



Annual Report 2022



Strive for Wisdom

Sandra Martin
Principal

Sian Zador
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, we aim 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.

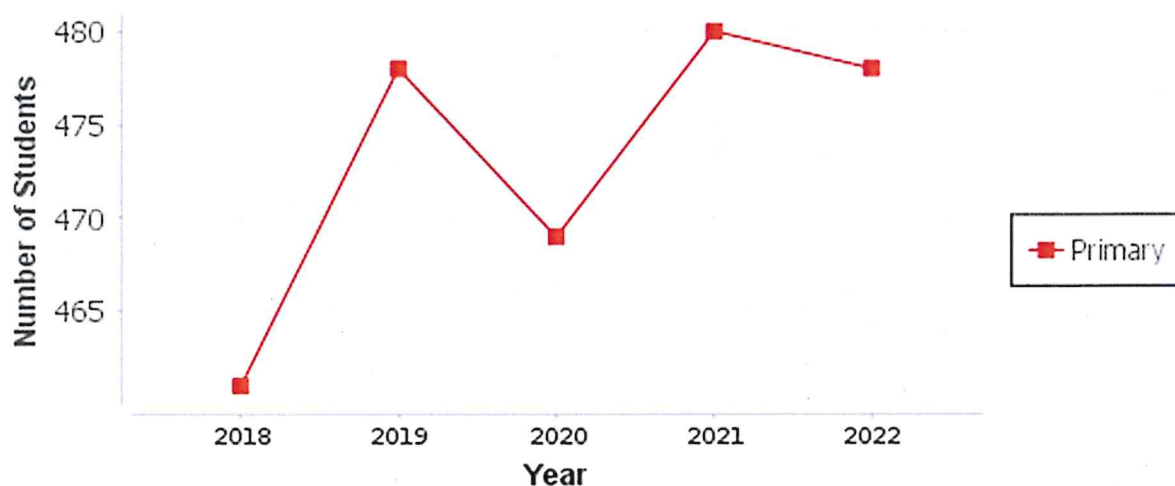
With our proud history and heritage, coupled with our state-of-the-art facilities, Mount Lawley Primary School is committed to excellence in education where every student aspires to be the best they can be.

Student Enrolment

In 2022 the school's total semester two enrolments (including Kindy) was 538 students. Approximately 20% of the school's enrolments continued to be out of boundary compared to 24% in 2021.

The majority of out of boundary students are in years 2-6, no longer in the junior primary. The school's primary enrolment numbers have maintained a steady trend upwards. 33% of our students have a language background other than English.

Semester 2 Student Numbers



Semester 2	2017	2018	2019	2020	2021	2022
Primary (excluding Kindy)	451	461	478	469	480	478

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	70	62	55	80	76	77	58	518
Part Time	40								

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

Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2022	90.1%	90.8%	88.3%	89.1%	81.7%	69.5%	90.1%	90.7%	86.6%

The school has not maintained an overall attendance rate of over 95% (90.1%) however is above the state average of 88.3%. We note an increase in the absence of students due to COVID 19, and vacations due to the relaxing of our state borders. Regular attendance is defined as attendance at school 90% of the time or above.

2023 Destination Schools for the 2022 Student Cohort

Year K – 5 Cohort

Destination Schools	Male (23)	Female (13)	Total (46)
Australian Islamic College		1	1
Bassendean PS	1		1
Bateman PS	1	2	3
Burrendah PS (Willetton)	1		1
Carmel School (Dianella)	2		2
Churchlands PS (Floreat)	2		2
Cooinda PS (East Bunbury)	1		1
Hale School (Wembley Downs)	1		1
Highgate PS	3		3
Inglewood PS		1	1
Interstate	3	1	4
Maylands Peninsula Primary School		1	1
Mount Hawthorn ESC	1		1
North Perth PS	1		1
Other		1	1
Perth College		3	3
Rapids Landing PS	1		1
Shelley PS		1	1
SIDE Primary School	1	1	2
Waikiki PS (Waikiki)	1		1
Walliston PS	1		1
Wesley College (South Perth)	1		1
West Morley PS (Dianella)	1	1	2



Year 6 Cohort

Destination Schools	Male (26)	Female (33)	Total (59)
Australian Islamic College Perth	2		2
Bob Hawke College	1	2	3
Carine SHS	2		2
Chisholm Catholic College (Bedford)	1		1
Churchlands SHS		1	1
Home schooling		1	1
John Forrest Secondary College	1		1
John Septimus Roe (Beechboro)	1		1
Kent Street SHS (East Vic Park)	2		2
Margaret River SHS	1	1	2
Mercedes College		3	3
Mount Lawley Senior High School	14	12	26
Penrhos College (Como)		1	1
Perth College		5	5
Perth Modern School		1	1
Rehoboth Christian School (Kenwick)		1	1
Shenton College		1	1
Shenton College Deaf Ed Ctr (Shenton Pk)		1	1
St George's Anglican Grammar School		1	1
St Mary's Anglican Girls Sch (Karrinyup)		2	2
Trinity College	2		2



Student Behaviour Management Information

In 2022, 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 teachers at student assemblies.

Individual behaviour management plans were in use for students with continuing behaviour concerns. 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 478 (excluding Kindy) students enrolled in 2022, 83 had a recorded negative behaviour incident. Significantly down from the 120 students with a behaviour record in 2021.

45 (54%) of these students had only one occurrence, 26 students (31%) had between one and eight occurrences, 10 students (12%) had 8 to 19 reports.

The very substantial record of 500 behaviour incidents in 2021 was almost halved in 2022. This can partially be explained by programs put in place to reduce the incidents involving a minority of the 2021 students with ongoing behaviour concerns. Students with ongoing behaviour concerns are placed on an Individual Behaviour Management Plan (IBMP); extra support is accessed through the Student Service Team, smaller class sizes actioned in our senior years and when required, outside agency intervention is actioned.

The most common misdemeanour in 2022 continued to be *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

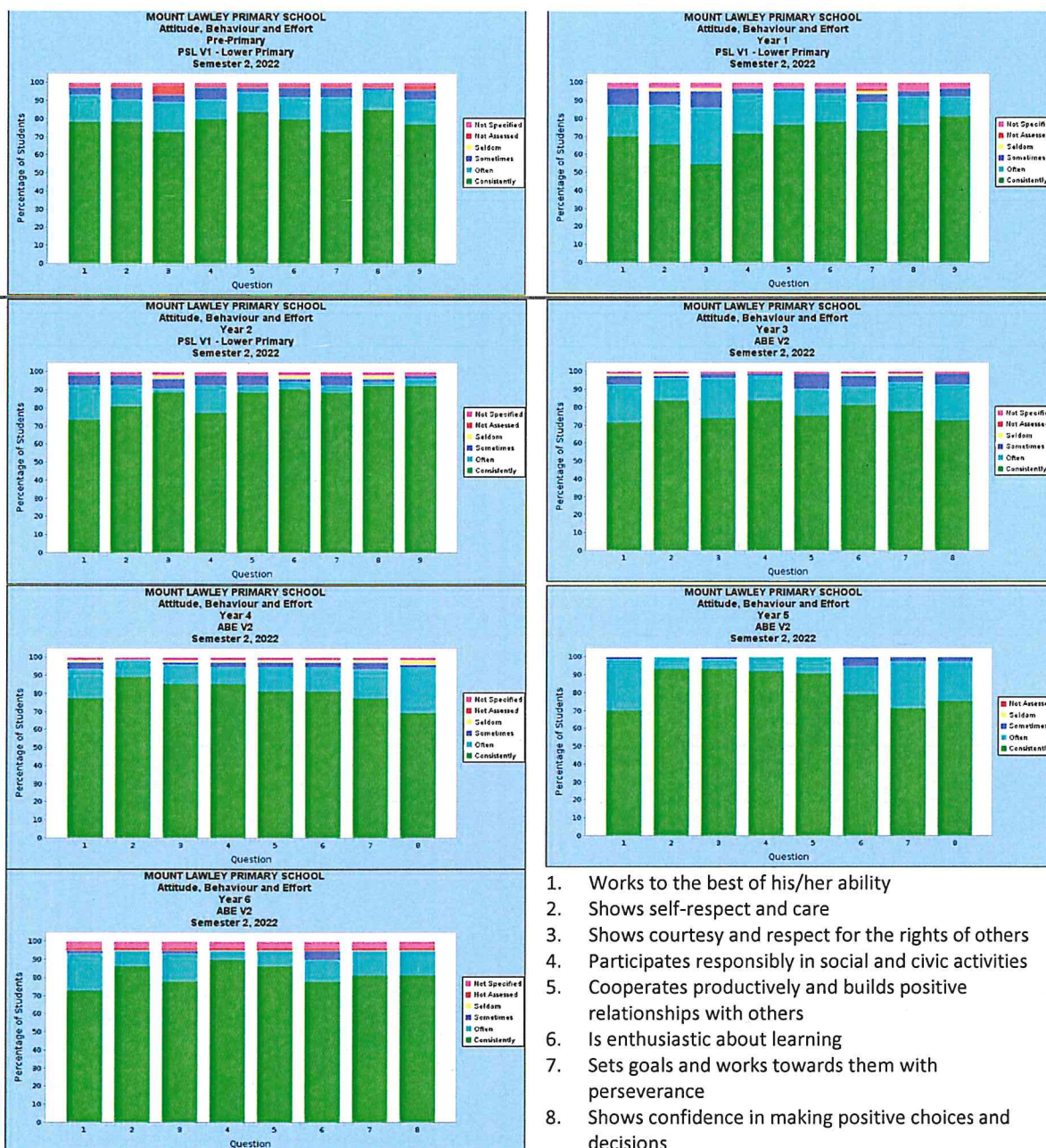
17 students were given 25 formal suspensions for a total of 31 days in the 2022 school year. The number of students suspended was up from the 13 students who were suspended on 26 occasions for a total of 29 days in 2021. 4% of our students recorded a suspension in 2022 compared to 2.7% in 2021.

Behaviours	2017	2018	2019	2020	2021	2022
E-Breaches						2
Physical assault or intimidation of staff	2	1	1	3	13	13
Verbal abuse or harassment of staff	0	0	1	0	1	0
Physical assault or intimidation of other students	9	31	59	58	81	50
Verbal abuse or harassment of students	1	5	19	2	9	12
Wilful offence against property	1	11	16	5	6	2
Violation of school Code of Conduct, behaviour management plan, classroom or school rules	22	19	49	32	128	27
Possession, use or supply of substance with restricted sale.						5
Negative behaviour other	86	120	250	245	262	149
TOTAL	121	187	395	345	500	258

The school's target of reducing the number of recorded incidents of antisocial behaviour was met.

Social Skills

In 2022, 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, 2022.



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 1 data showed 45% of students were *not consistently* showing courtesy and respect. No improvement from previous years.
- Data from Year 1 indicates students are still working towards *consistently* demonstrating the desired Attitude, Behaviour and Effort attributes. The results are similar to those from the same group of students in 2021.
- Data from all years, with the exception of PP, indicates 25% of students are not seen by their teachers as *consistently* working to the best of his/her ability.
- In Year 6 the results are a good indication of preparation for high school readiness.

NAPLAN Initial Data

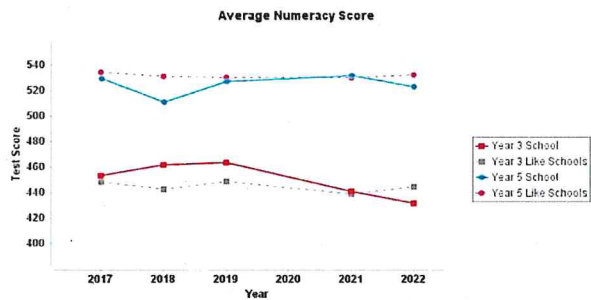
Year 3 76 students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	432	467	432	450	483
State Mean	393	425	415	412	424
Like School Mean	444	487	450	461	488
No. above NMS%	93%	97%	92%	96%	96%
No. at NMS%	7%	3%	5%	3%	3%
No. below NMS%	0%	0%	3%	1%	1%
Year 5 77 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	523	537	526	547	535
State Mean	485	501	475	503	495
Like School Mean	532	545	519	547	542
No. above NMS%	91%	98%	92%	95%	90%
No. at NMS%	9%	1%	8%	4%	9%
No. below NMS%	0%	1%	0%	1%	1%
2021 Year 6 Year 7 Data 53 Public Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	604	577	566	607	600
State Mean	549	541	527	549	532
No. above NMS%	96%	94%	86%	96%	92%
No. at NMS%	4%	6%	8%	4%	6%
No. below NMS%	0%	0%	6%	0%	2%
National Minimum Standard - NMS					



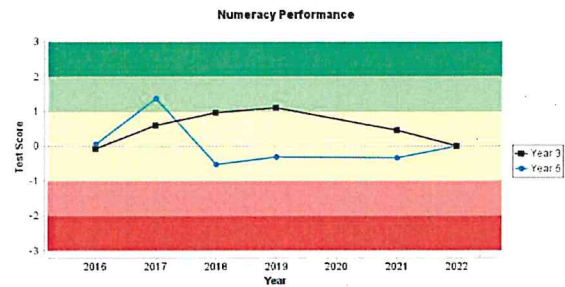
2022 NAPLAN Data – Please note: Progress from Year 3 2020 to Year 5 2022 has not been reported on due to NAPLAN being cancelled in 2020.

Mathematics

Longitudinal Assessment



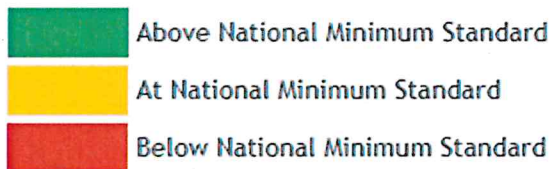
Relative Assessment



Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Numeracy																
		Year 3				Year 5												
		2021 School	2021 Like Sch	2022 School	2022 Like Sch	2021 School	2021 Like Sch	2022 School	2022 Like Sch									
10	636 & Above																	
9	634 - 605																	
8	592 - 633																	
7	530 - 561																	
6	478 - 529	11%	17%	23%	27%	19%	26%	33%	38%	18%	25%	27%	31%	16%	23%	25%	28%	31%
5	426 - 477	10%	16%	21%	24%	4%	11%	13%	16%	4%	11%	13%	16%	4%	11%	13%	16%	19%
4	374 - 425	7%	11%	15%	17%	4%	7%	9%	11%	4%	7%	9%	11%	4%	7%	9%	11%	14%
3	322 - 373	4%	6%	8%	9%	4%	6%	8%	9%	4%	6%	8%	9%	4%	6%	8%	9%	11%
2	270 - 321	3%	5%	7%	8%	4%	6%	8%	9%	4%	6%	8%	9%	4%	6%	8%	9%	11%
1	Up to 269																	

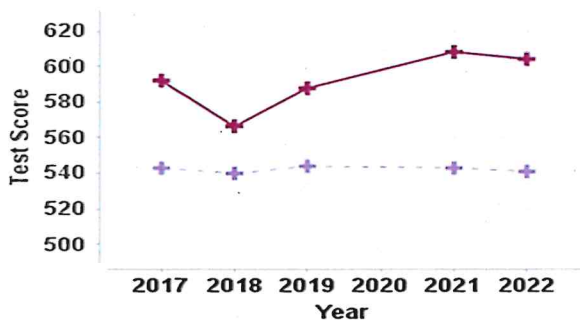


■ Above Expected - more than one standard deviation above the predicted school mean
■ Expected - within one standard deviation of the predicted school mean
■ Below Expected - more than one standard deviation below the predicted school mean
 If blank, then no data available or number of students is less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

TARGETS

- Achievement of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement – Not Achieved
- Longitudinal data of tested Year 5 students will demonstrate high progress in comparison to like schools – Data not available
- 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 (22 out of 76 students with a score made low or very low progress)
- Arrest, then reverse the downward trend in Year 5 Numeracy, Reading, Spelling and Writing by 2022 – Not achieved

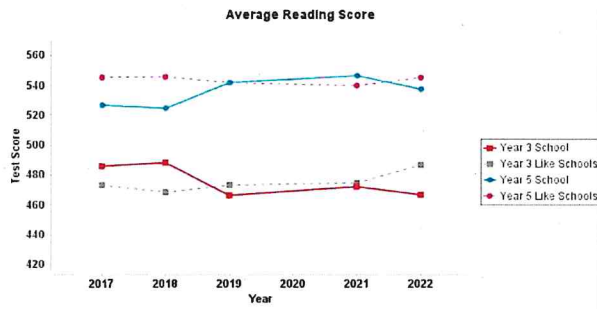
Longitudinal - Former (2021) Year 6 Students



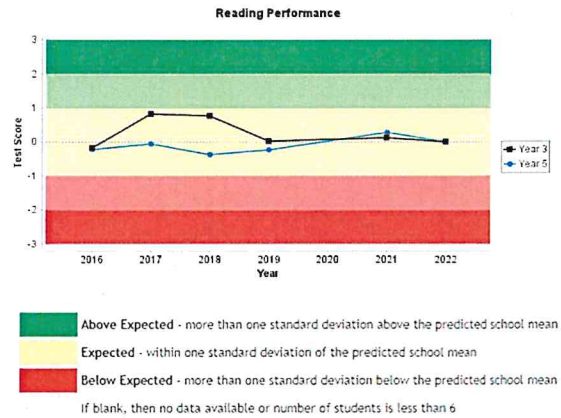
Recommendations

- Continue a differentiated focus, including analysis and planning for individual students.
- Continue rigorous analysis of whole school data to inform planning, including the use of Elastik (formerly EdCompanion, CNAP, Best Performance).
- 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



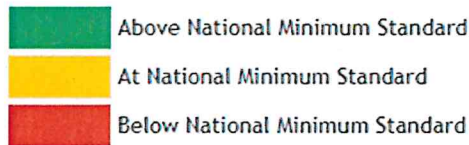
Relative Assessment



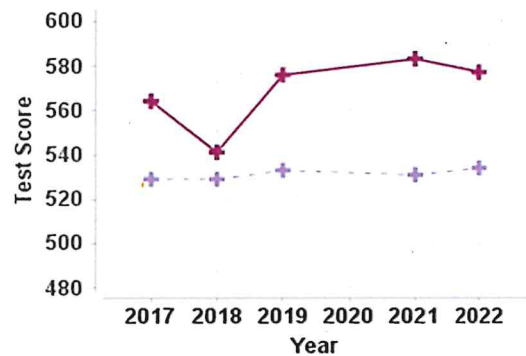
Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Reading								
		Year 3				Year 5				
		2021		2022		2021		2022		
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	
10	686 & Above									
9	634 - 605									
8	582 - 633					31%	32%	33%	35%	
7	530 - 581					69%	71%	70%	75%	
6	478 - 529	25%	25%	25%	25%	32%	25%	32%	25%	
5	426 - 477	32%	28%	32%	21%	37%	30%	36%	19%	
4	374 - 425	16%	16%	25%	12%	3%	4%	1%	2%	
3	322 - 373	6%	9%	6%	3%					
2	270 - 321	4%	4%	3%	3%					
1	Up to 269									



Longitudinal - Former (2021) Year 6 Students

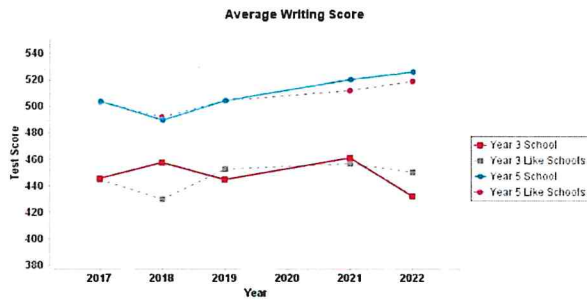


TARGETS

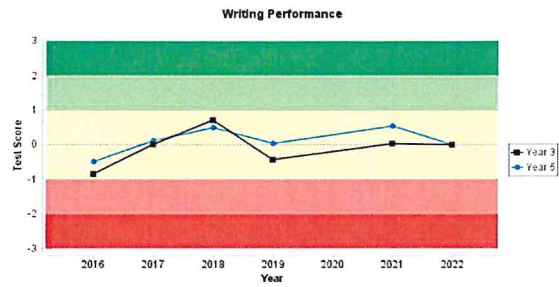
- Achievement of students tested in NAPLAN will be equivalent to or higher than like school achievement – Not achieved
- Longitudinal data of tested Year 5 students will demonstrate high progress in comparison to like schools – Data not provided in 2022
- All Year 3 students' progress to be in the moderate to very high categories in Reading and Numeracy from On Entry to Year 3 – not achieved (15 out of 77 students with a score made low or very low progress)
- Arrest, then reverse the downward trend in Year 5 Numeracy, Reading, Spelling and Writing by 2022 – Not achieved



Longitudinal Assessment



Relative Assessment



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

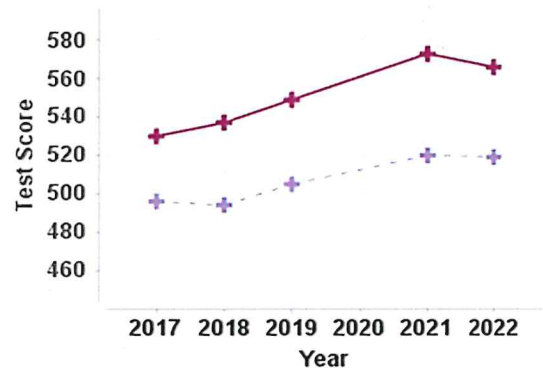
Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
10	606 & Above								
9	634 - 685								
8	582 - 633					29%	32%	25%	19%
7	530 - 581					22%	25%	25%	15%
6	478 - 529	35%	32%	31%	35%	22%	25%	25%	15%
5	426 - 477	15%	17%	24%	27%	14%	15%	17%	12%
4	374 - 425	15%	17%	24%	27%	5%	5%	8%	5%
3	322 - 373	15%	17%	24%	27%				
2	270 - 321	1%	1%	5%	2%				
1	Up to 269								

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

Longitudinal - Former (2021) Year 6 Students

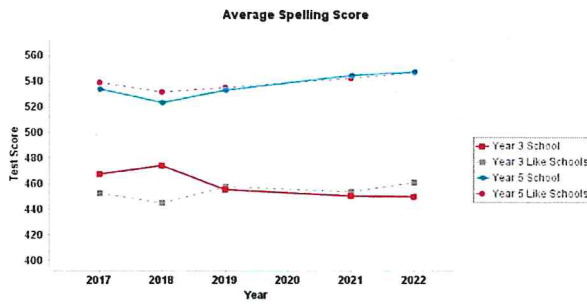


TARGETS

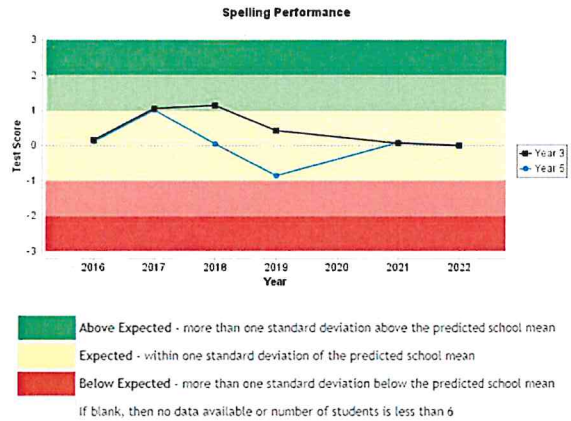
- Achievement of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement - achieved
- Longitudinal data of tested Year 5 students will demonstrate high progress in comparison to like schools - Data not provided in 2022
- Arrest, then reverse the downward trend in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



Longitudinal Assessment



Relative Assessment



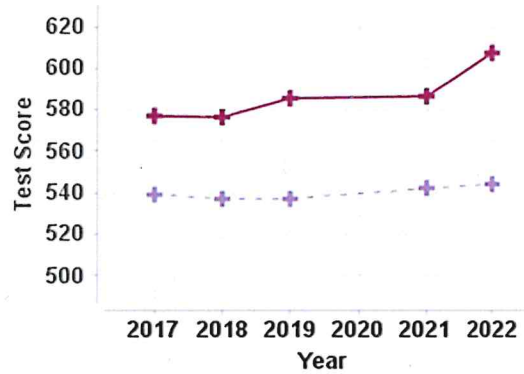
Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					7%	16%	29%	32%
7	530 - 581					4%	2%	2%	5%
6	478 - 529	23%	26%	25%	26%	26%	26%	25%	25%
5	426 - 477	32%	28%	29%	29%	37%	32%	36%	32%
4	374 - 425	8%	19%	12%	10%	2%	4%	4%	3%
3	322 - 373	6%	10%	13%	10%	1%	1%	1%	1%
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1	Up to 269								

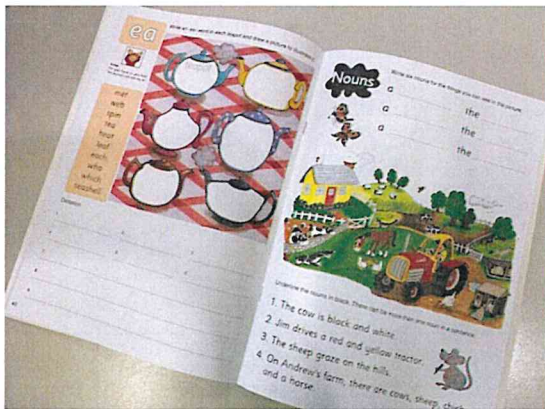
- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

Longitudinal - Former (2021) Year 6 Students

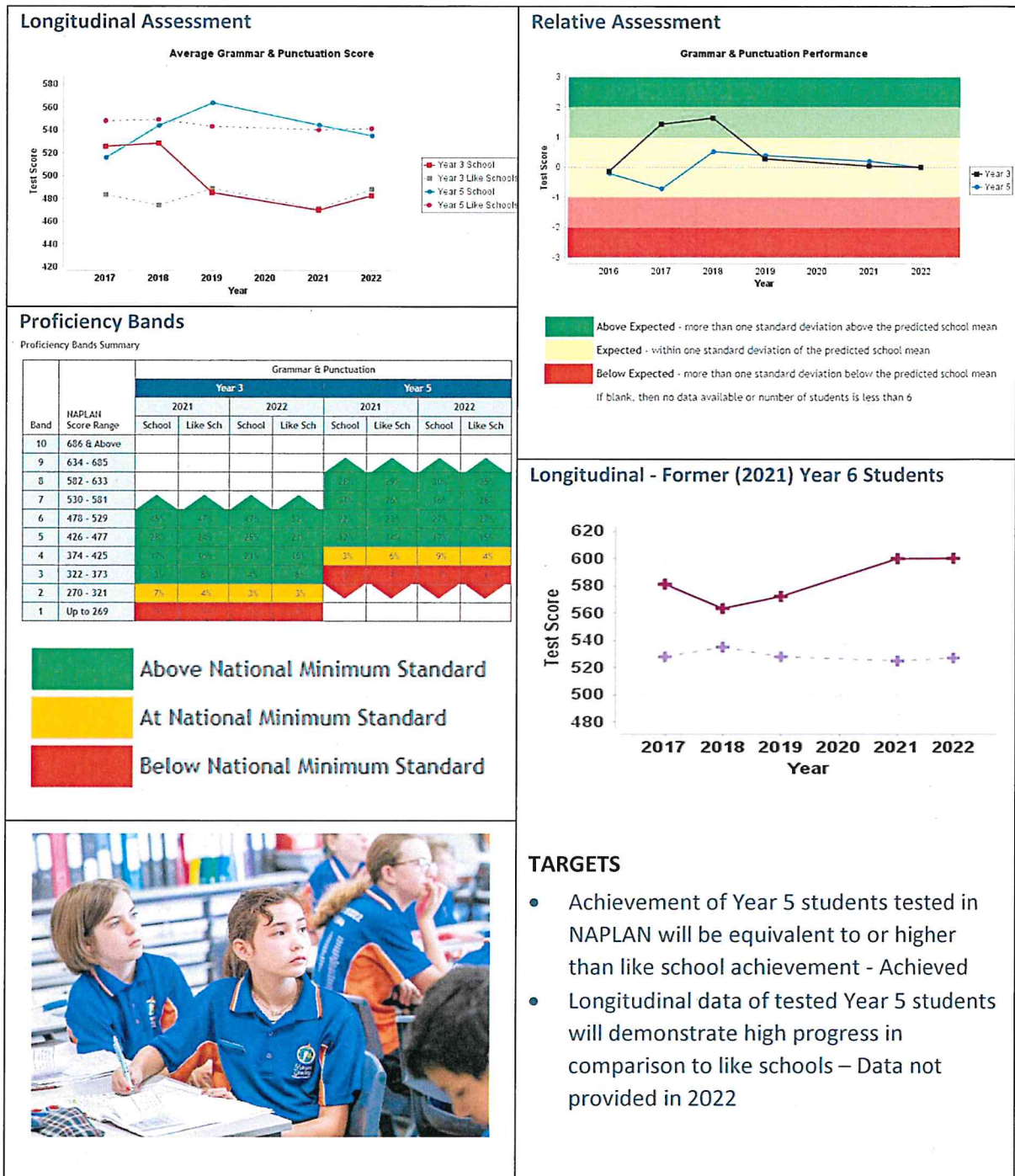


TARGETS

- 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 – Data not provided in 2022
- Arrest, then reverse the downward trend in Year 5 Numeracy, Reading, Spelling and Writing by 2022 - Achieved



2022 NAPLAN Data – Grammar and Punctuation



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, set relevant targets and consistently monitor growth.
- Develop robust moderation processes with like/hub schools.
- Continue with the implementation of Brightpath (Writing Tool) and AI as an extra layer of whole school moderation.
- A consistent approach to the explicit teaching of literacy, including phonics.
- Ensure that feedback to students and parents is timely, ongoing, regular, meaningful and acted upon by the student, in line with best practice.

Student Services

In 2022, the Student Services team provided support to 85 students. 30 students and their parents accessed our School Psychologist and 55 accessed our School Chaplain individually or in small groups. 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. 15 students required intensive literacy instruction in 2022, working individually or in a small group. A further 24 students were flagged as being monitored carefully around academic and behavioural progress. 18 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 September 2022 the Wellbeing and Engagement Census was conducted for the fourth year in a row, with students from Year 4-6 participating. 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:

- More students than ever are reporting that they have an important adult at school
- Students from Year 4-6 are reporting greater levels of engagement at school
- Areas of stability from 2019-2022 include satisfaction with life, school belonging, body image, connectedness with adults at school and optimism
- Significantly greater levels of high wellbeing have been reported in friendship intimacy, body image and cyber bullying
- Reports of sadness have returned to stable levels after Covid-19
- Girls continue to report more worries than boys as age increases
- Girls continue to report greater persistence when compared to boys overall

In 2022 we saw the continuation of school wide explicit teaching of the Zones of Regulation, as part of the Health curriculum. Whole school programs for conflict resolution and interpersonal skills, including Kelso's Choices and Habits of Mind, continue to be explicitly taught across all classrooms. The Student Services team, made up of the Learning Support Coordinator, School Psychologist and School Chaplain, continue to meet regularly to manage individual student cases regarding learning, behaviour and social and emotional needs. The referral process for access to Student Services was refined and streamlined in 2022. The 'Student Leader Letterbox' continues to be an avenue for promoting student voice in our school community. All teaching staff continue to start the school year with an emphasis on student relationships and receive comprehensive handover data from previous teachers in order to best meet the needs of all students.



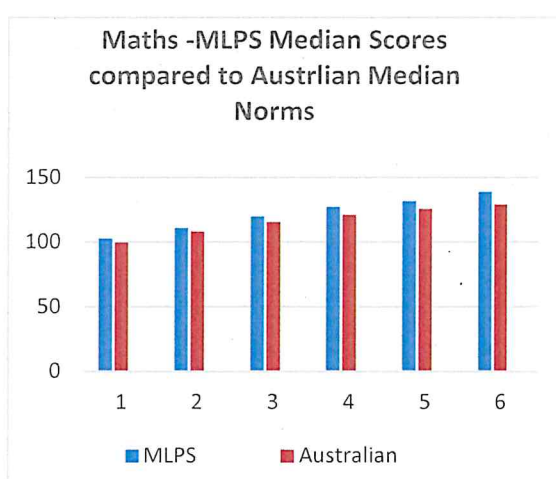
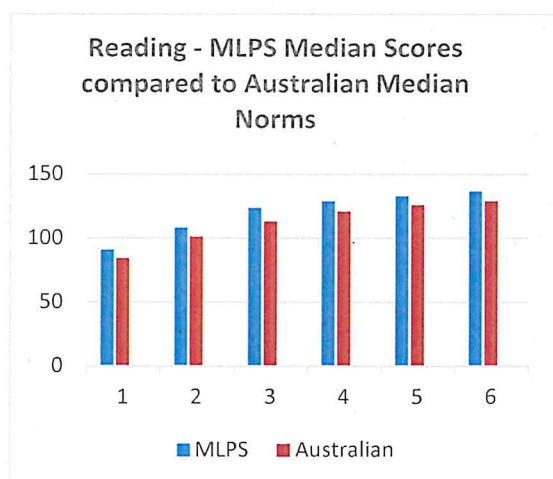
2022 ACER PAT Testing

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 2022 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.

MLPS students from Year 1 – 6 completed online assessments in Reading Comprehension and Mathematics in Term 4 2022. The following results show the median scores of MLPS compared to the Australian normed median scores:

<u>Reading Median Scores</u>		
Year level 2022	MLPS Median	Australian Median
1	90.6	84.2
2	108	101.1
3	123.3	113
4	128.7	120.9
5	132.6	125.8
6	136.3	128.8

<u>Maths Median Scores</u>		
Year level 2022	MLPS Median	Australian Median
1	102.5	99.5
2	110.6	108.3
3	119.6	115.4
4	127	121.1
5	131.4	125.5
6	138.6	128.9



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 professional, well qualified and committed to the objectives of the School's Vision and Strategic Operations Plans. There is a mix of experienced and graduate teachers.

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 2022 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, continued to be seconded to the Leadership Institute and Sandra Martin undertook the acting principal role.

Two teaching staff members and 1 non-teaching staff member retired at the end of, or during, 2022. At the end of 2022 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	2	2.0	0
Other Teaching Staff	29	23.8	0
Total Teaching Staff	31	25.8	0
School Support Staff			
Clerical / Administrative	4	2.8	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	16	10.3	0
Total School Support Staff	21	13.7	0
Total	55	42.5	0



REVIEW OF BUSINESS PLAN TARGETS – 2022

Success For All

Objective 1: Provide engaging, differentiated learning experiences for all	Objective 2: Maintain positive learning environments	Objective 3: Embed critical and creative thinking skills across learning areas
<p>Targets</p> <p>Academic</p> <p>In each year of the Business Plan:</p> <ul style="list-style-type: none"> • Achievement of Year 5 students tested in NAPLAN will be equivalent to or higher than like school achievement. <ul style="list-style-type: none"> ○ Not achieved: Maths, Reading, Grammar and Punctuation ○ Achieved: Writing, Spelling • Longitudinal data of tested Year 5 students will demonstrate high progress in comparison to like schools. Unable to be measured due to no NAPLAN data in 2020 • All Year 3 students' progress to be in the moderate to very high categories in Reading and Numeracy from On Entry to Year 3. <ul style="list-style-type: none"> ○ Not achieved • Arrest, then reverse the downward trend in Year 5 by 2022. <ul style="list-style-type: none"> ○ Not achieved: Numeracy, Reading ○ Achieved: Spelling Writing <p>Wellbeing and Engagement</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Not achieved (54% in 2021 – 4% strongly disagreed, 51% in 2022 – 6% 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. <ul style="list-style-type: none"> ○ Not achieved (29% in 2022) • Reduce the percentage of students in Year 4 - 6 reporting low wellbeing in School Belonging as measured by the WEC to below 20%. <ul style="list-style-type: none"> ○ Achieved (23% in 2019, 19% in 2022) • Meet or exceed the standards for National Quality Standards (NQS). <ul style="list-style-type: none"> ○ Achieved 		

Quality Teaching and Leadership

Objective 1: Embed meaningful collaborative practices	Objective 2: Continue building staff capacity to provide excellence in teaching	Objective 3: Deepen approach to distributed leadership
<p>Targets</p> <ul style="list-style-type: none"> • To grow the number of Future Leaders identified through the WA Future Leaders Framework from 5 to 10 by 2022. <ul style="list-style-type: none"> ○ Not achieved, Increased by 1 • All classroom teaching staff participate fortnightly in collaborative planning and moderation tasks as identified by Line Managers. <ul style="list-style-type: none"> ○ Achieved • All staff access quality, relevant Professional Learning to improve teaching and learning and demonstrate developing skills through observation and feedback. <ul style="list-style-type: none"> ○ Achieved 		

Meaningful Community Partnerships

Objective 1: Connect effectively with the school community	Objective 2: Celebrate student and staff achievements	Objective 3: Partner with the wider community to strengthen our position as a school of choice
<p>Targets</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Achieved (60% in 2019, 59% in 2021, 66% in 2022) • 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 <ul style="list-style-type: none"> ○ Not achieved (45% in 2019, 31% in 2021, 44% in 2022) 		



2022 Special Events

During 2022 the school organised a number of special events for students, staff and community members to help strengthen the academic, social and sporting programs. Despite COVID restrictions most planned events went ahead.

Some of the activities which helped to develop the cross curricular links across all areas in 2022 were:

- P&C Welcome Back Breakfast
- Harmony Day
- Dads' and Kids' Camp Out
- ANZAC Ceremony
- P&C Disco
- Parent Workshops
- Italian Week
- Limited Music Assemblies
- Book Week Celebration
- Student Leadership Teams and Workshops
- Year 6 Camp
- Spelling Bee
- Chess Championships
- In Term Swimming Lessons
- Debating
- Cross Country
- Interschool Cross Country
- Faction Athletics Carnivals
- Interschool Athletics Carnivals
- Swimming Carnival – (Year 6 students only)
- Interschool Swimming Carnival
- Kindness Ambassadors
- In school Dance Classes (Years 5 & 6)
- In school Performances and Excursions
- 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 2022 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 2022 it was the second 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. All areas had similar or better results in the agree or strongly agree category from 2021. The Board received 99 responses, down from the 138 responses in 2021. 24% of respondents came from the Year 3 cohort. We continue to work at promoting the survey to our community to get robust feedback. There were no areas of notable concern – when 20% and above of respondents Disagree or Strongly Disagree.

NOTABLE AREAS OF STRENGTH 80% and above Agree or Strongly Agree	
86% of respondents (86 responses) agreed that <i>Teachers at this school expect my child to do their best</i>	86% of respondents (86 responses) agreed that <i>My child's teachers are good teachers</i>
96% of respondents (96 responses) agreed that <i>This school is well maintained</i>	88% of respondents (88 responses) agreed that <i>Teachers at this school care about my child</i>
94% of respondents (94 responses) agreed that <i>My child feels safe at this school</i>	95% of respondents (95 responses) agreed that <i>I am satisfied with the front office staff</i>
92% of respondents (92 responses) agreed that <i>I can talk to my child's teachers about my concerns</i>	86% of respondents (86 responses) agreed that <i>I am satisfied with this school's uniform options</i>
93% of respondents (93 responses) agreed that <i>My child likes being at this school</i>	93% of respondents (93 responses) agreed that <i>the school has a positive identity</i>
80% of respondents (80 responses) agreed that <i>This school looks for ways to improve</i>	88% of respondents (88 responses) agreed that <i>There are sufficient opportunities for me to be involved in this school</i>
88% of respondents (88 responses) agreed that <i>I am satisfied with the overall standard of education achieved at this school.</i>	80% of respondents (80 responses) agreed that <i>I understand the role of the School Board</i>
80% of respondents (80 responses) agreed that <i>I would recommend this school to others</i>	97% of respondents (97 responses) agreed that <i>I understand the role of the P&C</i>
	87% of respondents (87 responses) agreed that <i>I am satisfied with this P&C's contribution</i>



Overall Summary of 2022 Parent Survey

The major themes identified in the **2022** MLPS Parent Survey from the combination of both the survey data and specific parent comments are:

- Communication: still some room for improvement, particularly around the “clunky” nature of Connect, however overall comments were positive.
- Traffic Management: Overwhelmingly positive. Extra bike racks, Third Avenue Kiss and Drive and Newsletter promotions were specifically mentioned positively.
- Before school supervision, Walker/ play based learning, school clubs and assembly items rated highly in the survey and were recommended to continue in 2023.
- Parents would like to see more after school activities and canteen days in 2023.
- Inconsistent Leadership was flagged for improvement in 2023.

Staff National Schools Opinion Survey

There were 19 staff responses, this was 2 more than 2021. 89% of respondents had 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.

Areas of strength – overall score of 4.6 or more on a scale of 5

- Teachers at this school expect students to do their best
- Students at this school can talk to their teachers about their concerns
- Students at this school can talk to their teachers about their concerns
- Students like being at this school
- This school looks for ways to improve
- Teachers at this school motivate students to learn
- This school works with parents to support students' learning
- I would recommend this school to others
- Teachers at this school are good teachers
- Teachers at this school care about their students
- Staff are provided with opportunities to engage in leadership roles within the school context

Areas of concern: more than 10% disagree or strongly disagree (2 or more respondents) No area was greater than 21% disagreeing (4)

- Performance management is valued by staff (21%)
- Staff are well supported at this school (11%)

A significant theme in the comments was to continue with collaborative DOTT. Other themes evident were committees, student behaviour, EA allocations and reporting on Technologies.

Student National Schools Opinion Survey

There were 99 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. There were less areas of strength in 2022 compared to 2021

Areas of Strength - agree or strongly agree:

- My teachers expect me to do my best (88%)
- My teachers are good teachers (83%)

Areas of concern – disagree or strongly disagree: These concerns are exactly the same as 2021.

- Teachers at my school treat students fairly (11%)
- I can talk to my teachers about my concerns (19%)
- Student behaviour is well managed at my school (21%)
- My school takes student opinions seriously (14%)

Student comments were overwhelmingly positive. Some identified areas for improvement were: administration assemblies, Bullying, nature play areas and shouting.

Recommendations:

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



Principal's Report 2022

What an amazing year 2022 has been. It seems so long ago that we were in the haze of COVID-19 and close contact tracing, isolation and even at one point in March sending a whole class of students home. It was so wonderful to be almost back to business as usual by the end of the year, limited disruptions to teaching and learning programs, events running and our school community back on site. We can only hope that 2023 is COVID-19 free and we can continue to work together with our families and community to holistically develop every child.

Considering the disruptions to our yearly calendar we have still managed to jam pack in a multitude of things! From sports carnivals, class assemblies, celebrations, music, mural painting, play, colour run, disco, spelling bee, chess championships, PEAC, Dad and Kids Camp Out, active transport initiatives, commemorative events and of course all the everyday learning - we have had a very productive and successful year.

The phrase "it takes a village to raise a child" is thought to originate from an African proverb and conveys the message that it takes many people ("the village") to provide a safe, healthy environment for children, where children are given the security they need to develop and flourish, and to be able to realise their hopes and dreams. We at MLPS see ourselves as part of the "village" and take pride in the contribution we make in "raising" successful students. Academically, socially and emotionally our students have much to celebrate.

A significant component of the "village" are our School Board and P&C. MLPS would not be as well-resourced or social without the commitment of the P&C and the many volunteers who make a noteworthy contribution. The canteen, uniform shop, class representatives, traffic management group and the social and fundraising committee all contribute in a major way. The Board oversees governance and through their oversight and regular reviews, they ensure our school runs efficiently every day for every child's needs to be met. So an enormous thank you to the many parents and carers who volunteer their time to make our school great. I'd especially like to acknowledge Ms Breanna Cantania (P&C President) and Ms Sian Zador (Board Chair) for their leadership and guidance in 2022 and personally thank them for their effectiveness and commitment to MLPS. I'd also like to acknowledge Mrs Cara Davis who is finishing her tenure on the Board this year. Cara, as Board Secretary for 7 years has made a significant contribution to the smooth running of our meetings and recording keeping expectations of a high functioning board. Thank you, Cara.

The staff at MLPS are exceptional, going over and above in providing the necessary environment for a teaching and learning program that enables student success. Their flexibility, in this year of challenge, has been remarkable. I'd particularly like to reference the work of our Deputies, Ali Roberts, Grace Adam and Jared Lawson and Manager Corporate Services, Lesa Mileto. They are all amazing humans and with their sensitivity, knowledge, professionalism and understanding of children make a difference to the lives of our students, families and staff.

I am so grateful for our magnificent school community, students, staff and parents. Thank you everyone for making 2022 a fabulous year.

Sandra Martin, **Principal**

School Board Report

Over the past three years, between COVID and leadership, our school community has experienced significant and constant change. We have been incredibly fortunate and thankful to have a strong team at Mount Lawley Primary School to guide us through these challenging times.

Our year started with our substantive Principal Cavelle Monck, extending her role at the Leadership Institute and Sandra Martin graciously resuming as Acting Principal. Sandra has time again stepped up to the role of Acting Principal when asked, thank you Sandra for your dedication and consistent leadership.

In Term One, the COVID event we spent 2020 and 2021 preparing for arrived. I would like to take this opportunity to formally thank all Mount Lawley Primary School staff for minimising the disruption to our school community, which has included:

- Over 50% of our staff and over 40% students testing positive to COVID
- Average attendance rates of less than 90% vs 95% in 2021
- Managing the numerous and frequent government mandates including vaccinations, mask wearing, social distancing and contact tracing. These mandates all required changes to our procedures and notifications to the community, to amend day to day operations as well as amending our assemblies, parent information nights, swimming carnival and year 6 camp
- Coordinating over 170 days of relief teaching, which included redirecting specialist teachers and welcoming back some of our retired teachers, in order to minimise the impact to our students.

The Board has been pleased to support the school during these ever-changing times as well as developing new, COVID friendly ways to engage with the community. In 2022 we developed “Never boring: All about the school board” an information video, thanks to Tara Kelso and Jo Williams for their hard work. Our core role of governance also included consideration and review of scheduled policies, developing improvement plans following the 2021 Board self-assessment and Parent Survey, review of the 2021 Annual Report and finally, commencing our 3 yearly review of the school Business Plan at the July School Development Day.

This year the Board welcomed Lesa Mileto and Christine Ashkenazy as our Staff Representatives and Mandy Greenman as our newest Parent Representative, while at the end of 2022 we will bid farewell to Staff Representative Karen Wright as well as Parent Representatives Cara Davis and Jennifer To. I would like to take this opportunity to thank Karen, Jennifer and Cara for their valued input, in particular Cara’s dedication to the role of Board Secretary for 6 years and Karen’s 4 year tenure as a Staff Representative. The Board would like to formally acknowledge:

- The retirement of two valued staff members, Lee Jasper and Karen Wright We wish you all the best and thank you for your contributions to Mount Lawley Primary School over your combined 27 years.
- The hardworking volunteers of our P&C. The work of our P&C ensures we have funding to continuously improve our school including additional iPads, Nature Playgrounds and Indigenous Artwork.



Finally, thank you to my fellow Board members who so generously provide their time and insight to support the school, as well as the entire school community for demonstrating their patience and resilience throughout 2022- I look forward to a productive and hopefully more stable 2023!

Sian Zador, **Chair MLPS School Board**

P&C Report

2022 has been another fantastic year for the P&C. It is our mission to continue delivering resources for our children. This year we approved the School's "Wish List" for a range of items totalling \$26,000.

Some of the many fundraising highlights of the year include:

- The purchase of new BBQ's which made their first appearance at the Democracy Day Sausage Sizzle
- The Faction Sports Carnival Sausage Sizzle and Cake Stall
- The awesome addition of the mural painted by the children and Indigenous Artist Melissa Spillman
- The Bi-Annual Colour Run
- The Dad's and Kids Camp out
- The Wet/Dry Bag and Cookie Fundraisers
- The Disco

2022 also saw the completion of stage 3 Nature Playground – Sustainable garden.

Thank you to all the P&C members and volunteers who give up their time to run events. It certainly has been challenging not having a Social and Fundraising Chair for another year but we have done it, and done it well. The community has ensured that events are still run and I am so grateful for all the support you have all shown.

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. Katie you are a rockstar, and we all appreciate you and your volunteers. Another thank you to Belinda Gambitta and her volunteers. Our canteen has received great feedback and has run at a profit since its commencement. We have some exciting things planned for the canteen next year so stay tuned. And last but not least our wonderful Traffic Management Group led by Sharnie Stuart. This year the TMG had another successful year and:

- Obtained a grant of \$7,499 which contributed to additional bicycle racks adjacent to Third Avenue and a scooter rack within the main bike/scooter compound.
- Prizes for students for participating in active travel.
- Holding Year 1 Bike Education sessions again.
- Putting SDERA Izzy the dinosaur decals on the footpaths nearby the Kindy to encourage safe routes to support National Road Safety Week.
- Trialed a fantastic Walking Bus along the 'Safe Routes to School' and promoted National Ride to School Day 2022.

The P&C would like to say a huge thanks to the Department of Transport's Your Move program, City of Stirling, MLPS community and the sustainability captains for making the above happen. The P&C would like to give an enormous thanks to John Caporn for volunteering for the TMG since 2018. We wish him well with his future endeavours.

As always, it's important to note that the P&C has a number of dedicated members who spend timeless hours organising events, attending meetings, administrating, 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.

Finally, thank you to Sandra Martin, and all the Staff for their continued support of the P&C. Not only do you support the School operationally, you also spend many hours of your own time supporting the P&C. Thank you.

It is by all working together that we make our school a great school.

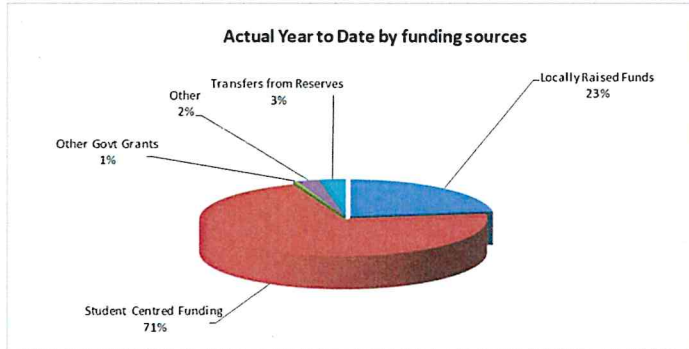
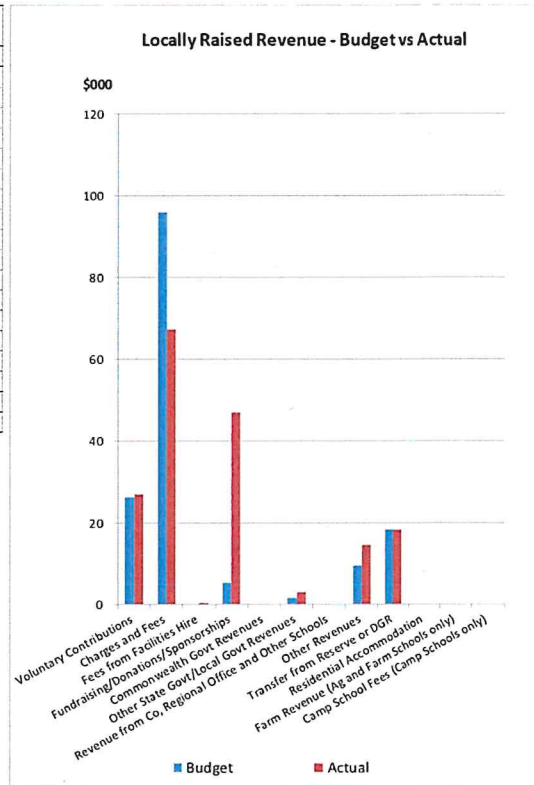
Breanna Catania, P&C President



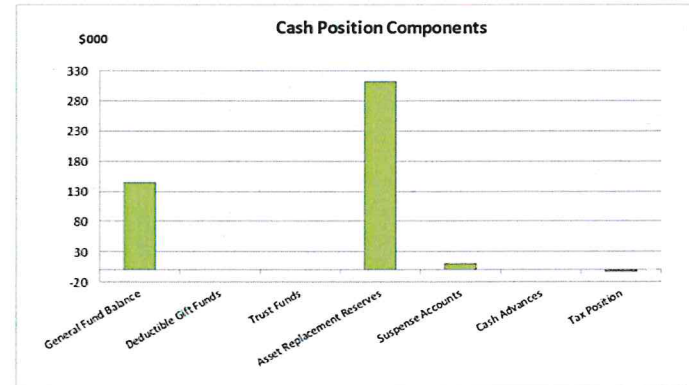
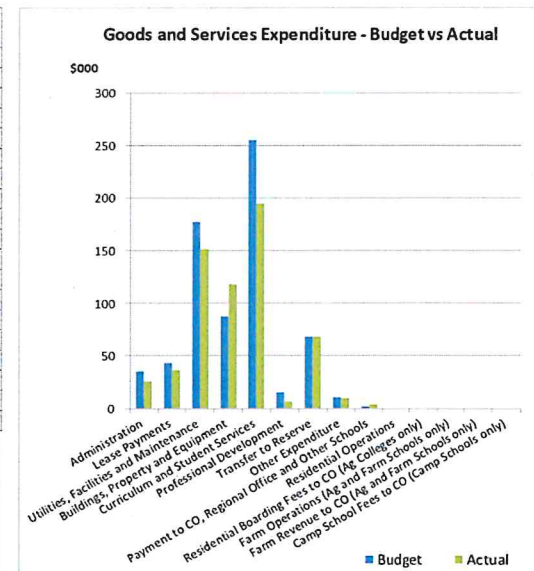


Mount Lawley Primary School
Financial Summary as at
End of 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 26,163.00	\$ 26,939.00
2 Charges and Fees	\$ 95,916.00	\$ 67,211.64
3 Fees from Facilities Hire	\$ -	\$ 274.54
4 Fundraising/Donations/Sponsorships	\$ 5,279.80	\$ 47,057.32
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 9,333.00	\$ 14,558.83
9 Transfer from Reserve or DGR	\$ 18,230.00	\$ 18,230.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 156,421.80	\$ 177,271.33
Opening Balance	\$ 143,475.94	\$ 143,475.94
Student Centred Funding	\$ 428,559.99	\$ 439,616.81
Total Cash Funds Available	\$ 728,457.73	\$ 760,364.08
Total Salary Allocation	\$ 5,497,529.00	\$ 5,497,529.00
Total Funds Available	\$ 6,225,986.73	\$ 6,257,893.08



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 35,100.00	\$ 26,305.60
2 Lease Payments	\$ 43,000.00	\$ 36,404.02
3 Utilities, Facilities and Maintenance	\$ 176,983.00	\$ 151,856.00
4 Buildings, Property and Equipment	\$ 87,603.00	\$ 117,599.49
5 Curriculum and Student Services	\$ 255,335.00	\$ 194,608.97
6 Professional Development	\$ 15,500.00	\$ 7,294.85
7 Transfer to Reserve	\$ 67,976.00	\$ 67,976.00
8 Other Expenditure	\$ 10,529.00	\$ 10,104.93
9 Payment to CO, Regional Office and Other Schools	\$ 2,510.00	\$ 3,509.75
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	\$ 694,536.00	\$ 615,659.61
Total Forecast Salary Expenditure	\$ 4,451,108.00	\$ 4,451,108.00
Total Expenditure	\$ 5,145,644.00	\$ 5,066,767.61
Cash Budget Variance	\$ 33,921.73	



Cash Position Components	
Bank Balance	\$ 463,663.15
Made up of:	
1 General Fund Balance	\$ 144,704.47
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 312,111.05
5 Suspense Accounts	\$ 10,357.63
6 Cash Advances	\$ -
7 Tax Position	\$ (3,510.00)
Total Bank Balance	\$ 463,663.15



SCHOOL BOARD ENDORSEMENT

Name of document: 2022 Annual Report

School Board Representatives

Principal Sandra Martin

A handwritten signature in black ink that reads "S Martin".

(Signature)

School Board Chair Sian Zador

A handwritten signature in blue ink, appearing as a stylized, cursive scribble.

(Signature)

Date: 4 April 2022