagged as being monitored carefully around academic and behavioural progress. 19 students attracted extra funding through the One Line Budget based on disability criteria and 81 students were counted in the Nationally Consistent Collection of Data on School Students with a Disability (NCCD). This number includes students with special medical needs such as Anaphylaxis and other learning disorders such as dyslexia which are not funded through the One Line Budget.

Wellbeing and Engagement Census (WEC)

In August 2021 the Wellbeing and Engagement Census was conducted for the third 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 4-6:

- Results from 2019, 2020, 2021 were stable in the areas of happiness, optimism, satisfaction with life, important adults at school, connectedness to adults at school, perseverance, cognitive engagement, body image and nutrition
- Mount Lawley Primary School reports a higher level of wellbeing in almost all areas, when compared to WA and SA schools
- We have seen significant improvements in numbers of students reporting verbal bullying and social bullying across the three year time period
- Students at MLPS are reporting a *higher absence* of sadness than previous years
- Emotional Regulation is still an area of concern
- Student perception of overall health and sleep has declined
- Friendship intimacy (connectedness with peers and friends) amongst students has had a decline in *high* wellbeing being reported

In 2021 we saw the implementation of school wide explicit teaching of the Zones of Regulation, as part of the Health curriculum. Continued plans to target wellness included promotion of Student Services, 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. In 2021 the Student Leaders implemented the 'Student Leader Letterbox' as an initiative to target student voice in our community.



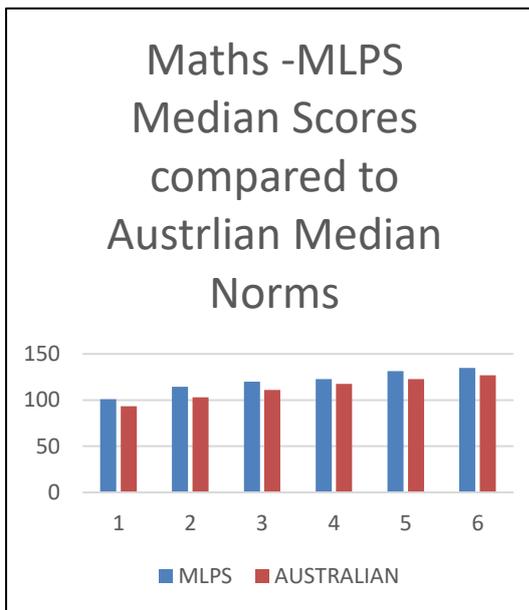
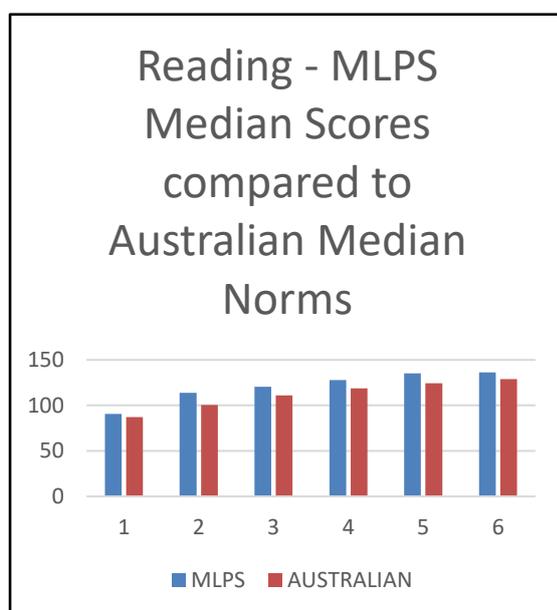
2021 ACER PAT Testing

Mount Lawley Primary School uses a range of student data to determine student achievement and cater for their education needs. One assessment that was successfully completed in 2021 was the ACER (Australian Council of Educational Research) PAT (Progressive Achievement Test). These online tests measure what students know, understand and are capable of, and help monitor progress over time.

MPLS students from Year 1 – 6 completed online assessments in Reading Comprehension and Mathematics in Term 4 2021. The following results show the median scores of Mount Lawley Primary Students compared to the Australian normed median scores:

| <u>Reading Median Scores</u> | | |
|------------------------------|-------------|-------------------|
| Year level 2021 | MLPS Median | Australian Median |
| 1 | 90.6 | 87.1 |
| 2 | 114 | 100.5 |
| 3 | 120.4 | 110.9 |
| 4 | 127.8 | 118.7 |
| 5 | 135.2 | 124.5 |
| 6 | 136.3 | 128.8 |

| <u>Maths Median Scores</u> | | |
|----------------------------|-------------|-------------------|
| Year level 2021 | MLPS Median | Australian Median |
| 1 | 101 | 93.2 |
| 2 | 114.5 | 103 |
| 3 | 119.9 | 110.9 |
| 4 | 122.8 | 117.4 |
| 5 | 131.4 | 122.7 |
| 6 | 134.8 | 127 |



Analysis: All MLPS Median Reading and 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. This is unable to be established with the current reports available.

Staff Information

All MLPS 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 2021 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. Cavelle Monck, the substantive Principal, was seconded to the Leadership Institute and Sandra Martin (Semester 1) and Kylie Moss (Semester 2) undertook the acting principal role.

One teaching staff member and two non-teaching staff members retired at the end of, or during, 2021. At the end of 2021 a school officer resigned.

| | No. | FTE | AB'L |
|--------------------------------------|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 2 | 2.0 | 0 |
| Total Administration Staff | 3 | 3.0 | 0 |
| Teaching Staff | | | |
| Level 3 Teachers | 1 | 1.0 | 0 |
| Other Teaching Staff | 32 | 25.4 | 0 |
| Total Teaching Staff | 33 | 26.4 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 3 | 2.6 | 0 |
| Gardening / Maintenance | 1 | 0.6 | 0 |
| Other Non-Teaching Staff | 14 | 9.4 | 0 |
| Total School Support Staff | 18 | 12.6 | 0 |
| Total | 54 | 42.0 | 0 |



Analysis of targets from the MLPS Business Plan 2020-2022

| Business Plan | Target | Progress |
|--|---|--|
| Success for All Academic | Achievement of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement | |
| | Longitudinal data of tested Year 5 students will demonstrate high Progress in comparison to like schools | Not Spelling or Punctuation and grammar |
| | Identified Year 5 students within individual or group NAPLAN improvement plans will make expected progress as tested in NAPLAN | |
| | All Year 3 students' progress to be in the Moderate to Very High categories in Reading and Numeracy from On Entry to Year 3 | |
| | Arrest, then reverse the downward trend in Year 5 Achievement in Numeracy, Reading, Spelling and Writing by 2022 | Numeracy / Spelling – downward trend |
| | All students in Year 1 - 6 demonstrate a year of Progress each November - PAT Reading Comprehension and Numeracy test | N/A |
| Success for All Wellbeing and Engagement | In the 2019 Student Survey 51% of students indicated they agree or strongly agree they can talk to their teachers about their concerns. We aim to increase this to 60% with 0% indicating they strongly disagree | 54% in 2021 – strongly agree / agree 4% strongly disagree |
| | Increase the percentage, from 31% in 2019, of Year 4 - 6 students reporting high wellbeing in Engagement (flow) as measured by the WEC. | 27% in 2021 |
| | Reduce the percentage of students in Year 4 - 6 reporting low wellbeing in School Belonging as measured by the WEC to below 20% (23% in 2019) | 22% in 2021 |
| | Meet or exceed the standards for National Quality Standards (NQS) | As expected |
| Quality Teaching and Leadership | To grow the number of Future Leaders identified through the WA Future Leaders Framework from 5 to 10 by 2022 | Process delayed. |
| | All classroom teaching staff participate fortnightly in collaborative planning and moderation tasks as identified by Line Managers | |
| | All staff access quality, relevant Professional Learning to improve teaching and learning and demonstrate developing skills through observation and feedback | |
| Meaningful Community Partnerships | Increase the percentage of MLPS community members who Agree or Strongly Agree they are satisfied with the School Board's contribution as measured in the Annual Parent National School Opinion Survey (60% in 2019) | 59% in 2021 |
| | Increase the percentage of MLPS community members who Agree or Strongly Agree they understand the School's Business Plan as measured in the Annual Parent National School Opinion Survey (45% in 2019) | 31% in 2021 |



2021 Special Events

During 2021 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 as scheduled 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 2021:

- P&C Welcome Back Breakfast
- Harmony Day
- Dads' and Kids' Camp Out
- P&C Disco
- Parent Workshops
- Italian Day
- Limited Music Assemblies
- Book Week Celebration
- Student Leadership Teams and Workshops
- Year 6 Camp
- Spelling Bee
- Chess Championships
- In Term Swimming Lessons
- Debating
- Lego Masters
- Cross Country
- Interschool Cross Country
- Faction Athletics Carnivals
- Interschool Athletics Carnivals
- Swimming Carnival
- Interschool Swimming Carnival
- Kindness Ambassadors
- In school Dance Classes (Years 5 & 6)
- In school Performances and Excursions
- After school Dance Class
- Year 6 Graduation Dinner Dance
- Year 6 Graduation Assembly
- Presentation Night and Awards Ceremony
- Before and after school sports
- Your Move Activities
- After school STEM Club

MLPS School Board 2021 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 2021 it was the first year the survey was distributed to both Parent Guardian 1 (PG1) and Parent Guardian 2 (PG2) to capture the opinions of those parents not living in the same household. The Board received 138 responses, up from 80 responses in 2020, this could be partly in response to both PG1 and PG2 responding to the survey.

| NOTABLE AREAS OF STRENGTH | NOTABLE AREAS OF CONCERN |
|---|--|
| <p>80% and above Agree or Strongly Agree</p> <p>87% of respondents (121 responses) agreed that <i>Teachers at this school expect my child to do their best</i></p> <p>97% of respondents (134 responses) agreed that <i>This school is well maintained</i></p> <p>87% of respondents (121 responses) agreed that <i>My child feels safe at this school</i></p> <p>87% of respondents (121 responses) agreed that <i>I can talk to my child's teachers about my concerns</i></p> <p>85% of respondents (118 responses) agreed that <i>My child likes being at this school</i></p> <p>86% of respondents (119 responses) agreed that <i>Teachers at this school care about my child</i></p> <p>92% of respondents (127 responses) agreed that <i>I am satisfied with the front office staff</i></p> <p>84% of respondents (116 responses) agreed that <i>I am satisfied with this school's uniform options</i></p> <p>83% of respondents (115 responses) agreed that <i>The school has a positive identity</i></p> <p>91% of respondents (125 responses) agreed that <i>I understand the role of the P&C</i></p> <p>81% of respondents (111 responses) agreed that <i>I am satisfied with this P&C's contribution</i></p> | <p>20% and above Disagree or Strongly Disagree</p> <p>20% of respondents (28 responses) did not agree that <i>School Behaviour is well managed at this school</i></p> <p>22% of respondents (30 responses) did not agree that <i>This school takes parents' opinions seriously</i></p> <p>24% of respondents (34 responses) did not agree that <i>This school is well led</i></p> <p>21% of respondents (29 responses) did not agree that <i>I understand this school's Business Plan.</i></p>  |



Overall Summary of 2021 Parent Survey

The major themes identified in the **2021** MLPS Parent Survey from the combination of both the survey data and specific parent comments are:

- **COMMUNICATION:** still some 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 2021.
- Walker/ Play Based Learning, school clubs and before school supervision rated highly in the survey and were recommended to continue in 2022.
- Emphasis on building community relationships, afterschool activities, after school care, parents attending class assemblies, class representatives and reinstating dance and art specialist for all years in 2022.
- Leadership changes, Habits of Minds Certificates, the current structure of school assemblies and the speed dating approach to parent interviews were areas flagged for improvement in 2022.

Staff National Schools Opinion Survey

17 responses – 6 less than 2020

30% of respondents did not have a teaching role

Overall the results of the Staff National Schools Opinion Survey were very positive, however not as positive as in 2020. There were no consistent areas of concern for staff.

Key areas of strength were

- Teachers at this school expect students to do their best
- This school works with parents to support students' learning
- Teachers at this school are good teachers
- Teachers at this school care about their students

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

Student National Schools Opinion Survey

There were 92 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.

Areas of Strength - agree or strongly agree:

- My teachers expect me to do my best (92%)
- My teachers provide me with useful feedback about my work (83%)
- I feel safe at my school (81%)
- My teachers are good teachers (89%)

Areas of concern – disagree or strongly disagree:

- Teachers at my school treat students fairly (13%)
- I can talk to my teachers about my concerns (18%)
- Student behaviour is well managed at my school (14%)
- My school takes student opinions seriously (15%)

Student comments were overwhelmingly positive.

Some identified areas for improvement were: lining up on the courts, assemblies, honour certificates and buddies.

Recommendations:

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

Principal's Report 2021

What a journey we had in 2021. As we review the year we can be proud of our achievements under difficult circumstances. We started the year with a COVID-19 lockdown, and I finished my term as Acting Principal at the end of first semester with another lockdown! At least our students were able to attend school and continue their learning journey. I was so very grateful for the incredible flexibility of staff, students and our amazing families, with the ever changing procedures and protocols. We can be very proud the ever changing landscape did not overly affect the students and their outcomes at MLPS.

So many staff, students, families and community groups work tirelessly to make our school wonderful. I'd like to acknowledge our School Board. The work of the Board is often unseen and all the members of the Board work very hard to ensure governance of MLPS is at the highest standard. This work would not have been as effective in 2021 without the wise chairmanship of Derek Watt and the efficiency and thoroughness of Cara Davis in her role as secretary. Thank you. The P&C and the sub-committees have again worked tirelessly for our school; funding items from the wish list and overseeing our new nature scape outside Blue Block, management of the canteen and uniform shop - just a few of the contributions they have made. Tara Kelso's energy and commitment to the Social and Fundraising Committee has seen us enjoy many events, not least being a very enjoyable school disco. Thank you Tara. Katie McMahon from the uniform shop – thank you. To P&C President, Breanna Catania, thank you for your ongoing guidance and support for MLPS.

The Traffic Management Committee are noteworthy in the difference they are making to the safety of our students and to the wider school community by encouraging walking, riding and scooting to school. Mr Neil Brodie continued to work tirelessly although he no longer had children at the school. Neil and his family spent many hours at the school managing the removal and installation of bike racks as well as other projects designed to keep us all traffic aware and safe. From the TMG I'd also like to mention John Caporn, Manjusha Thorpe-Edwards and Sharnie Stuart, for coordinating the many events and activities we undertook for the Your Move Project and Safe Routes to School.

A school does not operate without proficient and resourceful office staff. We were so lucky to have the wonderful Gina Ierace and Cherie Johnson keeping our front of house cheery and controlled no matter how busy or what is happening behind the scene. Bouquets to the executive team of Principal Kylie Moss, Deputies, Karen Wright, Anthea Baros and Grace Adam and Manager Corporate Services Lesa Mileto. Their guidance, wisdom and work ethic have seen them spend many hours making Mount Lawley Primary school an amazing place to work and learn. MLPS would not be the same without their support, insight and knowledge. Thank you.



And last, but not least, thank you to the amazing staff of MLPS. The professionalism of all our staff, no matter their role, is truly inspirational, always putting students first. Everyone at MLPS is working towards achieving our Big, Hairy, Audacious Goal - *“By the end of 2021, MLPS will be on our way as being known throughout the state as a school who is working holistically with students and staff to create lifelong learning opportunities so that everyone can reach their full potential.”*

I am so grateful for our magnificent school community, students, staff and parents. Thank you everyone for making 2021 a fabulous year.
Sandra Martin, Acting Principal

School Board Report

2020 was a year of pandemic-driven disruption and change for Mount Lawley Primary School. Our structures and systems were tested – and were found to be robust. And our whole school community revealed how amazingly resilient and adaptable it is. Nevertheless, we entered 2021 with an air of uncertainty. Ultimately, the new year brought shorter lockdowns and eased restrictions – and the hard work put into overcoming the challenges of 2020 allowed the school to perform unaffected during the “new normal” of 2021.

We commenced the year without our Principal, Cavelle Monck, who was on placement at the Leadership Institute. In Cavelle’s absence our Deputy Principal, Sandra Martin, undertook the role of Principal for Terms 1 and 2; and Kylie Moss was externally appointed to the role of Principal for Terms 3 and 4. It is a credit to the leadership and staff of the school that these major transitions occurred with little impact on the operation or daily function of the school. Sandra shouldered an immense workload at short notice, and Kylie demonstrated an enthusiasm and love for the school, providing objective insight into the school’s data and traits.

The Board is proud to have assisted the school during these leadership transitions. Beyond this, our focus in 2021 was to develop the Board, to build on the work of previous years, and to be more visible within the school. We completed regular self-assessments, attended external workshops and undertook training to ensure that all members were aware of their roles and responsibilities. We attended parent information evenings, analysed school data, and formalised a framework for the review of school policies. We monitored the schools progress against the Business Plan and the recommendations from the 2020 School Review. This year we welcomed two new members, Tara Kelso and Sian Zador, and Lesa Mileto formally in the position of Manager Corporate Services.

The Board gratefully acknowledges the outstanding efforts of all who again strived to make the school better – including a new look P&C and their ongoing fundraising for the school, the Traffic Management Committee who continued their great work, the Canteen that delivered excellent nourishment, and the Nature Playground Committee who delivered a second playground site and secured grant money for a third “Sustainable Garden” site. These groups are all underpinned by the volunteer effort and hard work of our amazing parents; they continue to enhance the school environment and allow our staff and students to develop and flourish.

We now approach 2022 with nervous anticipation, waiting as Australia slowly emerges from pandemic restrictions. Over the past two years the school has continued to grow and evolve, further developing its communication, routines and learning tools. That the school can consistently deliver a high calibre of teaching, student results, and core values – regardless of circumstances – is a testament to all involved. We should all be proud to be a part of Mount Lawley Primary School.



The Board expresses its heartfelt thanks to all the staff who have put in effort beyond expectation, and to the Board members who graciously gave up their time to be part of a well-functioning and productive group this year. Finally, a special thank you to Sandra Martin and to Kylie Moss – we are grateful to you both for your efforts and enthusiasm this year and, Kylie, we wish you all the best for the road ahead.

Derek Watt, Chair MLPS School Board

P&C Report

The P&C was pleased to continue its strong track record in delivering resources for our children. This year the P&C purchased a wide range of items for the school totaling over \$47,000! How incredible is that!! Some highlights of the purchasing:

- 64 iPads, with protective covers and selected educational software
- 4 branded sports carnival marquees
- Books and specialist reading resources for classrooms
- Our annual Athletics subscription
- Our annual World Book Encyclopaedia subscription
- A big round of book purchases for the library
- A new outdoor stage for the Kindergarten
- A Street Library for the Third Avenue Gates



We also saw the instalment of the mud kitchen, garden and treehouse. There was lots of fundraising involved. A big thank you to the Nature Play Committee and all volunteers before and on the day to create it, the children are loving the new additions.

The P&C continued to have a busy year on the services front. Thank you to our wonderful Uniform Shop, especially Katie McMahon for keeping up such great service. Our canteen has also been a winner with great feedback from students and parents. Special thanks to Belinda Gambitta and to everyone else who has joined in the effort.

A few other highlights to share: a wonderful Welcome Back Breakfast, a scrumptious cake stall and sausage sizzle at the Faction Carnival, a groovy Disco, multiple morning teas and coffee vans, a new Stay and Play event, the infamous Progressive Dinner and last but not least, the Quiz Night which was a great success. At the time of writing, we are yet to have the Dad's camp out. Thank you to the entire Social & Fundraising team and their volunteers for all their efforts in creating such stellar events.

This year also saw a wide range of really successful initiatives from our Traffic Management Group (TMG). By participating in the Department of Transport's Your Move program we successfully obtained:

- A grant of \$7,499 which will contribute to bicycle and scooter racks and an in-situ bike maintenance station
- Bike education sessions for year 1's
- Bike maintenance sessions

We have also seen infrastructure improvement works along the Safe Routes to School.

The TMG also held several fantastic events this year including Ride2School Day, Park it for the Planet and World Car Free Day! We have definitely seen an increase in students riding, walking and scooting to school which is fantastic. Thank you to Sharnie Stuart and her entire team for their efforts in keeping our children safe.

Wow! What an amazing first year as President this has been for me! It has entailed a lot of learning, growing, and finding my feet. However, I have been extremely fortunate to have the support of the P&C Executive, and dedicated members, past and present.

It's important to note that the P&C has a number of dedicated members who spend timeless hours organising events, attending meetings, administration, liaising with Staff and Parents and many other tasks. Without their contribution, we would not be able to achieve as much as we do. It is very much a team effort, and I am proud of the team we have.

Thank you to Sandra Martin, Kylie Moss and all the Staff that have ensured our School has continued to run at such a high level. Lastly, a special thank you to every member of the school community for your support of P&C activities and events. I am committed to ensuring that our P&C continues to provide the significant value to our School that it has done over the years. The team is excited for what is to come in 2022. Watch this space.

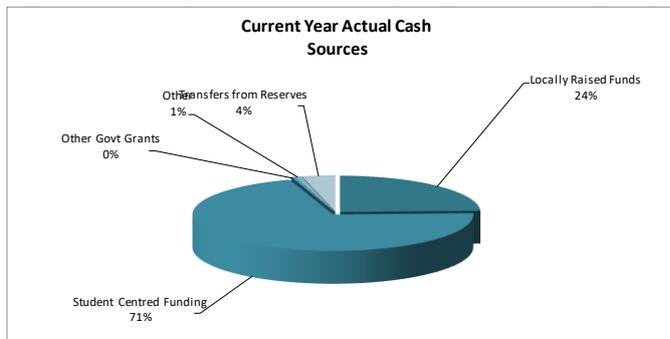
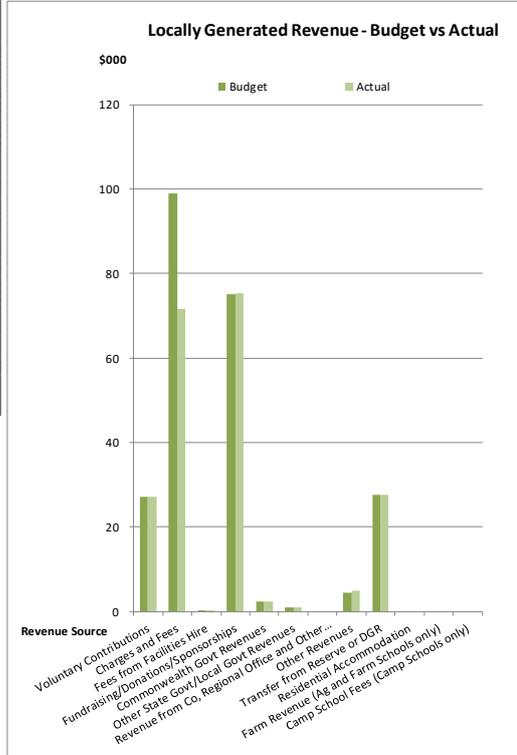
As always, we are constantly looking for more members, and volunteers. If you would like to contribute in any way, we'd love to have you. Feel free to reach out for a chat or pop along to one of our meetings which are advertised in the newsletter and on the school calendar.

Breanna Catania P&C President

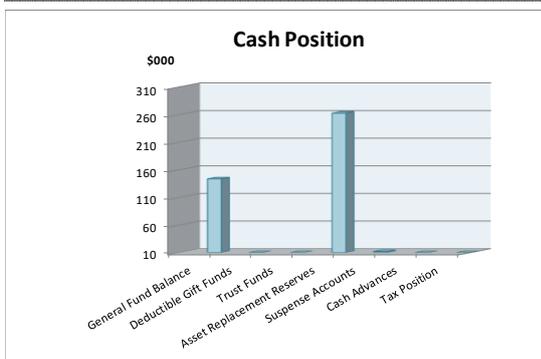
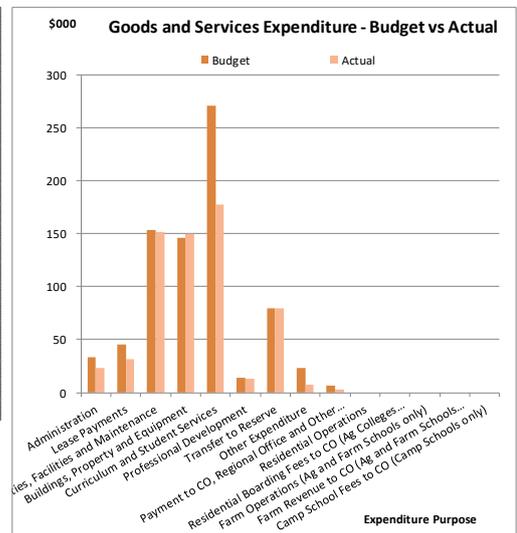


Mount Lawley Primary School Financial Summary as at End of 31/12/2021

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 27,026.00 | \$ 27,026.00 |
| 2 | Charges and Fees | \$ 98,989.00 | \$ 71,565.50 |
| 3 | Fees from Facilities Hire | \$ 276.00 | \$ 276.36 |
| 4 | Fundraising/Donations/Sponsorships | \$ 75,161.00 | \$ 75,290.83 |
| 5 | Commonwealth Govt Revenues | \$ 2,316.00 | \$ 2,316.29 |
| 6 | Other State Govt/Local Govt Revenues | \$ 1,000.00 | \$ 1,000.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 | Other Revenues | \$ 4,518.95 | \$ 4,831.44 |
| 9 | Transfer from Reserve or DGR | \$ 27,508.32 | \$ 27,508.32 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | | \$ 236,795.27 | \$ 209,814.74 |
| Opening Balance | | \$ 65,658.00 | \$ 65,657.78 |
| Student Centred Funding | | \$ 503,394.00 | \$ 503,394.00 |
| Total Cash Funds Available | | \$ 805,847.27 | \$ 778,866.52 |
| Total Salary Allocation | | \$ - | \$ - |
| Total Funds Available | | \$ 805,847.27 | \$ 778,866.52 |



| Expenditure - Cash and Salary | | Budget | Actual |
|---|--|----------------------|----------------------|
| 1 | Administration | \$ 33,678.00 | \$ 23,351.17 |
| 2 | Lease Payments | \$ 45,000.00 | \$ 31,388.64 |
| 3 | Utilities, Facilities and Maintenance | \$ 153,543.00 | \$ 151,222.54 |
| 4 | Buildings, Property and Equipment | \$ 145,947.32 | \$ 149,648.30 |
| 5 | Curriculum and Student Services | \$ 270,029.45 | \$ 177,284.99 |
| 6 | Professional Development | \$ 13,816.00 | \$ 12,836.96 |
| 7 | Transfer to Reserve | \$ 79,035.00 | \$ 79,035.00 |
| 8 | Other Expenditure | \$ 23,267.00 | \$ 7,817.98 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 6,450.00 | \$ 2,805.00 |
| 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 | | \$ 770,765.77 | \$ 635,390.58 |
| Total Forecast Salary Expenditure | | \$ - | \$ - |
| Total Expenditure | | \$ 770,765.77 | \$ 635,390.58 |
| Cash Budget Variance | | \$ 35,081.50 | |



| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 414,327.24 |
| Made up of: | |
| 1 General Fund Balance | \$ 143,475.94 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 262,365.05 |
| 5 Suspense Accounts | \$ 11,954.25 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (3,468.00) |
| Total Bank Balance | \$ 414,327.24 |

SCHOOL BOARD ENDORSEMENT

Name of document: 2021 Annual Report

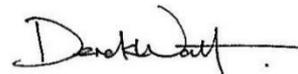
School Board Representatives

Principal Sandra Martin



(Signature)

School Board Chair Derek Watt



(Signature)

Date: 4 April 2022