

Annual Report 2023



Strive for Wisdom

Principal
Sandra Martin

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 2023 the school's total semester two enrolments (including Kindy) was 532 students. Approximately 14% of the school's enrolments continued to be out of boundary compared to 20% in 2022.

The majority of out of boundary students are in years 3-6, no longer in the junior primary. 33% of our students have a language background other than English.

Semester 2	2018	2019	2020	2021	2022	2023
Primary (excluding Kindy)	461	478	469	480	478	473

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	53	71	67	55	77	74	76	503
Part Time	59								

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
2021	94.7%	94.4%	92.4%	97.5%	85.0%	76.8%	94.7%	94.3%	91.0%
2022	90.1%	90.8%	88.3%	89.1%	81.7%	69.5%	90.1%	90.7%	86.6%
2023	92.3%	92.5%	90.3%	90.9%	83.4%	74.3%	92.3%	92.4%	88.9%

The school has an overall attendance rate of 92.3%, which is above the state average and similar to like schools. We note a slight decrease in the absence of students due to COVID 19, and vacations.

Year 6 Cohort

Destination Schools	Male (46)	Female (30)	Total (76)
Aquinas College	2		2
Bob Hawke College	1	1	2
Canning Vale College		1	1
Churchlands SHS	1		1
Guildford Grammar School	5	1	6
John Curtin School of the Arts		1	1
John Forrest Secondary College	3		3
Kent Street SHS (East Vic Park)	1		1
Melville Senior High School	1		1
Mount Lawley Senior High School	26	20	46
Penrhos College		1	1
Perth College		3	3
Perth Modern School		2	2
Trinity College	3		3
Wesley College	3		3



2023 Special Events

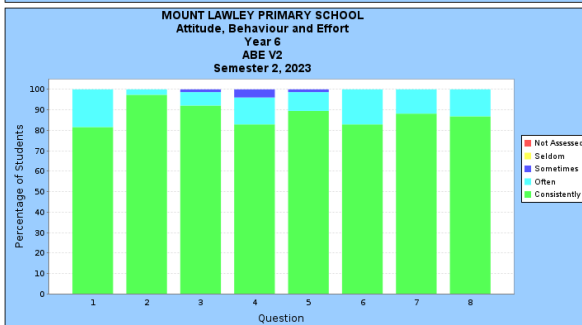
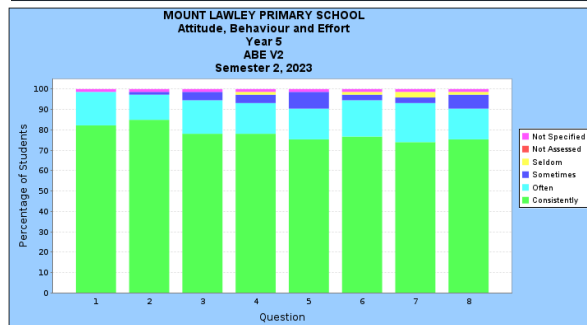
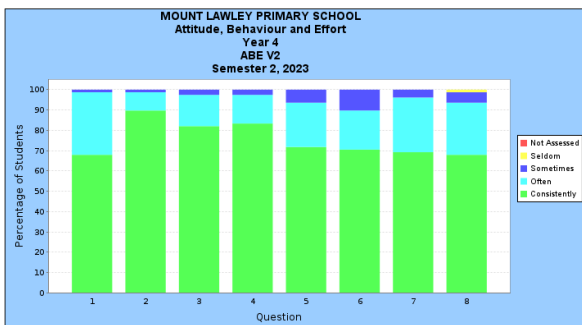
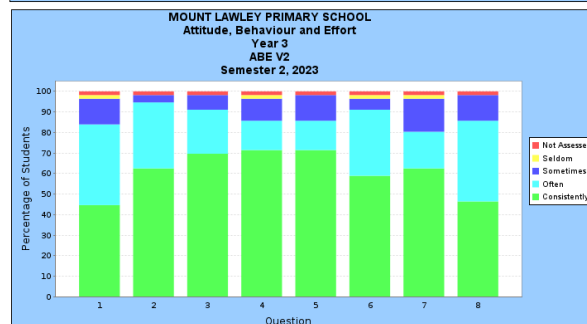
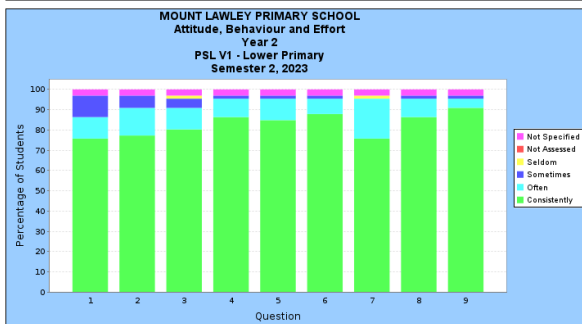
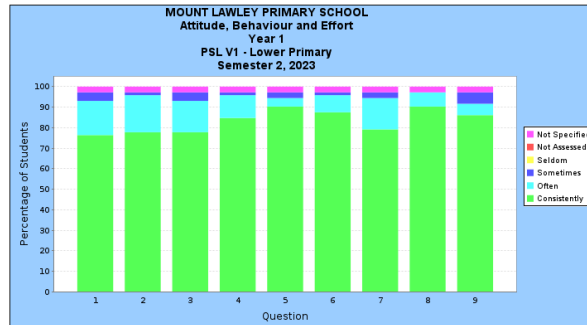
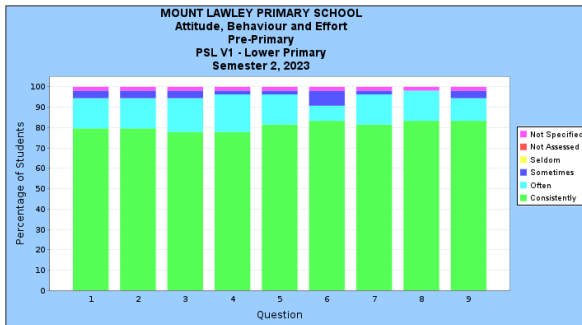
During 2023 the school organised many special events for students, staff and community members to help strengthen the academic, social and sporting programs. It was pleasing to run events after some years of restrictions due to COVID.

Some of the activities which helped to develop the cross curricular links across all areas in 2023 were:

- P&C Welcome Back Breakfast
- Harmony Day Assembly
- Dads' and Kids' Camp Out
- ANZAC Ceremony
- P&C Disco
- Parent Workshops
- Italian Week
- Class Assemblies
- Music Assemblies
- Heart Week
- Kindness Week
- RU OK Day
- Greatest Shave
- Book Week Celebration
- Student Leadership Teams and Workshops
- Year 6 Camp
- Spelling Bee
- Chess Championships
- In Term Swimming Lessons
- 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
- 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

Social Skills

In 2023, 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, 2023.



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 over 75% of students were consistently showing courtesy and respect. An improvement on the Year 1 data from previous years.
- Data from Year 3 and 4 indicates students are still working towards *consistently* demonstrating the desired Attitude, Behaviour and Effort attributes.
- Year 2 data shows a significant improvement in the Attitude, Behaviour and Effort ratings the same cohort received as Year 1 students in 2022.
- The Year 6 the results continue to be a good indication of preparation for high school readiness.

NAPLAN

From 2023 changes to NAPLAN were introduced. NAPLAN moved to Term 1 (previously Term 2), with testing conducted in March; student achievement is reported against 4 levels of proficiency (Exceeding, Strong, Developing and Needs Additional Support), replacing the previous NAPLAN bands and national minimum standards; and the NAPLAN measurement scales and time series have been reset.

Initial Data

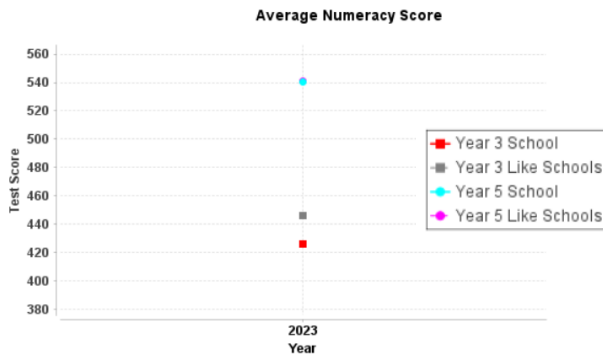
Comparative Performance Summary

Year 3 54 students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	426	424	426	432	421
Like School Mean	446	444	446	442	452
WA Mean	396.5	390.5	405.5	393	398
National Mean	406	404	417	404	409
Year 5 75 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	540	528	524	528	554
Like School Mean	541	536	522	531	543
WA Mean	478	481	472	482	487
National Mean	488	496	483	490	496
2022 Year 6 Year 7 2023 Data 41 Public Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	591	570	564	582	567
WA Mean	526	520	518	533	526
National Mean	538	536	534	539	539

	Year 3 2023	Year 5 2023
Numeracy	-0.9	0.6
Reading	-0.6	-0.2
Writing	-1.1	-0.0
Spelling	-0.3	0.2
Grammar & Punctuation	-1.0	0.5

	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

Longitudinal Assessment



Proficiency Levels

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy		
		School 2023	Like Schools 2023	WA Public Schools 2023
Exceeding	493 and above	22%	25%	11%
Strong	378 - 492	56%	59%	50%
Developing	311 - 377	17%	12%	24%
NAS	310 and below	6%	4%	14%

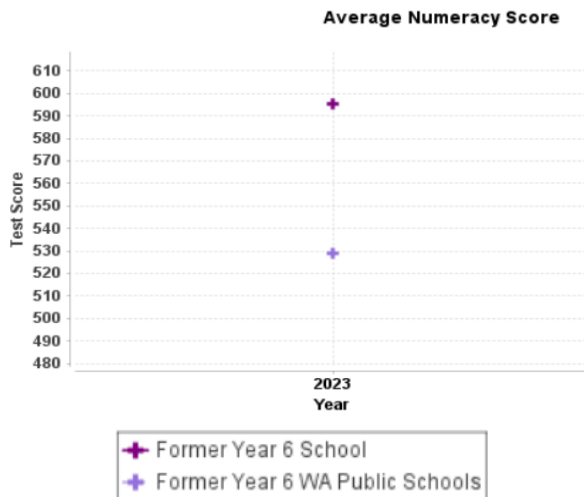
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy		
		School 2023	Like Schools 2023	WA Public Schools 2023
Exceeding	577 and above	29%	29%	11%
Strong	451 - 576	66%	61%	53%
Developing	386 - 450	3%	8%	23%
NAS	385 and below	3%	2%	12%

ANALYSIS

- Year 3 Numeracy data is below like schools (MLPS: 426 like schools: 446)
- We did not increase the percentage of Year 3 students in top 20% 2022 -38% / 2023 26% - compared to 2023 like schools 39%
- Year 3 numeracy data is higher than the national mean
- 6% (3) of MLPS Year 3 students require additional support
- Year 5 numeracy performance data trended up from 2022
- Year 5 Numeracy data is slightly below like schools (MLPS: 540 like schools: 541)
- We did increase the number of Year 5 students in the top 20% 36% in 2022 compared to 44% in 2023
- Year 5 numeracy data is higher than the national mean
- 3% (2) of MLPS Year 5 students require additional support

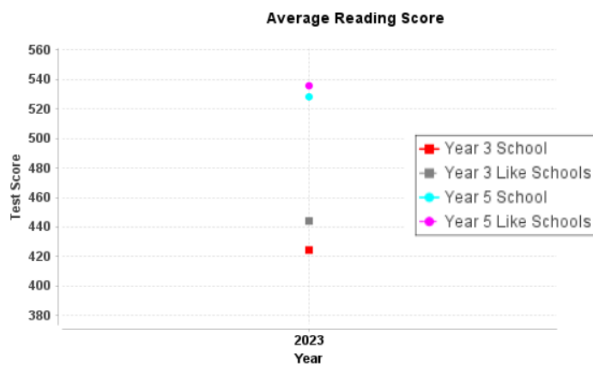
Longitudinal - Former (2022) Year 6 Students



Numeracy 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



Proficiency Levels

Proficiency Level	NAPLAN Score Range	Year 3 Reading		
		School	Like Schools	WA Public Schools
Exceeding	481 and above	26%	33%	16%
Strong	368 - 480	48%	51%	45%
Developing	282 - 367	22%	12%	24%
NAS	281 and below	4%	4%	14%

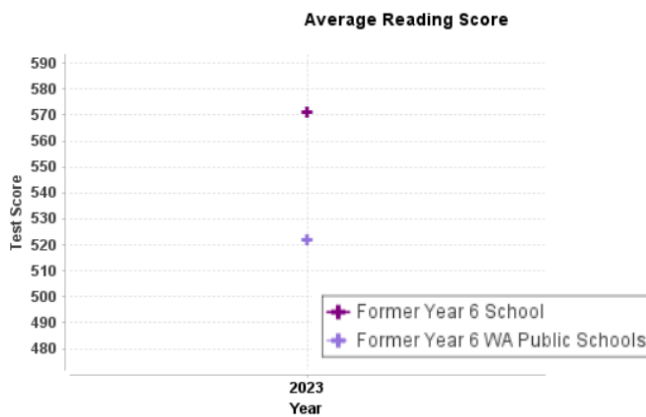
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Reading		
		School	Like Schools	WA Public Schools
Exceeding	555 and above	34%	40%	18%
Strong	448 - 554	53%	50%	51%
Developing	377 - 447	14%	8%	18%
NAS	376 and below	0%	2%	11%

ANALYSIS

- Year 3 reading data is below like schools (MLPS: 424 like schools: 444)
- We did increase the number of Year 3 students in the top 20% (30% in 2022 compared to 35% in 2023)
- Year 3 numeracy data is higher than the national mean
- 4% (2) of MLPS Year 3 students require additional support
- Year 5 reading data is below like schools (MLPS: 528 like schools: 536)
- We did increase the number of Year 5 students in the top 20%
- 34% in 2022 compared to 36% in 2023. 2023 like schools had 43% of students in the top 20%
- Year 5 numeracy data is higher than the national mean

Longitudinal - Former (2022) Year 6 Students



Longitudinal Assessment



Proficiency Levels

Proficiency Level	NAPLAN Score Range	Year 3 Writing		
		School	Like Schools	WA Public Schools
Exceeding	503 and above	11%	18%	9%
Strong	370 - 502	74%	73%	65%
Developing	296 - 369	13%	6%	14%
NAS	295 and below	2%	2%	10%

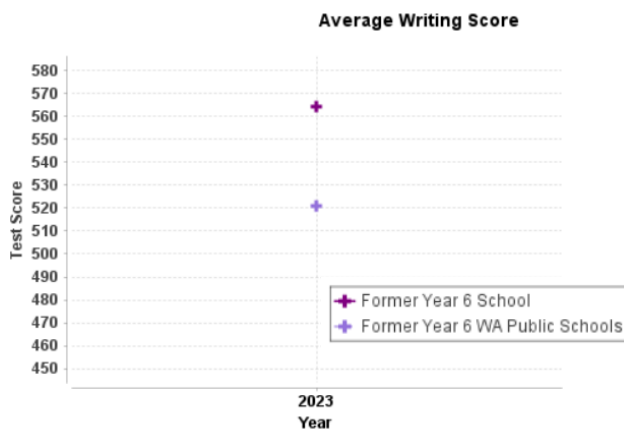
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Writing		
		School	Like Schools	WA Public Schools
Exceeding	570 and above	22%	24%	10%
Strong	455 - 569	65%	63%	54%
Developing	385 - 454	11%	11%	22%
NAS	384 and below	3%	2%	12%

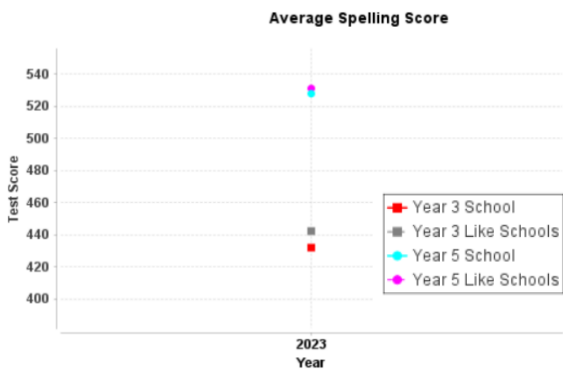
ANALYSIS

- Year 3 writing data is below like schools (MLPS: 426 like schools: 446)
- We did not increase the number of Year 3 students in top 20%
- 2022 -34% / 2023-22%, a significant difference. 2023 like schools had 37% of students in the top 20%
- Year 3 writing data is higher than the national mean
- 2% (1) of MLPS Year 3 students require additional support
- Year 5 writing data is relatively stable – in the expected performance zone
- Year 5 writing data is slightly above like schools (MLPS: 524 like schools: 522)
- We did slightly increase the number of Year 5 students in top 20%
- 2022 - 48% / 2023 - 50%. 2023 like schools had 46% of students in the top 20%
- Year 5 writing data is higher than the national mean
- 3% (2) of MLPS Year 5 students require additional support

Longitudinal - Former (2022) Year 6 Students



Longitudinal Assessment



Proficiency Levels

Proficiency Level	NAPLAN Score Range	Year 3 Spelling		
		School	Like Schools	WA Public Schools
Exceeding	489 and above	33%	29%	15%
Strong	380 - 488	35%	50%	42%
Developing	294 - 379	28%	18%	28%
NAS	293 and below	4%	3%	13%

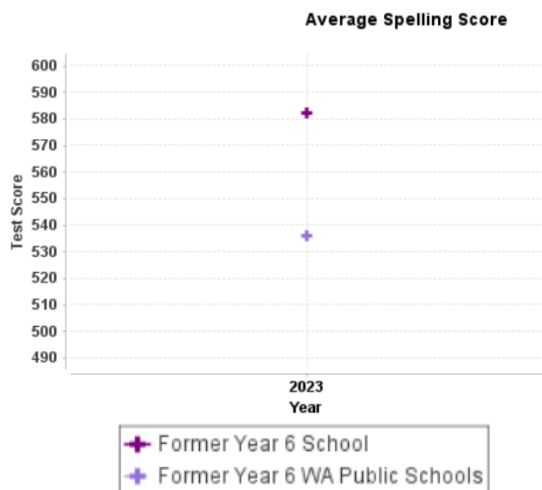
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Spelling		
		School	Like Schools	WA Public Schools
Exceeding	553 and above	34%	40%	20%
Strong	451 - 552	52%	48%	48%
Developing	378 - 450	10%	8%	20%
NAS	377 and below	4%	3%	11%

ANALYSIS

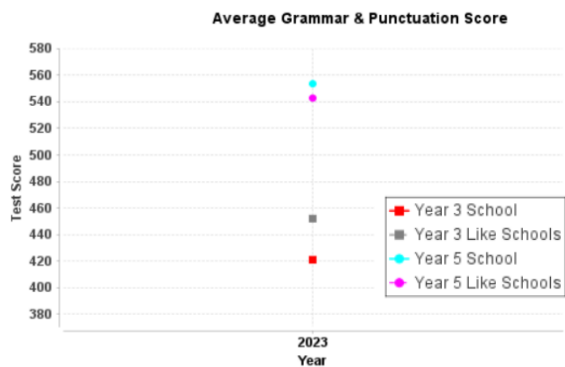
- The Year 3 spelling average is similar to the 2021 performance
- Year 3 spelling data is below like schools (MLPS: 450 like schools: 461)
- We increased the number of Year 3 students in top 20%
- 2022 - 31% / 2023 - 39%. 2023 like schools had 36% of students in the top 20%
- Year 3 spelling data is higher than the national mean
- 4% (2) of MLPS Year 3 students require additional support
- Year 5 spelling data is trending up slightly
- Year 5 spelling data is slightly below like schools (MLPS: 528 like schools: 531)
- We did not increase the number of Year 5 students in top 20%
- 2022 - 40% / 2023 - 34%. 2023 like schools had 40% of students in the top 20%
- Year 5 spelling data is higher than the national mean
- 4% (3) of MLPS Year 5 students require additional support in spelling

Longitudinal - Former (2022) Year 6 Students



Grammar and Punctuation

Longitudinal Assessment



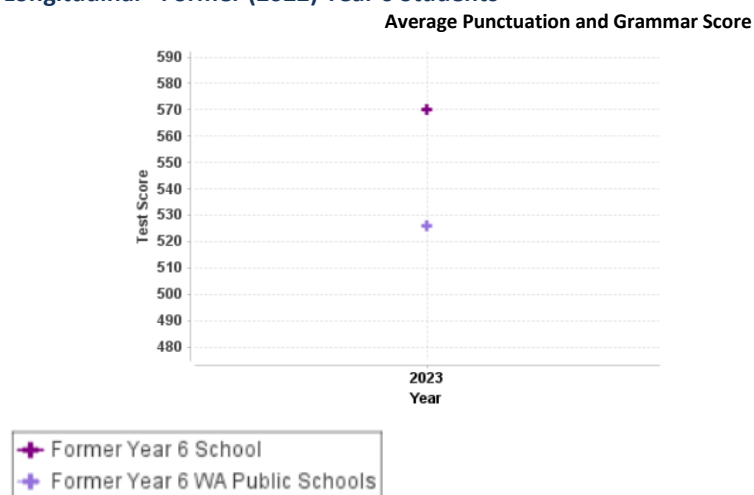
Proficiency Levels

Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	523 and above	11%	19%	8%
Strong	404 - 522	52%	55%	42%
Developing	312 - 403	24%	20%	30%
NAS	311 and below	13%	6%	18%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	582 and above	37%	29%	13%
Strong	470 - 581	47%	55%	46%
Developing	397 - 469	15%	13%	26%
NAS	396 and below	1%	3%	14%

Longitudinal - Former (2022) Year 6 Students



ANALYSIS

- Year 3 G&P data is below like schools (MLPS: 421 like schools: 452)
- We did not increase the number of Year 3 students in top 20%
- 2022 - 35% / 2023 - 33%. 2023 like schools had 38% of students in the top 20%
- Year 3 G&P data is higher than the national mean
- 13% (7) of MLPS Year 3 students require additional support in G&P
- Year 5 G&P data is as expected
- Year 5 G&P mean data is higher than like schools (MLPS: 554 like schools: 543)
- We increased the number of Year 5 students in top 20%
- 2022 - 38% / 2023-49%. 2023 like schools had 41% of students in the top 20%
- Year 5 G&P data is higher than the national mean
- 1% (1) of MLPS Year 5 students require additional support in G&P

Literacy Recommendations

- Review of current programs at an individual and committee level
- Explore developing an updated tracking document to better identify students who are not meeting expectations.
- 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).
- Refine the whole school assessment schedule to support the collection of relevant data to inform moderation and improvement.
- Further development of targeted moderation within MLPS year level, whole school and with like schools.

Student Behaviour Management Information

In 2023, 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. The school's target of reducing the number of recorded incidents of antisocial behaviour was met.



STUDENT SERVICES

Wellbeing and Engagement Census (WEC)

In July 2023 the Wellbeing and Engagement Census was conducted for the fifth 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:

- Areas of stability from 2019-2023 include:
 - Happiness
 - Absence of sadness
 - Emotional engagement with teachers
 - Absence of cyber bullying
- Greater levels of high wellbeing have been reported in:
 - absence of worries
 - absence of social bullying
 - Sport
- In 2023 less students (variation of 5+%) reported high wellbeing in:
 - Optimism
 - Perseverance
 - Cognitive engagement
 - Satisfaction with life
 - Connectedness to adults at school
 - School climate
 - School belonging
 - Engagement (flow)
 - Absence of physical bullying
 - Cognitive engagement
 - Sleep

Low wellbeing in these areas remained fairly stable.

2023 ACER PAT Testing

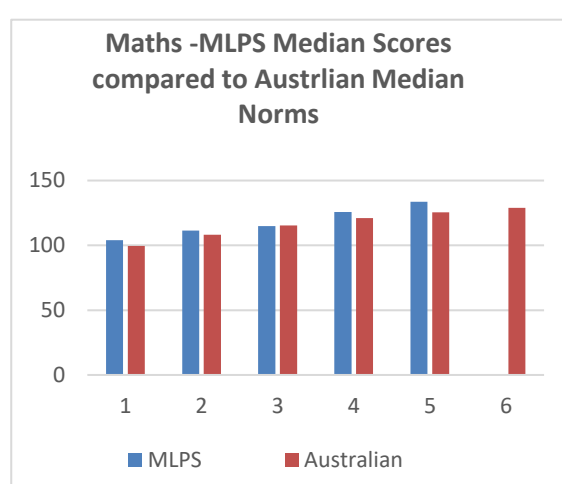
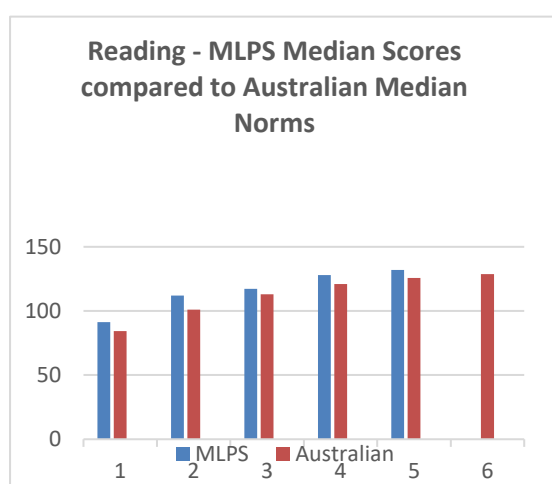
Mount Lawley Primary School uses a range of student data to determine student achievement and cater for their education needs. One assessment that was successfully completed in 2023 was the ACER (Australian Council of Educational Research) PAT (Progressive Achievement Test). These online tests measure what students know, understand and are capable of, and help monitor progress over time.

In 2023 we changed from ACER traditional linier tests to adaptive tests that are personalised for every student according to their demonstrated achievement on previous tests and/or items in the test itself.

MLPS students from Year 1 – 6 completed online adaptive assessments in Reading Comprehension and Mathematics in Term 4 2023. Unfortunately, our Year 6 data is unavailable. 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	91.3	84.2
2	112.0	101.1
3	117.3	113
4	128.0	120.9
5	131.9	125.8
6		128.8

<u>Maths Median Scores</u>		
Year level 2022	MLPS Median	Australian Median
1	103.9	99.5
2	111.3	108.3
3	114.8	115.4
4	125.6	121.1
5	133.7	125.5
6		128.9



Analysis: All MLPS Median Reading and Maths scores, with the exception of the Year 3 Maths, were above those of the Australian Median.

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 and Operational Plans. There is a mix of experienced and graduate teachers. Several permanent staff are on extended leave and the positions vacated filled by fixed term staff. Some permanent staff are returning on a part time basis.

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 2023 MLPS staff actioned 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 at the end of the year resigned from her position at MLPS. A selection process will be undertaken early in Term 1, 2024 to recruit a replacement Principal.

	No.	FTE	ABL
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	3.1	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	17	10.5	0
Total School Support Staff	22	14.3	0
Total	56	43.1	0



MLPS School 2023 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 2023 it was the third 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. Most areas had similar or better results in the agree or strongly agree category from 2022. The Board received 101 responses, up from the 99 responses in 2022 however down from the 138 responses in 2021. 19% of respondents came from the Year 4 and 18% from our Year 5 cohort. We continue to work at promoting the survey to our community to get robust feedback. There was one area of notable concern – when 20% of respondents Disagree or Strongly Disagree with – I understand the school’s Business Plan.

NOTABLE AREAS OF STRENGTH 80% and above Agree or Strongly Agree	
90% of respondents (90 responses) agreed that <i>Teachers at this school expect my child to do their best</i> 94% of respondents (94 responses) agreed that <i>This school is well maintained</i> 94% of respondents (94 responses) agreed that <i>My child feels safe at this school</i> 90% of respondents (90 responses) agreed that <i>I can talk to my child’s teachers about my concerns</i> 93% of respondents (93 responses) agreed that <i>My child likes being at 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>	86% of respondents (86 responses) agreed that <i>My child’s teachers are good teachers</i> 89% of respondents (89 responses) agreed that <i>Teachers at this school care about my child</i> 92% of respondents (92 responses) agreed that <i>I am satisfied with the front office staff</i> 85% of respondents (85 responses) agreed that <i>I am satisfied with this school’s uniform options</i> 90% of respondents (90 responses) agreed that <i>the school has a positive identity</i> 90% of respondents (90 responses) agreed that <i>There are sufficient opportunities for me to be involved in this school</i> 92% of respondents (92 responses) agreed that <i>I understand the role of the P&C</i> 89% of respondents (89 responses) agreed that <i>I am satisfied with this P&C’s contribution</i>
Down from over 80% in 2022	
75% of respondents (75 responses) agreed that <i>This school looks for ways to improve</i> 78% of respondents (78 responses) agreed that <i>I would recommend this school to others</i>	74% of respondents (74 responses) agreed that <i>I understand the role of the School Board</i>
Down over 5% points from 2022 No increase in the disagree or strongly disagree rather respondents selected neither agree or disagree.	
This school is well led. (3 respondents disagreed and 5 strongly disagreed) I am satisfied with the overall standard of education achieved at this school. (No respondents disagreed or strongly disagreed)	I understand this school's Vision. (4 respondents disagreed and 4 strongly disagreed)

Overall Summary of 2023 Parent Survey

The major themes identified in the 2023 MLPS Parent Survey from the combination of both the survey data and specific parent comments are:

- Before school supervision, Walker/ play based learning, P&C events, school clubs and assembly items rated highly in the survey and were recommended to continue in 2024.
- Respondents felt we needed to have swimming lessons in the warmer months.
- Parents would like to see more after school activities and canteen days in 2024.
- Inconsistent Leadership was flagged for improvement in 2024.
- Honour Certificates – Various comments, some referencing continue to recognise students using honour certificates, others saying the current system is not working for their child and another response calling for a certificate for every child.
- Oversized Year 3 class was referenced as something that should be stopped in 2024.

Staff National Schools Opinion Survey

There were 14 staff responses, this was 5 less than 2022. 93% of respondents had a teaching role.

Overall the results of the Staff National Schools Opinion Survey were very positive, with only 5 items out of 46 falling below an 80% ranking.

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
- Parents at this school can talk to their teachers about their concerns
- This school works with parents to support students' learning
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others
- Teachers at this school are good teachers
- Teachers at this school care about their students
- Staff engage in professional dialogue
- Staff use data analysis to set whole school priorities

Areas of concern: more than 10% disagree or strongly disagree (2 or more respondents) No area was greater than 23% disagreeing (3)

- Student behaviour is well managed at this school (14%)
- There is a link between performance management and observation feedback (14%)
- Performance Management is valued by staff (14%)
- Effective change processes have been implemented (23%)
- There is authentic consultation and collaboration. (14%)

A significant theme in the comments was to continue with collaborative DOTT. Other themes evident were committees and student behaviour.

Student National Schools Opinion Survey

There were 137 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: These are the same strengths as 2022.

- My teachers expect me to do my best (87%)
- My teachers are good teachers (80%)

Areas of concern – disagree or strongly disagree: These concerns are exactly the same as 2021 and 2022.

- Teachers at my school treat students fairly (16%)
- I can talk to my teachers about my concerns (18%)
- Student behaviour is well managed at my school (23%)
- My school takes student opinions seriously (13%)

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

Recommendations:

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





Principal's Report

As we complete another school year, 2023, it is with immense pride and a sense of accomplishment that I reflect on the past 12 months, and in fact my last 21 years at our beloved school. I want to extend my gratitude to all of you for your commitment, hard work and unwavering support throughout this journey.

First and foremost, I want to acknowledge the students for their outstanding achievements. Their commitment to their education, creativity and their willingness to learn have been truly inspiring. We have seen remarkable accomplishments in academics, sports, the arts and various extracurricular activities. The students have proven time and time again that with determination, they can overcome any challenge and excel in their pursuits. I am confident that the knowledge and skills they have acquired at MLPS will serve as a solid foundation for future success.

Our exceptional teaching, non-teaching and administrative staff have played a pivotal role in nurturing our students and creating a positive learning environment. Their hard work and dedication have been the driving force behind our school's success. They have gone above and beyond to provide quality education and support to our students and for that I continue to be immensely grateful. I'd particularly like to acknowledge the work of our Deputies, Christine Ashkenazy, Anthea Phoenix, Grace Adam and Jared Lawson and Manager Corporate Services, Lesa Mileto. Their knowledge, professionalism and understanding of children make a difference to the lives of our students, families and staff, every day.

The partnerships and collaboration with parents have been a vital aspect of our success. Their unwavering support and active involvement in their children's education have made a significant difference. An enormous thank you to the many parents and carers who volunteer their time to make our school great. Special mention must be made of the social and fundraising contribution of the P&C. The canteen, uniform shop, class liaison parents, traffic management group and the social and fundraising committee, all contribute in a major way. I'd especially like to salute Ms Breanna Catania, in her role as President, for her drive and enthusiasm in leading our P&C.

Our high functioning Board oversees governance and through their oversight and regular reviews, the Board members ensure our school runs efficiently to meet the needs of our diverse student population. I thank Ms Sian Zador, Board Chair for her leadership, counsel, and guidance in 2023 and personally express gratitude to her and the Board members for their effectiveness and commitment to MLPS. I'd also like to acknowledge Ms Tara Kelso who is finishing her tenure on the Board this year. Tara, as Board Secretary, has made a significant contribution to our Board with her passion and vitality, always ensuring decisions put students first. Thank you, Tara.

I am immensely proud of what we have achieved together during 2023 and the 21 years I spent at MLPS. And my hope is next year will bring continued growth, achievement, and success for all our students. Most of all remember, Together: Learn, Respect, Inspire, Create and Celebrate.

Sandra Martin, **Principal 2023**