



**MANDURAH
PRIMARY SCHOOL**
Est. 1872
Motivate • Educate • Celebrate

FROM THE PRINCIPAL

It is with great pleasure that I present the 2020 Annual Report to Mandurah Primary School and our School Board. This report provides you, the school community, with information about the school's achievement and successes throughout 2020.

We started 2020 with a new business plan, however it wasn't long before our efforts were diverted to deal with the impact of COVID-19. The overriding priority became the safety, health and wellbeing of students and staff and, as far as possible, ensuring continuity of education for all our students.

I would like to take this opportunity to formally acknowledge the outstanding professionalism, commitment and care that our Administration team, teaching, non-teaching, and school support staff have demonstrated in working with our students & families this year in preparing to deliver education in a way we never had before. It is truly inspirational to lead this school through 2020, COVID-19 and into 2021.

Our relationship focus that we have developed with students, parents and the wider Mandurah community continues to be a focus for our school, and is evidenced by our high rate of parent, student and staff survey participation. We have undertaken a journey towards cultural proficiency over the last 2 years, that will form a basis to reflect on our approaches to Aboriginal Education, striving for improvement to our teaching and learning environment and engaging with Aboriginal families and community. This year our school welcomed a trusted elder & parent to our School Board as key stake holders of not only our school, but also the broader Indigenous Community, as decision makers.

Our school's Annual Report incorporates the review of all aspects of our school's Business Plan focus areas, achievements and progress and as we head into 2021 we resume activities paused in 2020 and refocus our work on the priorities we set ourselves in 'Every Student, Every Classroom, Every Day,' along with our new business plan targets.

Our board members form an integral part of our school community. They are to be commended for their ability to work together and provide a community perspective when discussing, setting and revising the strategic direction of our school during a pandemic.

To our very much valued, respected and appreciated School Board Chair – Mr David Templeman, it is an honour and a privilege to work alongside you, and to share our school's successes with you and our school board.

I want to thank again parents, staff, students and the wider community of Mandurah and our school for your unwavering support throughout what has been a very unusual school year. The COVID-19 pandemic is affecting our entire community and has presented us with extraordinary challenges in managing schooling during 2020. I am pleased that together, we have been able to make the best of this situation and ensure your child's safety and continuity of learning. We are looking forward to 2021.

With the regular attendance of many students being lower over this time, the breadth and depth of the curriculum covered throughout the year may have been reduced. This may also have impacted our abilities to assess and demonstrate progress towards our new targets.

As schooling is once again returning to normal and our students began engaging in the regular curriculum, in their usual classroom environment, we started to see Mandurah Primary School return to some normalcy. We will continue to make a priority of the improvement agenda set out in our 2020-2022 business plan, with a focus on high achievement-high care, in the four areas: Teaching & Learning, STEM, Culture & Care and Leadership.

Thank you for your continued support and encouragement as we work together to provide the best learning opportunities for our students.

In closing, I would like to add that I am proud to lead our staff who responded to the challenge of COVID19 with collaboration and professionalism. The aim of our annual report is to inform parents, carers and the broader school community of our school's successes, student achievement and progress, and progress towards achievement of our 2020-2022 business plan targets.

Our commitment as a school is to continue this improvement journey, and to ensure we motivate, educate and celebrate along the way. I am proud to present the 2020 annual report.



PRINCIPAL: NATASHA UPCOTT

FROM THE SCHOOL BOARD CHAIR

It is my privilege to once again present the Board Chair's Report for 2020. As Mandurah's oldest school we hold a very special place in our local community and are also ultimately custodians of a very important part of our enduring local story, and this year, 2020, has posed the greatest challenge for our school, community, state, country and the world.

That's why the efforts of so many people associated with our school, our staff, Board Members, parents and community members are so very much appreciated. Collectively everyone involved in the learning journey help to ensure we deliver the very best opportunities to our students. I am proud to be the Board Chair of Mandurah Primary School and believe it is very important to reflect on the successes of those previous years and 2020, as we look to the future of Mandurah Primary, certain that students are provided the very best possible environment within which they can succeed, moving forward into 2021 with a firm plan of where we are headed

The school board has strategic oversight of the school's achievement targets which were set out in the 2017-2019 business plan. To achieve these goals, the Board has actively worked with the school leadership team: Principal, Manager of Corporate Services, Associate Principal and Student Services Coordinator. I want to take this opportunity to acknowledge and thank all of our Mandurah Primary School staff, our teachers, education assistants, our Chaplain, administration staff, non-teaching staff and volunteers for what you continue to do for our students and their families. Our staff are the engine room of this school and the ongoing outstanding leadership by Principal Natasha Upcott and her Executive Team is such an asset to Mandurah Primary School. You are all the reason why Mandurah Primary School is magnificent!

Serving as a School Board member is a privileged opportunity to contribute to and create ongoing improved outcomes for the school, students, parents, staff and the broader Mandurah Primary School community. Members of our School Board give generously of their time, and I thank them sincerely for their efforts, dedication and commitment to Mandurah Primary School, modifying how, when and where we met during this time.

Mandurah Primary School is a magnificent school. We should all be very proud of and celebrate our achievements this year. Together great things happen. Together great things are achieved. Together we continue to build a school community that values the individual aspirations and needs of our students. Together we prepare our students for an exciting world where a student from our school, Mandurah Primary School, can aspire to achieve and be whatever they have the potential to be. And they can do this knowing that so many people stand with them, supporting and encouraging them on the life long journey of learning. We look forward to 2021, and the future direction and achievement of our school detailed in the 2020-2022 business plan.

I wanted to sincerely thank all of you for your remarkable response to the Emergency Health and Education situation we have all faced with the Covid-19 Pandemic this year.

I know this was and remains a very challenging and demanding time for you, our educators and school staff. I just want to acknowledge the tremendous way all of our schools, through strong leadership and dedicated staff, have responded, during what has been an experience none of us have faced in our lifetime.

Western Australia is now one of the safest places on Earth. Your commitment to ensuring our children have continued to receive a high quality education during all this turmoil is so very much appreciated. As a former teacher, I feel proud for what my previous profession has achieved during these difficult and challenging times. As a parent, I am so appreciative of the way Mandurah Primary School and staff have responded. You are all magnificent and deserve recognition for the way you have worked so hard during these challenging times. I also want to acknowledge parents for their support during this pandemic.



SCHOOL BOARD CHAIR: DAVID TEMPLEMAN MLA

SCHOOL CONTEXT

Mandurah Primary School is an Independent Public School located less than a kilometre away from the picturesque Mandurah estuary. Founded in 1872, our school caters for children from Kindergarten to Year 6 and provides them with a caring and nurturing learning environment.

We value and implement practices that promote personal growth and well-being. We recognise that everyone has the right to feel valued and be safe, understand their rights and obligations, and behave responsibly.

Our positive and challenging teaching programs encourage all children to develop the necessary skills to become active citizens. We are proud of our diverse context and pride ourselves on developing and maintaining positive relationships with our school community.

Our school is building a strong educational resource library to support children and their diverse backgrounds. Our size allows for a more personal approach with all families from our school community.

It's our school team's vision to establish a positive behaviour support culture that promotes a common and consistent approach to behaviour that is supported by students, staff and the school community. Our intention is to improve, sustain, model and explicitly teach expected behaviour to promote a sense of belonging and acceptance in the school and the community that leads to improved academic achievement.

We offer quality education along with state of the art technology in our classrooms. Outside, children in pre-primary and kindergarten enjoy their own outdoor play area and sandpits. Recent updates to school grounds include new netball and basketball court surfaces, fitness track equipment, oval playground equipment, along with the installation of shade structures on the oval to enhance play opportunities. The school is fully reverse cycle air-conditioned, providing a pleasant learning environment throughout the year.

We are a learning community committed to the continuous support and improvement of all students in a high care- high achievement environment which celebrates and embraces our diversity.



mandurah primary school

ed

SCHOOL BELIEFS & VALUES

OUR MOTTO

MOTIVATE – CELEBRATE - EDUCATE

OUR VISION

“We are a learning community committed to the continuous support and improvement of all students in a high care-high achievement environment which celebrates and embraces our diversity.”



OUR BELIEFS & VALUES

LEARNING

We believe:

Teachers at our school strive to give students’ the best opportunities in teaching and learning.

We value:

- Regular attendance
- Collaborating with colleagues
- Collaborating with parents

Therefore we:

- Differentiate teaching and learning, developing individual plans
- Communicate with parents/caregivers (as partners)
- Daily explicit teaching of PBS as a whole school

CARE

We believe:

All students achieve their individual potential when care, respect, social and emotional wellbeing is a focus.

We value:

- The unique and diverse qualities of all individuals
- Coming together as a school to celebrate school successes
- Care of and for all students, staff, parents and volunteers in our school environment

Therefore we:

- Explicitly teach, promote and embed the REACH matrix into everyday teaching and learning experiences
- We provide and utilise all relevant and appropriate resources to create a safe learning environment
- We endeavour to show care and support towards all students, staff, parents/carers and community members

EXCELLENCE

We believe:

Consideration of different learning styles, ensuring support is given to all students to achieve.

We value:

- Whole school approaches to teaching and learning
- Our school community and their input, commitment and collaboration
- Student diversity

Therefore we:

- Celebrate individual successes.
- Provide opportunities for academic enrichment
- Support the whole school community to achieve excellence

EQUITY

We believe:

We acknowledge and recognise the differing individual circumstances, needs and cultures.

We value:

- Individuals previous and ongoing experiences
- Support provided by colleagues, peers, parents and families

Therefore we:

- Find each student’s starting point using a range of formal and informal teacher judgments and assessments
- Provide a range of learning activities that cater for individual needs, abilities and interests
- Access relevant and appropriate resources, to ensure all students’ needs are catered for, met and extended



R

Responsibility is about making good choices for safety, learning, organisation and the environment.

Ricky Responsibility



E

Equity is about being fair and considerate of others

Elly Equity



A

Achievement is about always doing your very best to achieve goals and to get along with others.

Andy Achievement



C

Care is about being thoughtful of others, safety, equipment and the surroundings.

Katie Care



H







Honesty is about being truthful and cooperating with others

Ollie Honesty

It is the Mandurah Primary School PBS team's vision to establish a positive behaviour support culture that promotes a common and consistent approach to behaviour that is supported by students, staff and the school community.

It is our intention to improve, sustain, model and explicitly teach expected behaviour to promote a sense of belonging and acceptance in the school and the community that leads to improved academic achievement.

REACH MATRIX

	R Responsibility	E Equity	A Achievement	C Care	H Honesty
© Always	<p>Make safe choices Follow school expectations Line up and Transition Appropriately</p>  <p>Ricky Responsibility</p>	<p>Respect and value others and their property</p>  <p>Elly Equity</p>	<p>Aim for regular attendance Be positive Do your very best</p>  <p>Andy Achievement</p>	<p>Be allergy aware Be polite Take care of property</p>  <p>Katie Care</p>	<p>Tell the truth Ask before borrowing</p>  <p>Ollie Honesty</p>
During Learning Time	<p>Start your work straight away Stay on task Follow class expectations Be on time Have your own school supplies</p>	<p>Listen attentively Use your inside voices Put your hand up and wait your turn Accept different teachers' styles and classes Accept the differences of your peers</p>	<p>Complete your work as best you can Be active in the pursuit of excellence Be persistent in solving problems Set goals and work towards them</p>	<p>Clean up work areas Use equipment safely Respect equipment Look after your school supplies Walk inside Ask permission to leave Maintain personal space</p>	<p>Cooperate with peers and teachers Speak to someone if you feel uncomfortable</p>
Before and After School	<p>Arrive at school between 8:30—8:40 Prepare your materials for the day (get your equipment ready and start your Daily 10) Leave school promptly</p>	<p>Be aware of people in your surroundings (staff, teachers, parents)</p>	<p>Wear your uniform with pride</p>	<p>Go straight home Wear a helmet Be road wise Use cross walk correctly Wear your "Be Seen Be Safe" vest</p>	<p>Wait quietly in appropriate areas before 8:30 Walk your wheels on school property Hand in electronic devices Let an adult know if you need something</p>
Break Times	<p>Eat your own lunch and recess Put all of your rubbish in the bin Wear your hat and your shoes Use the toilet appropriately</p>	<p>Line up and wait your turn at the canteen Help others Include others in your games Agree on game rules Play fair</p>	<p>Manage your emotions Try to solve problems before asking for help</p>	<p>Sit down to eat and drink Keep your school tidy Be sun smart and wear your hat Play safely and sensibly Keep your hands, feet and other objects to yourself</p>	 <p>MANDURAH PRIMARY SCHOOL Mandurah • Education • Creativity</p>

TEACHER JUDGEMENTS



TARGET: Align teacher judgements to grade allocation and NAPLAN achievement within and across schools

YEAR PRE PRIMARY	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	62%
Is enthusiastic about learning	58%
Sets goals and works towards them	52%

YEAR 1	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	88%
Is enthusiastic about learning	85%
Sets goals and works towards them	88%

YEAR 2	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	91%
Is enthusiastic about learning	82%
Sets goals and works towards them	82%

YEAR 3	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	78%
Shows self-respect and care	89%
Shows courtesy and respect for the rights of others	86%
Participates responsibly in social and civic activities	81%
Cooperates productively and builds positive relationships with others	84%
Is enthusiastic about learning	81%
Sets goals and works towards them with perseverance	76%
Shows confidence in making positive choices and decisions	86%

YEAR 4	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	86%
Shows self-respect and care	97%
Shows courtesy and respect for the rights of others	100%
Participates responsibly in social and civic activities	100%
Cooperates productively and builds positive relationships with others	93%
Is enthusiastic about learning	82%
Sets goals and works towards them with perseverance	83%
Shows confidence in making positive choices and decisions	93%

YEAR 5	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	93%
Shows self-respect and care	93%
Shows courtesy and respect for the rights of others	93%
Participates responsibly in social and civic activities	93%
Cooperates productively and builds positive relationships with others	93%
Is enthusiastic about learning	86%
Sets goals and works towards them with perseverance	86%
Shows confidence in making positive choices and decisions	73%

YEAR 6	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	96%
Shows self-respect and care	100%
Shows courtesy and respect for the rights of others	92%
Participates responsibly in social and civic activities	100%
Cooperates productively and builds positive relationships with others	96%
Is enthusiastic about learning	96%
Sets goals and works towards them with perseverance	92%
Shows confidence in making positive choices and decisions	96%

Well Above Expected	Above Expected	Within Expected	Below Expected	Well below Expected
+86%	76% - 85%	65% - 75%	64% - 55%	-55%



ACADEMIC RESULTS



TARGET: 70% of students will achieve a minimum of a "C" grade in Writing, Reading & Numeracy

YEAR PRE PRIMARY	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	65%
English - Writing	61%
Mathematics	78%
Science	87%
Humanities & Social Sciences	100%
Health	100%
Technologies	100%

YEAR 4	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	45%
English - Writing	28%
Mathematics	45%
Science	50%
Humanities & Social Sciences	45%
Health	59%
Technologies	69%

YEAR 1	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	65%
English - Writing	58%
Mathematics	85%
Science	77%
Humanities & Social Sciences	88%
Health	96%
Technologies	100%

YEAR 5	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	64%
English - Writing	43%
Mathematics	36%
Science	29%
Humanities & Social Sciences	50%
Health	43%
Technologies	93%

YEAR 2	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	70%
English - Writing	64%
Mathematics	64%
Science	73%
Humanities & Social Sciences	76%
Health	88%
Technologies	89%

YEAR 6	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	79%
English - Writing	79%
Mathematics	78%
Science	65%
Humanities & Social Sciences	83%
Health	91%
Technologies	92%

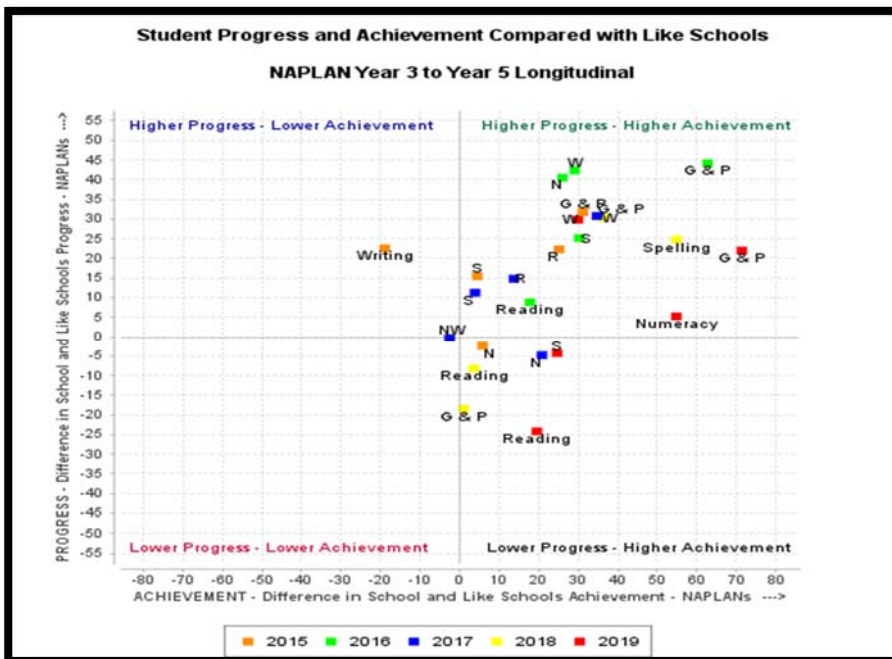
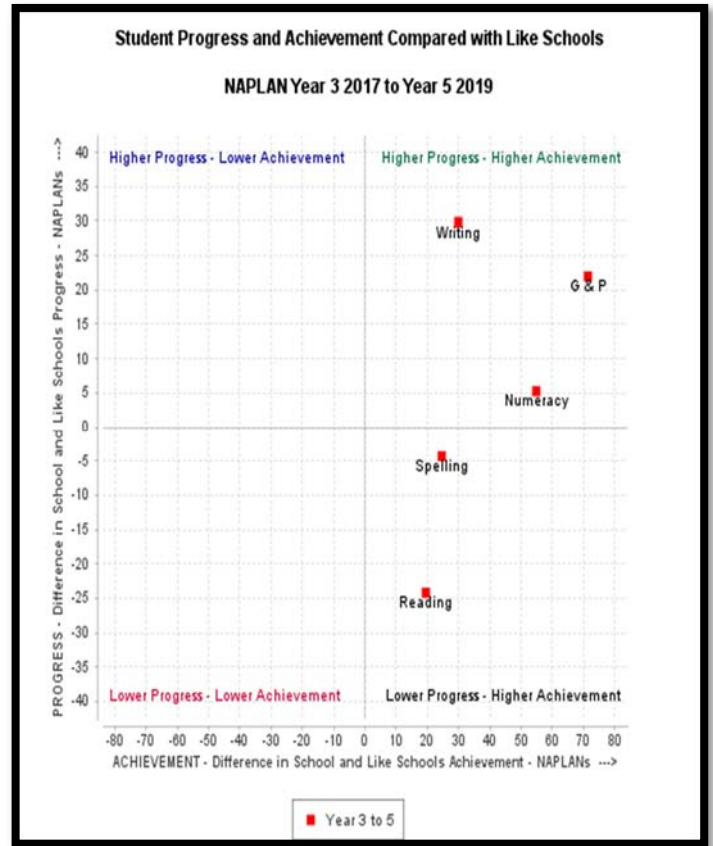
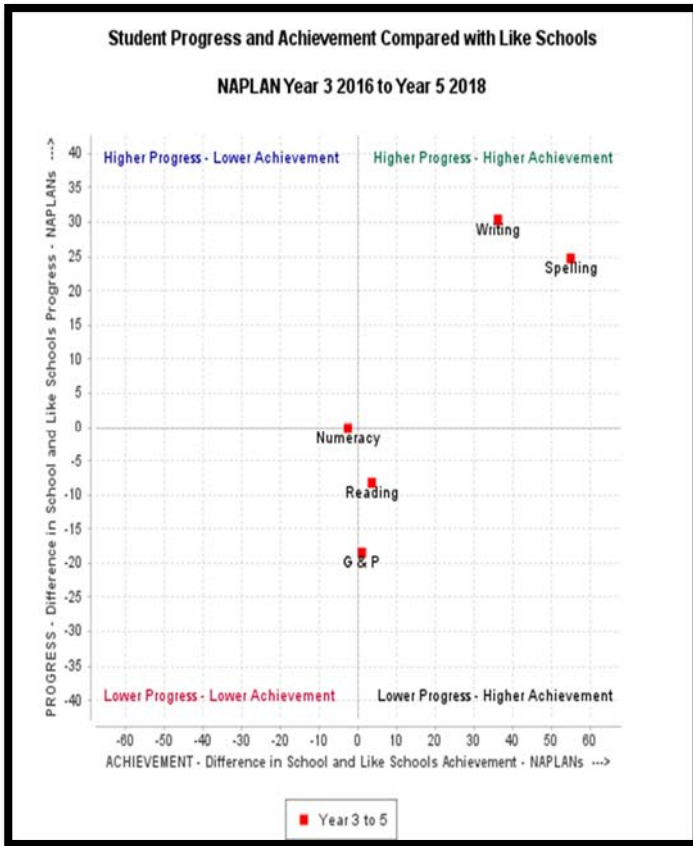
YEAR 3	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	66%
English - Writing	63%
Mathematics	63%
Science	63%
Humanities & Social Sciences	66%
Health	74%
Technologies	89%

Well Above Expected	Above Expected	Within Expected	Below Expected	Well below Expected
+86%	76% - 85%	65% - 75%	64% - 55%	-55%



ACADEMIC RESULTS

TARGET: All NAPLAN achievement will be at or above like schools (ICSEA alignment)



Mandurah Primary School students have shown an improvement over time with our students moving out of the lower achievement quadrants first recorded in 2015. Currently Mandurah Primary School students are demonstrating higher progress and higher achievement when compared to like schools in the areas of Numeracy, Writing and Grammar and Punctuation in 2019.

Our students are also demonstrating higher achievement but lower progress in Spelling and Reading when compared with like schools in 2019.

Mandurah Primary School is aiming to again ensure our students' progress and achievement compared with like schools is in the higher progress-higher achievement quadrant when NAPLAN is completed again in 2021.

ACADEMIC RESULTS

TARGET: All NAPLAN achievement will be at or above like schools (ICSEA alignment)



		Spelling			
		Year 3		Year 5	
		2019		2019	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			4%	7%
7	530 – 581			28%	17%
6	478 – 529	8%	13%	28%	28%
5	426 – 477	8%	20%	20%	26%
4	374 – 425	29%	22%	12%	14%
3	322 – 373	21%	18%	8%	9%
2	270 – 321	29%	14%		
1	Up to 269	4%	13%		
Above National Min. Stand		96%	87%	92%	91%

- ✓ Exceeds like schools in Year 3 Spelling
- ✓ Exceeds like schools in Year 5 Spelling

		Reading			
		Year 3		Year 5	
		2019		2019	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			8%	4%
7	530 – 581			16%	16%
6	478 – 529	12%	12%	40%	29%
5	426 – 477	19%	20%	24%	24%
4	374 – 425	12%	23%	4%	16%
3	322 – 373	23%	17%	8%	10%
2	270 – 321	27%	23%		
1	Up to 269	8%	6%		
Above National Min. Stand		92%	94%	92%	90%

- ✓ Exceeds like schools in Year 5 Reading
- ✓ Does not exceed like schools in Year 3 Reading

		Writing			
		Year 3		Year 5	
		2019		2019	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			4%	1%
7	530 – 581			4%	5%
6	478 – 529	12%	7%	29%	23%
5	426 – 477	12%	27%	46%	39%
4	374 – 425	36%	30%	8%	20%
3	322 – 373	16%	22%	8%	12%
2	270 – 321	20%	11%		
1	Up to 269	4%	4%		
Above National Min. Stand		96%	96%	92%	88%

- ≈ Equal to like schools in Year 3 Writing
- ✓ Exceeds like schools in Year 5 Writing

		Grammar & Punctuation			
		Year 3		Year 5	
		2019		2019	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			12%	6%
7	530 – 581			16%	12%
6	478 – 529	4%	16%	28%	23%
5	426 – 477	38%	19%	24%	25%
4	374 – 425	13%	19%	8%	18%
3	322 – 373	17%	17%	12%	17%
2	270 – 321	21%	18%		
1	Up to 269	8%	11%		
Above National Min. Stand		92%	89%	88%	83%

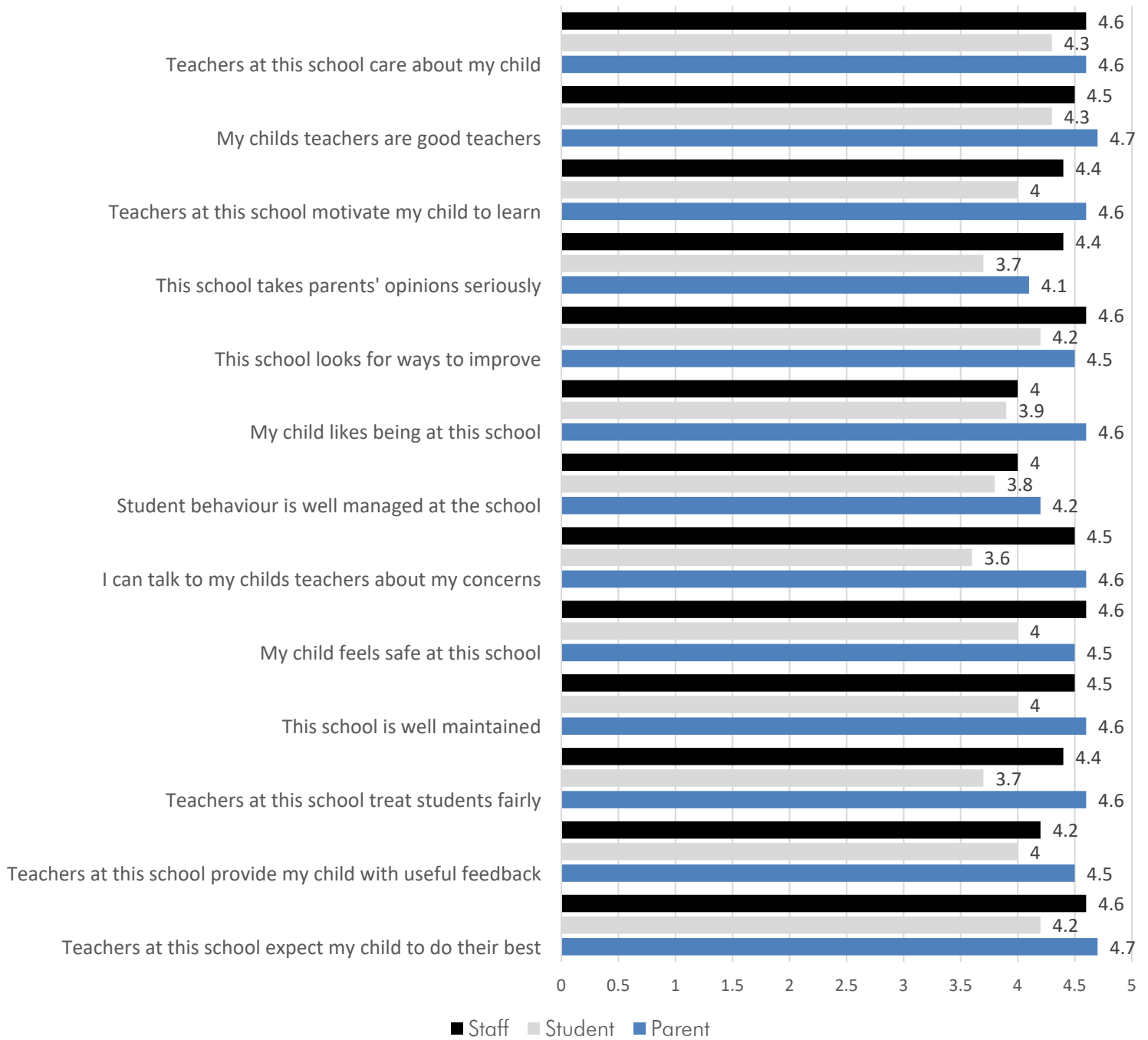
- ✓ Exceeds like schools in Years 3 Grammar & Punctuation
- ✓ Exceeds like schools in Years 5 Grammar & Punctuation

		Numeracy			
		Year 3		Year 5	
		2019		2019	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			13%	2%
7	530 – 581			4%	7%
6	478 – 529	4%	6%	25%	23%
5	426 – 477	8%	15%	46%	38%
4	374 – 425	24%	24%	8%	22%
3	322 – 373	40%	28%	4%	8%
2	270 – 321	20%	21%		
1	Up to 269	4%	7%		
Above National Min. Stand		96%	93%	96%	92%

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

- ✓ Exceeds like schools in Years 5 Numeracy
- ✓ Exceeds like schools in Years 3 Numeracy

2020 PARENT, STUDENT & STAFF SURVEY



Five Programs/Initiatives With Significant Impact on Student's Learning



CHARLIE PROGRAM



STUDENT SERVICE SUPPORT



STEM, SCIENCE, ICT



LEADERSHIP



COMMUNITY BREAKFAST

2020 PARENT, STUDENT & STAFF SURVEY



What do you believe makes our school successful?

STAFF	STUDENTS	PARENTS
<p><i>"All parties working together for improvement of student outcomes."</i></p> <p><i>"Relationships built between all stakeholders."</i></p> <p><i>"There is a whole child focus – and whilst results are important, that's not the main driver."</i></p>	<p><i>"I think strong leadership makes our school successful."</i></p> <p><i>"I think the multi-cultural staff makes it a successful school."</i></p> <p><i>"I think the school is successful because it is great at helping students and has good programs."</i></p>	<p><i>"Embracing culture and educating students, classroom teachers go above and beyond for students."</i></p> <p><i>"The way staff care for all students, regardless of their roles in the school."</i></p> <p><i>"The way they responded and communicated during COVID-19, they were amazing."</i></p>



What areas do you believe the school needs to work towards improving in 2021?

STAFF	STUDENTS	PARENTS
<p><i>"After 2020 we just need to be consistent with our expectations of behaviour, academic success and commitment to each other."</i></p> <p><i>"Continue on expanding in the areas already identified within this survey, to further consolidate impact and change."</i></p> <p><i>"Ongoing staff PD, behaviour management and self-care focus."</i></p>	<p><i>"I think it doesn't need improving, it's already the best school!"</i></p> <p><i>"I think the hard courts need more work. So does the oval."</i></p> <p><i>"I think there should be a specialist class for students who are interested to do such things like art."</i></p>	<p><i>"Nothing that I can think of, the school has been amazing during COVID-19."</i></p> <p><i>"Continue to focus on student learning improvements."</i></p> <p><i>"I really can't fault the school, they are consistently striving to improve."</i></p>

2020 CULTURE & CARE SURVEY



A key strength of our Culture & Care

Partnerships with families	School culture	Decision making	Community collaboration	Communication
<p>Connecting with families, building relationships with families.</p> <p>Regular communication with families regarding even small matters – e.g a quick phone call to advise of playground incident.</p> <p>Knowing most of our families and their circumstances as well as open communication.</p> <p>We listen and work with families to achieve what is best for their child.</p> <p>Open and honest engagement with parents. The community breakfast and other community events have shown a rise in numbers which has shown how strong our partnerships have become.</p>	<p>Diversity and acceptance of every family and strong Indigenous assistance.</p> <p>Dedicated cultural staff, community breakfasts, cultural diversity on our school board.</p> <p>That all families are equal, support, compassion, advice and intervention is based on the school's culture and care plan, and is not subjective.</p> <p>Inclusivity. A range of cultures and beliefs are catered for by all staff. Cultural days are added into our calendar.</p> <p>The strength of our school culture is the communication between all staff. I feel that our community engagement is key in our school as we provide a wrap-around service for students and families in need. Community perception of our school has grown over the years through the leadership of Natasha to strengthen our school culture within the wider community.</p>	<p>Inclusive and honest feedback received and given.</p> <p>The consistent, fair and ethical decisions to support our school community.</p> <p>There are opportunities for families to discuss things with the principal, raise issues at open board meetings, respond to surveys etc.</p> <p>Our accessibility for parents – as we are always at the school gate. We involve parents in the decision about the children and are supported in this partnership.</p> <p>Our board is a strong collaborative well led group, that makes decisions in good faith and the best interests of the school community.</p>	<p>The ongoing valued support from Mandurah Shire Council, Foodbank and other welfare agencies.</p> <p>That we have ways that the community can engage with our school. NAIDOC, community breakfasts, sport days are just some of the events that broaden our involvement with our community.</p> <p>Our partnerships each year with other organizations are increasing – especially ways to support our students at risk – Bridge Builders, Emma Blythe.</p> <p>Natasha and her role she plays within our community definitely doesn't go unnoticed and is the key to our great successes. Always making time to engage with the community and build those important relationships has enabled Mandurah Primary School to grow.</p> <p>The Charlie program, parent and child centre, kindy café, open board meetings etc, food bank, chaplaincy program.</p>	<p>Openness to families and willingness to talk.</p> <p>To try to have regular conversations with families to be kept updated.</p> <p>Open and honest communication. Letting parents talk and discuss their concerns.</p> <p>I love the new gate policy that encourages parents to chat with each other and know that we care in a very open and visible way.</p> <p>Building relationships with people and conveying information in a simple and non-conflicting manner.</p> <p>We have several different communication avenues for our parents to choose from – Skoolbag, DoJo, email, Connect, phone and face-to-face.</p>





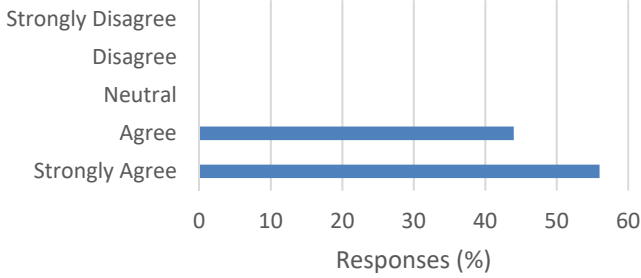
A key challenge of our Culture & Care

Partnerships with families	School culture	Decision making	Community collaboration	Communication
<p>To encourage parents to form positive partnerships with our school, especially those reluctant or have had bad experiences with their own education.</p> <p>Engaging the families with high needs, often the high transiency rate affects the ability to engage over time.</p> <p>Keeping the momentum going.</p>	<p>Keeping morale positive among those who work with students with high support needs and diverse backgrounds who challenge everyday expectations.</p> <p>Ensuring that individuals feel empowered to support the school's culture and care plan at all times.</p> <p>New students and the transiency of students.</p>	<p>Advising the school community of updates.</p> <p>Keeping families feeling welcome at school whilst maintaining our improved onsite processes limiting the physical waiting and walking through the school.</p> <p>Some decisions need to be made without consultation, or are made by our employer.</p>	<p>To produce and make aware important information to all families.</p> <p>Ensuring that we are able to meet with the wide range of needs in our community.</p> <p>Community groups change and their work changes, the school needs to adapt with the changing community.</p>	<p>Not always getting in first and assuming someone else has already communicated it or they already know.</p> <p>That individuals ensure they communicate positively even during challenging times.</p> <p>Engaging families and gaining trust.</p>

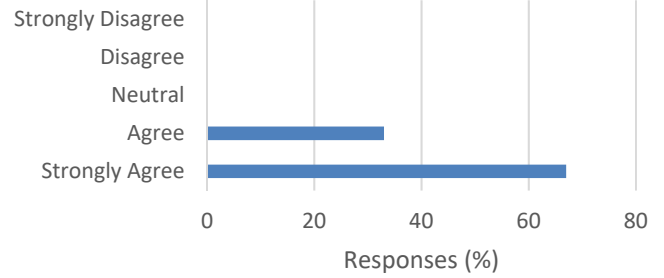


SCHOOL BOARD SURVEY 2020

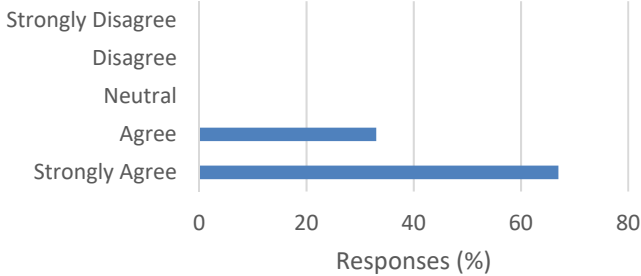
The Roles and Responsibilities of the board are clearly set out in the Board's Terms of Reference?



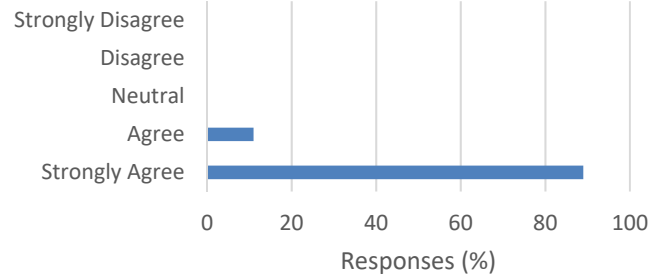
The Board understands school budgets and endorses them with confidence?



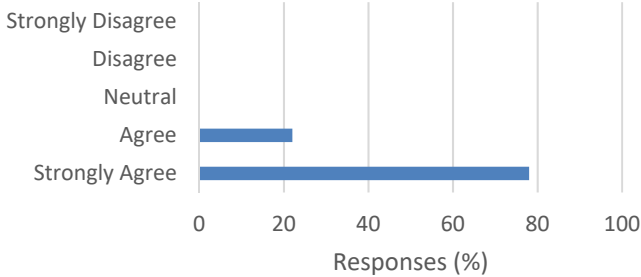
Board Meetings focus on important issues?



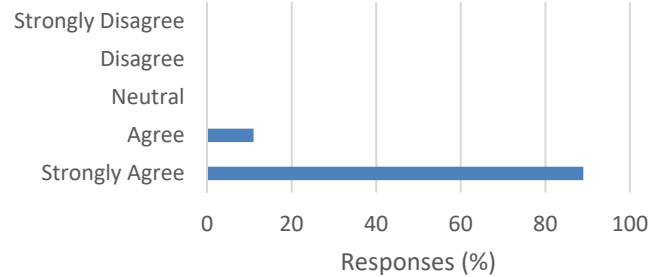
Board Members are able to express their opinions freely and are encouraged to participate in meetings?



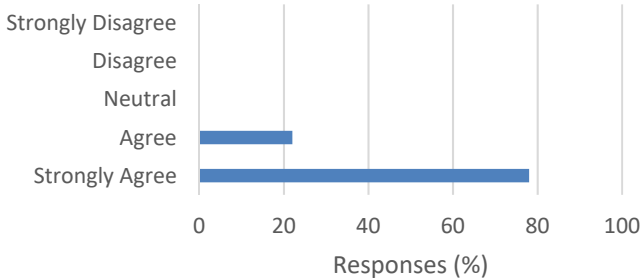
School Board minutes are a true and accurate record of meetings and endorsed by the council?



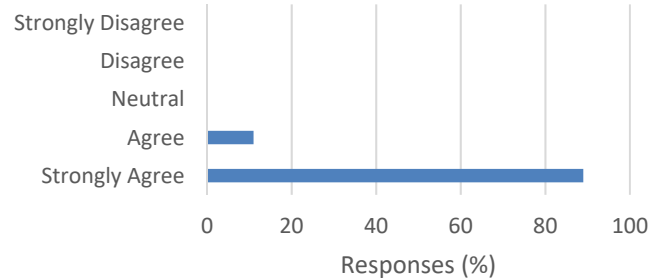
The Board has sufficient diversity of relevant experience and perspective?



The Board is of a size that is sufficient to enable it to have the necessary knowledge, skills and experiences?

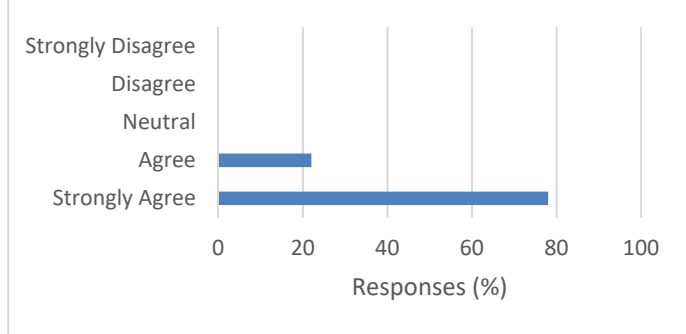


The Board Chair understands the role of the Principal and those matters of the school that are operational, therefore not the responsibility of the board

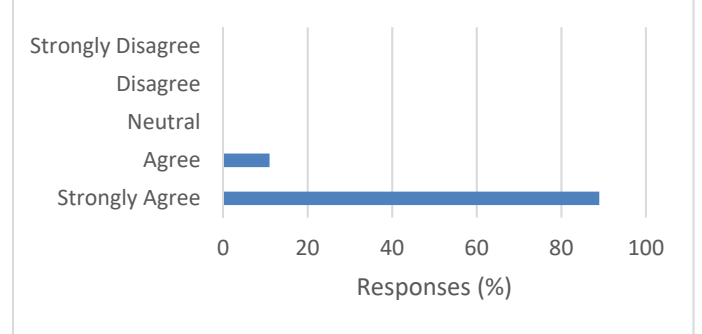


SCHOOL BOARD SURVEY 2020

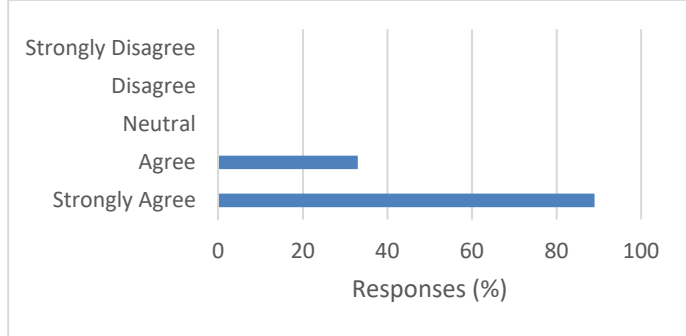
The Chair supports all board members and ensures that they are heard at board meetings?



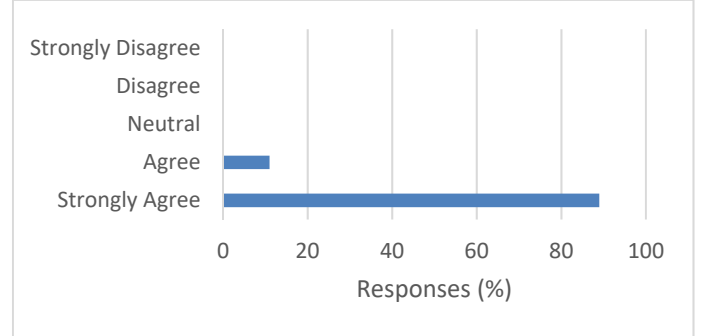
There is a shared board culture which ensures the active engagement of all members



Respect and collegiality is maintained throughout and between all board meetings



The Board and Principal share the same view of the strategic direction, and on delivering outcomes.



BOARD HIGHLIGHTS OF 2020

“The formal but welcoming manner in which the School Board conducts its meetings”

“The relationship between Board Chair, David, and Principal, Tash, is outstanding. There is a strong sense of leadership, professionalism and focus on the direction of Mandurah PS. It’s wonderful to be a part of it.”

“The school community has been extraordinarily challenged by the COVID-19 pandemic. The community and Department of Education demands the safety of the school community especially students, and the leadership at MPS has been incredibly amazing. It was/is expected by the MPS leadership group and I am very aware of the toll that has been expressed on all staff. Teachers are human and they across the state have had to put themselves in the firing line for the quality outcomes in how they go about their business. I am very proud of them all, all teaching and non-teaching staff.”

“The way in which we have been able to work through a pandemic, working side by side and also whilst some major upgrades are undertaken at the school, with more to come.”

IMPROVEMENTS IN THE WAY THE BOARD UNDERTAKES ITS ROLE WITH SUPPORTING STRATEGIC DIRECTION OF THE SCHOOL

“We need to continue to share with the school community who we are, why we are on the board, and what we are working to achieve.”

“Ensuring all members are able to attend meetings, getting this right during COVID-19 has been challenging.”

“I feel that COVID-19 has affected the time we have had to discuss strategic directions, we have been focused pretty much on dealing with the COVID requirements. It would be good to have some focused time set aside in the 2021 school year to discuss direction at length.”

2020 BUSINESS PLAN SUCCESSES

TEACHING & LEARNING	STEM	CULTURE & CARE	LEADERSHIP
PBS: Zones of Regulation PBS: 1,2,3 Magic – review of whole school approach and common language	Maker Space activities at recess and lunch times	NAIDOC Activities and NAIDOC Week celebrations at MPS	Transformation of our school over time – new ceilings, roof, new buildings, reverse cycle air-conditioning
Charlie Program: Working with students with complex needs, social and emotional regulation	Technology communication – ensuring 3 rd party app, online safety	Healing Garden	Building works – ceiling replacements, science room upgrade, asbestos fence replacements
Education Assistant Meetings : regular meetings each term	ICT being updated each year – as per ICT replacement schedule	Dojo communication with parents	Support from Principal to EA staff in all areas
Faction Tokens linked to REACH behaviour cards. Teachers being more positive around children with challenging behaviours	New Interactive TV's (9) costing \$90,000 for all classrooms	Sessions for students to learn more about Aboriginal Culture and engage in some hands-on learning with our cultural advisor	Great working relationships across all areas in our school. High staff morale and support
Faction Carnival Day – always a day focussed on participation, encouragement and personal goals	New Interactive 86" TV for Science Room	Chaplain working 2 days a week – employing a new chaplain in 2021	Creativity to support staff, students and parents during COVID-19. Thinking outside the box to ensure we meet the needs of all of our students
REACH Reward Days – so much fun!	15 Apple iPads for the Science Room	1000 Hearts Project	Room 12/13 upgrade, kitchen/wet area, flexible learning space
Students have developed resilience and grit during adversity and disruption	10 new notebook computers for student use, to continually update technologies in ICT lab and classrooms	Foodbank support. Gilberts & Sons and Spud shed support for community breakfasts	Strong collegiality – through network and mentoring of professional associations and community groups
Exciting, captivating lessons. Innovative ways to teach online and hard copy work packages – was amazing to pull together	All classes utilising the STEM Maker Space – for all lessons	Koodah our cultural advisor. Class initiatives and support across three schools, position developed, advertised and now permanent	New electronic gate – cctv camera and improved security, automatic entry to assist with a range of site visitors throughout the school day
Sticking to routine and consistency – ensuring predictability during an unpredictable pandemic	New 3D Printer in teacher resource space	George Walley – board member, community support of our Culture Care Professional Learning	Students reporting to the office and being accountable, being supported and improving
Being on top of assessment schedule – with regular reminders	Digital technologies – coding, use of robots and online apps	Koolbardies lunch – an honour to host this annual event	New buildings. Seems to be more and more every year
Acknowledging and appreciating the growth made by my students – educationally and emotionally	Participation in the Bebras Computational Thinking Challenge	Fundraising committee – with limited opportunities, still making a huge effort and raising dollars for our school	Attracting and retaining quality teachers, continuing to build capacity of staff at all levels – every student, every classroom, every day
Individual student success – celebrating these successes no matter how small	Partnership with the STEM Learning Project	Stronger partnerships with families. Families are more supportive with decision making due to changing circumstances	Curriculum improvements, shared vision, business plan 2020-2022. Annual report presented to support our community
Having more EA support in classes and the Multi-Lit Program	Working in collaboration with the Department of Education, Scitech, the Educational Computing Association of WA, the Mathematical Association of WA and the Science Teachers Association of WA	Strong social and emotional relationships, parents, staff, students, community, (maintained and improved during COVID)	Improvements in target achievements – analysis of data collected to ensure revision of approaches in operational planning

2020 BUSINESS PLAN SUCCESSES

KEY QUESTIONS FOR 2021

TEACHING & LEARNING

- Reading whole school strategy, need to improve our results, common language, comprehension – focus of English operational plan
- Keep growing as a school, maintaining, extending and being involved with the broader school community
- Medical – develop further improvements with our medical files so that they can be used at school to improve dissemination of information
- Locked cupboards/drawers for teachers, EA's to secure belongings, safety and wellbeing when moving around multiple teaching/learning spaces
- Continued structured curriculum – Explicit teaching, with shared common approaches in Maths and English, explicit teaching of skills
- New class equipment – teacher chairs, bookshelves, audit in semester 1 2021

STEM

- ICT - how we upgrade: more will be required for students to stay abreast of technology and sending them onto High School with these skills
- New ICT infrastructure – new WAP's and Switches to be replaced in Semester 1, 2021

CULTURE & CARE

- Continue to increase parent/community engagement with school community, post COVID-19 restrictions and lockdown
- Investigate and implement the teaching of Indigenous languages rather than Indonesian, for a more meaningful session – employ Noongar languages teacher, AIEO retrained as a restricted teacher
- Cool down space for students who require time out due to home issues
- Greater rewards for students who always do the right thing through DOJO, PBS and REACH Matrix

LEADERSHIP

- Extend shade structures in ECE play area to cover play equipment
- Install new play equipment on oval to ensure safety of all children using equipment and oval
- Maintain and add well-being activities for both students and staff as needed
- Networking with other schools, both like and unlike
- Freshen up classes – paint, mats, blinds, blackboards – felt covers, aesthetics of Rooms 1-6 and 12-14
- ECE Rooms – new floor coverings, new reverse cycle air-conditioning



SUCSESSES FOR 2020

CHARLIE PROGRAM

Charlie is a well-known member of MPS and the wider community, and you can often hear his name being echoed with joy throughout the school. Charlie, Education Assistant Dog, is supported by his trainer Jodie Toy and Special Needs Education Assistant, Kristy Fissioli. With the team involved we have been able to implement a variety of programs that are individually tailored to each student, which has enabled the team to be able to support their social-emotional needs in a high care environment.

The Charlie Program has been successfully implemented at Mandurah Primary School since 2018 and won a state-wide Bendigo Bank award for 'Best Community Program'. The program compliments Mandurah Primary School's vision of *"We are a learning community committed to the continuous support and improvement of all students in a high care-high achievement environment which celebrates and embraces our diversity."*

We are very proud of the program's achievements, and are committed to seeing this program continue into the future.

COVID-19

We started 2020 with a new business plan, however it wasn't long before our efforts were diverted to deal with the impacts of COVID-19. The overriding priority for our school became the safety, health and wellbeing of the students, staff and broader school community. It was with this in mind we needed to develop a plan that maintained our strategic focus on providing continuity of education for all our students. We prepared to deliver education in a way we never had before.

Our school responded to this challenge with vigour. We worked tirelessly to develop a COVID 19 safety plan, inclusive of a COVID-19 Response team, community strategy, response to possible closures action plan and cleaning regime. This plan had a large focus on continuity of learning across multiple domains, including online, through CONNECT and DOJO, with a communication strategy linked to both Skoolbag and DOJO. This ensured equity and ease of access along with hard copy work packages designed for our student's diverse needs, K-6.

This was a mammoth effort for our staff, given our community's lack of access to online learning, plus availability of reliable, fast, free Wi-Fi and appropriate devices. Staff put a lot of time and effort into ensuring no child was left behind, with daily online sessions and weekly updates of new work however access and devices proved too large a burden for some families, along with the anxiety, pressure and worry of community spread throughout this pandemic.

I would like to add that our staff were committed to the learning outcomes set for our students, in our new business plan, and on the return of some normality in terms 3 and 4, ensured the focus was student learning outcomes along with health and wellbeing for all students and staff, as we transitioned through the phases gradually allowing parents back into schools.

Our school community came together in a way we never have had to before, whilst maintaining social distancing. I would like to commend our staff, parents, students and School Board members for their unwavering support with every new restriction put in place, for their compliance and willingness to support our school.

PRIMARY SCHOOL PRINCIPAL DAY 2020

August 7 2020, was Primary Principal's Day, a day celebrated at Mandurah PS, recognizing the hard work and efforts of its leader Natash Upcott. David Templeman, MLA and School Board Chair, visited the school to acknowledge the work of its Principal.

"To all of our Mandurah Principals, thank you so much for all you do for the staff, children and families from your school community."

"All of the school staff at Mandurah Primary are remarkable, thank you."



CULTURE & CARE

NAIDOC

NAIDOC events at Mandurah Primary School are traditionally conducted in Term 3 as NAIDOC Week falls in the July school holidays. We coordinate with other schools in the greater Mandurah region so we can ensure all AIEO's can support each school's NAIDOC celebrations. While COVID-19 was still a major cause for concern, the activities and events planned only needed some minor modifications and were able to proceed as planned.

To facilitate our NAIDOC week activities we access grants from PALS and the Healing Foundation. Funds are also allocated through school funding to continue to support and develop our knowledge and understanding of Aboriginal history, culture and language. Family relationships with our local and wider community are of the utmost importance for our school staff and students, and NAIDOC is a way where our community sees our connection to culture, and an opportunity to celebrate coming together.

We traditionally begin the week with "The Annual Koolbardies Ladies talking group". Due to COVID-19 restrictions, numbers were capped with only 50 ladies allowed to attend. 2020 was the third consecutive year Mandurah Primary School hosted the group, with all attendees who wanted to come catered for, and all participants stating what a success it was again. During the meeting, indigenous mothers are encouraged to come and make connections with the group to establish, develop and maintain positive community relationships.

On the Wednesday, AIEO's came from other schools to support activities such as art, language, and culture. Children and staff ate indigenous tucker such as crocodile, emu and kangaroo sausage. Again, COVID-19 restricted community attendance and parents were unable to come onto site. A visual reminder of the Aboriginal flag with sorry flowers was created at the entrance of the school. Many children were heard discussing and showing their parents what they had done, this was complemented by teachers being tasked with using activity packages from the healing foundation to support their teaching during this NAIDOC week.

In 2021, we are again seeking grants to support our school to promote and embed NAIDOC activities into our school curriculum in Term 3, with the hope that we will again be able to invite parents to our school to join in with the activities.



Mandajoordap Cultural Proficiency Training Professional Development

Over several years we have accessed professional development based on improving our knowledge of our first inhabitants and becoming more culturally proficient. In 2020, we saw an opportunity to support a local business, a board member and local Elder in gaining first-hand knowledge of our Mandurah area.

The PD day in Term 4 saw all staff get on a bus to visit historical places from an indigenous perspective in Mandurah, Pinjarra and Lake Clifton. All staff participated in the PD that George Walley and his wife Lee-Anne presented. The sites visited included the Serpentine River fish trap and a discussion on learning to see beyond ourselves to nature. At Caldwell Park in Pinjarra staff learnt about the seasons and the cultural significance of the area to the Noongar people. Staff also visited the Murray River and the site of the Pinjarra Massacre. A sobering experience for all involved, listening to the significance of the area and the impact of settlement at the time. Finally staff travelled to the Thrombolites of Lake Clifton – discussing the cultural significance of the oldest living organisms in the Mandurah Area.



CULTURE & CARE

COMMUNITY BREAKFAST

Community breakfast is held on the Wednesday of week 6 each term. Term one was a wonderful sharing opportunity and community breakfast was celebrated by staff, students and parents.

In term 2, community breakfast changed to an in-class affair. Students shared toast with jam and vegemite and a cup of Milo. It was an opportunity for students to realise that while things had changed, we would still do our best to continue with celebrating a coming together of our school community. Older students commented that it was good to have community breakfast even in this way.

Term 3 again saw a difference in how we conducted the breakfast. Parents still, were unable to attend due to COVID-19 restrictions. We chose to encourage our AIEO's to prepare the food for the NAIDOC

day, instead of the usual morning affair, to share food throughout the day. This seemed to be a hit as indigenous sausages and damper were shared by all.

In Term 4 we returned to a new normal, we had our gathering on the oval where people could space out and several stations were created. Parents and students enjoyed the warm weather, soft grass and the opportunity to gather, share breakfast and celebrate the successes of our school. 2021 will see Community breakfasts continue as feedback from parents, staff and students places them in the top five events at our school. We are very fortunate that in 2021, Gilberts and Spud Shed will be helping to support the school to conduct these very valuable community events.



BUILDING MANAGEMENT & WORKS

Additional Shade on oval play equipment

Feedback from parents, staff and students through our national school opinion surveys indicates shade as a major concern and priority. Our fundraising committee has been working tirelessly over the last two years to raise funds for additional shade. The school co-contributed funds to ensure that the oval playground equipment was shaded, along with an additional shade structure in the ECE play area, joining the sandpit shade to the main verandah. There are plans for future shade structures over the play equipment in the ECE area, along with another shaded eating area structure.



Reverse Cycle Air-conditioning

In preparation for our roof replacement that would happen over the Christmas, December and January School holidays, the old outdated evaporative air conditioning units were decommissioned in Term 4, with new reverse cycle air-conditioning units, with fresh air extraction, added to each classroom under the main roof, inclusive of 1-6 and 10-14. This is a fantastic addition to our classrooms ensuring students and teachers can maintain a continuity of teaching and learning through the entire school year in climate controlled comfort.

Ceiling Replacements

Over 2020, reviews were conducted of our buildings and it was reported that 400m² of ceilings were of an old outdated plaster glass material that would be initially under battened, and then replaced. These works included: new ceilings, painting, LED lights and brand new clear bladed fans. Along with preparation for our roof replacement, the evaporative air-conditioning vents were sealed over, as new reverse cycles would be installed in term 4. This gave a bright white makeover to our classrooms.



Pre-Primary (ECE) Kitchen/Wet Area Upgrade

Mandurah PS was the recipient of stimulus money to address building report areas that were of cause for concern. As our school has recently had significant improvements, we were able to address minor upgrades. We chose the kitchen, wet area and toilets in the ECE area between rooms 12 and 13. To complete the cupboard refurbishment, sink upgrade, instant hot water tap, smaller more appropriate sized children's toilets and the addition of an adult toilet, we exceeded the budget allocation and co-contributed ensuring all works were completed in the same schedule. This has now created an aesthetically pleasing and highly functional space for our pre-primary staff and students to share educational activities in.



Science Room Upgrade

Mandurah was granted a science room refurbishment as part of our government's commitment to ensure students have access to well-resourced schools. This was very exciting for our school and Science teacher, as we were using a very basic classroom for science teaching and learning. Prestart meetings started in Term 2. We were allocated the upgrade to the room, inclusive of painting, hardwearing lino flooring, double blinds, block out and antiglare, full refurbishment of cupboards and storage, electrical upgrade, digital connectivity along with two allocations for furniture, \$25,000 and resources \$10,000.




The best use of these funds was to purchase the most up to date technology, a new 86-inch interactive TV, and a class set of 15 ipads. We also chose some amazing brightly coloured ergonomic desks and stools. We purchased updated Primary Connections resources and refilled the primary connections resource boxes.

NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS

MPS AUDIT, TERM 4 2020

100%

TARGET: 100% of National Quality Standard areas met

QA1	Educational program and practice		
Standard 1.1	Program	The educational program enhances each child's learning and development.	100% Meeting
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	M
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	M
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	M
Standard 1.2	Practice	Educators facilitate and extend each child's learning and development.	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	M
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	M
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	M
Standard 1.3	Assessment and planning	School administrators and educators take a planned and reflective approach to implementing the program for each child.	
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	M
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	M
1.3.3	Information for families	Families are informed about the program and their child's progress.	M
QA2	Children's health and safety		
Standard 2.1	Health	Each child's health and physical activity is supported and promoted.	100% Meeting
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation.	M
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	M
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	M
Standard 2.2	Safety	Each child is protected.	
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	M
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	M
2.2.3	Child protection	School administrators, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	M
QA3	Physical environment		
Standard 3.1	Design	The design of the facilities is appropriate for the operation of a school.	60% Meeting
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	WT
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	M
Standard 3.2	Use	The school environment is inclusive, promotes competence and supports exploration and play-based learning.	
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	WT
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	M
3.2.3	Environmentally responsible	The school cares for the environment and supports children to become environmentally responsible.	M

NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS

MPS AUDIT, TERM 4 2020

100%

TARGET: 100% of National Quality Standard areas met

QA4	Staffing arrangements		
Standard 4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.	100% Meeting
4.1.1	Organisation of educators	The organisation of educators across the school supports children's learning and development.	M
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the school.	M
Standard 4.2	Professionalism	School administrators, educators and staff are collaborative, respectful and ethical.	
4.2.1	Professional collaboration	School administrators, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	M
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	M
QA5	Relationships with children		
Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.	100% Meeting
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	M
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	M
Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.	
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	M
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	M
QA6	Collaborative partnerships with families and communities		
Standard 6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	100% Meeting
6.1.1	Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.	M
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	M
6.1.3	Families are supported	Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.	M
Standard 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	M
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	M
6.2.3	Community engagement	The school builds relationships and engages with its community.	M
QA7	Governance and Leadership		
Standard 7.1	Governance	Governance supports the operation of a quality school.	100% Meeting
7.1.1	School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	M
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.	M
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the school.	M
Standard 7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	M
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	M
7.2.3	Development of professionals	Educators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	M

ATTENDANCE

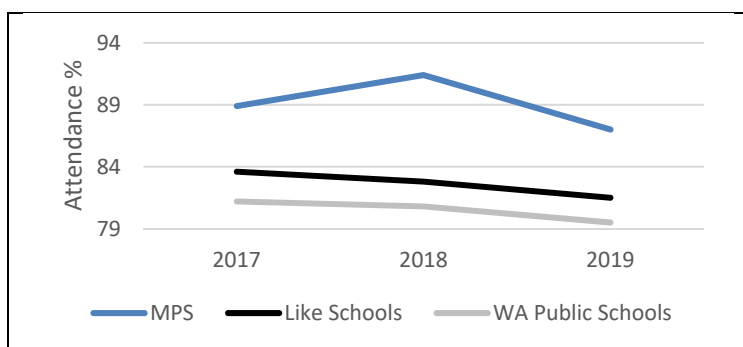
70%

TARGET: Maintain 70% regular attendance

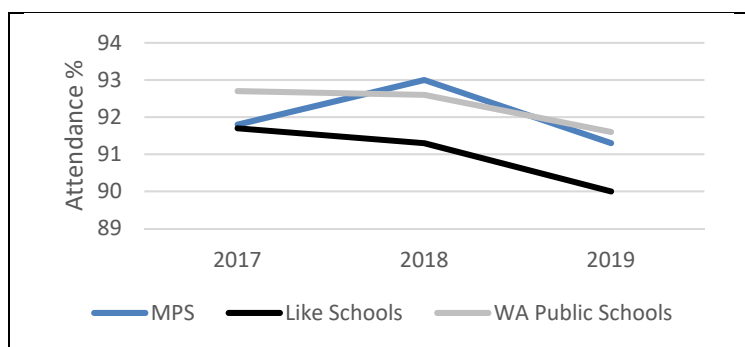
SEMESTER 1 ATTENDANCE RATES 2019

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	92.2%	93.2%	93.8%	88.9%	83.6%	81.2%	91.8%	91.7%	92.7%
2018	93.3%	92.7%	93.7%	91.4%	82.8%	80.8%	93%	91.3%	92.6%
2019	92%	91.6%	92.7%	87%	81.5%	79.5%	91.3%	90%	91.6%

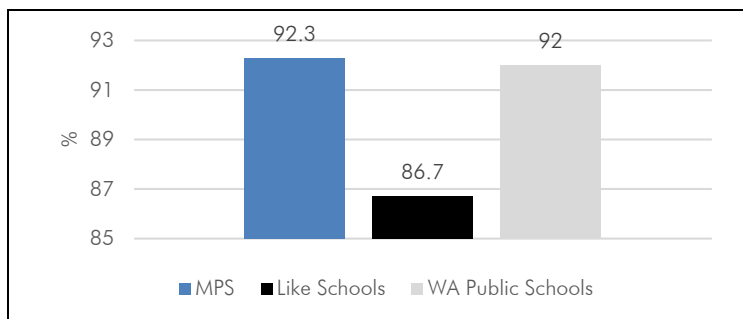
ABORIGINAL ATTENDANCE 2017 - 2019



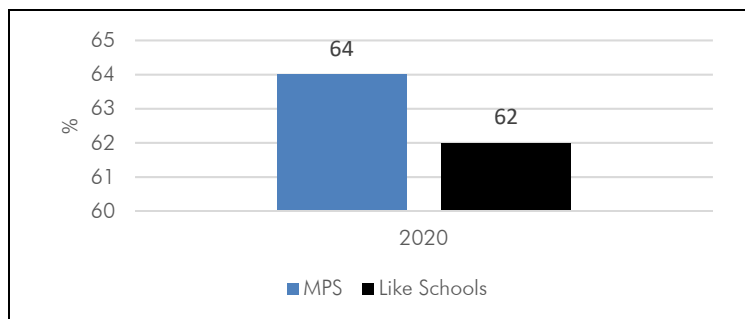
TOTAL ATTENDANCE 2017 - 2019



80% or BETTER ATTENDANCE SEMESTER 1 2020



REGULAR ATTENDANCE SEMESTER 2 2020



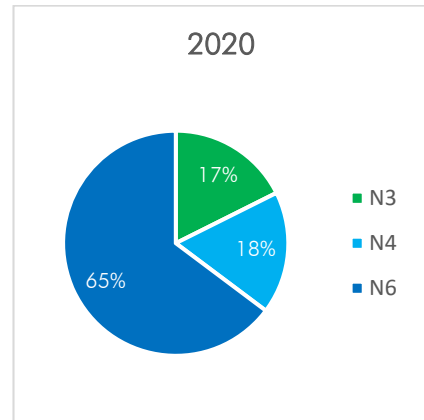
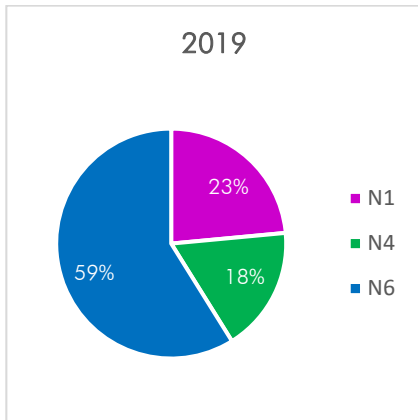
SEMESTER 1 ATTENDANCE CATEGORIES

** No 2020 Semester one Attendance data due to COVID-19 absence affecting total percentage for 2020 **

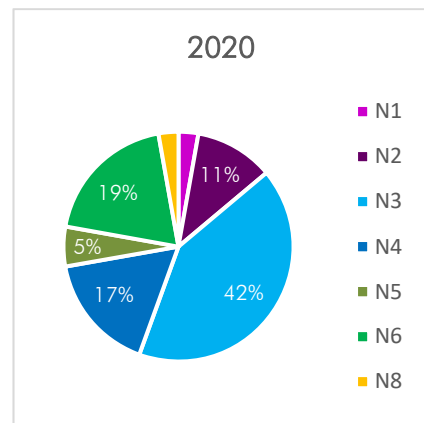
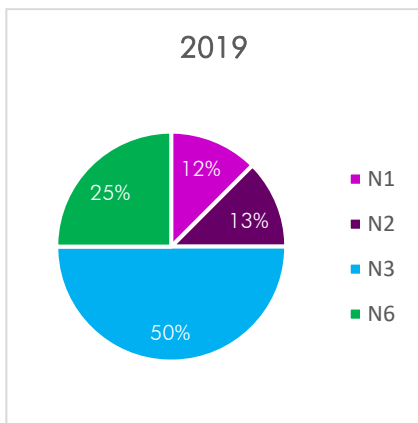
	80% or better Attendance	Regular (90% or better)	Attendance Category		
			At Risk		
			Indicated (80-89%)	Moderate (60 – 79%)	Severe (Below 60%)
2017	91%	69.7%	21.3%	7.6%	1.4%
2018	92.7%	71.6%	21.1%	6.4%	0.9%
2019	92.3%	61.4%	30.9%	5.5%	2.3%
Like Schools 2019	86.7%	64.7%	22.0%	9.7%	3.6%
WA Public Schools	92%	73.0%	19.0%	6.0%	2.0%

SUSPENSION DATA

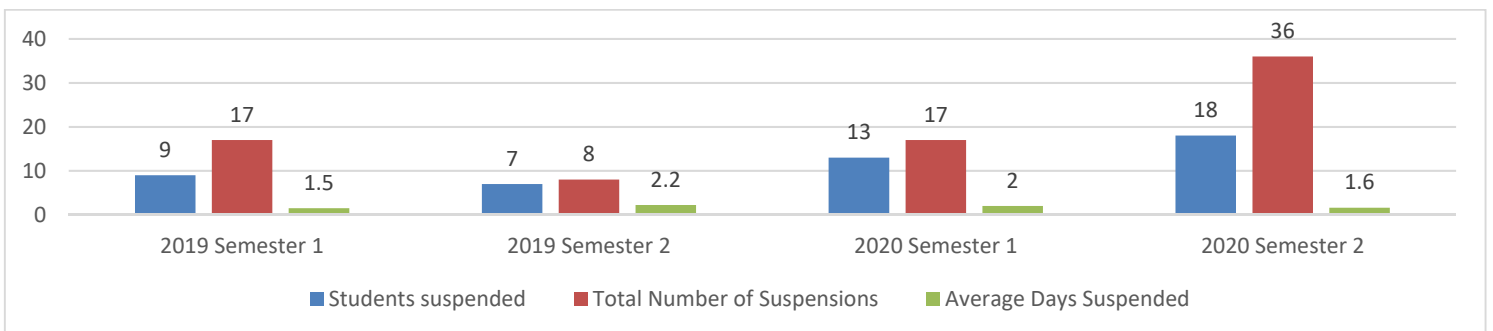
SEMESTER 1 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2019 - 2020



SEMESTER 2 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2019 - 2020



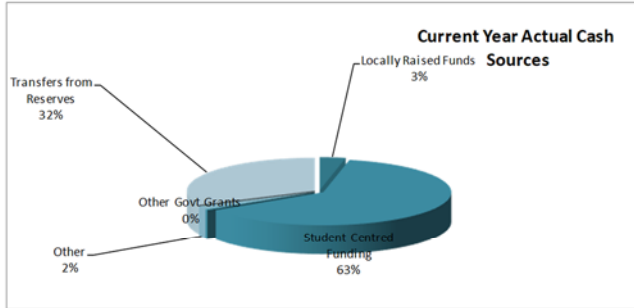
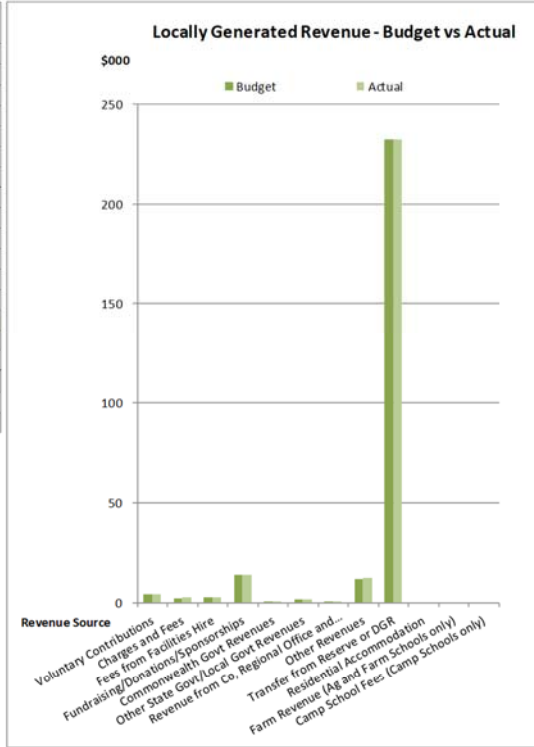
SUSPENSION OVERVIEW 2019 - 2020



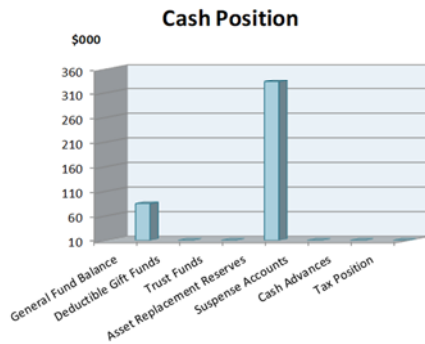
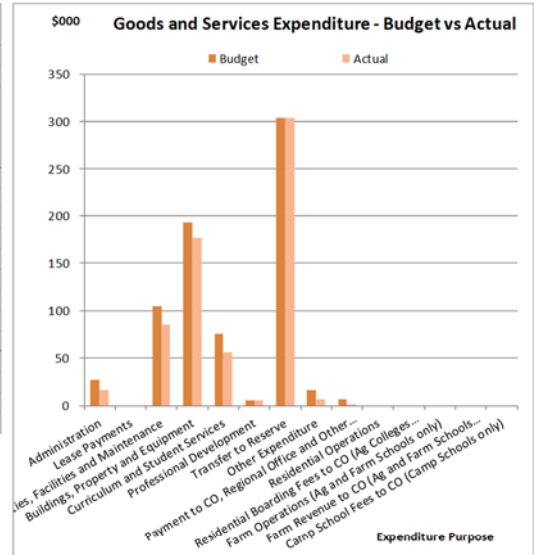
Code	SUSPENSION CATEGORY
N1	Physical aggression toward staff
N2	Abuse, threats, harassment or intimidation of staff
N3	Physical aggression toward students
N4	Abuse, threats, harassment or intimidation of students
N5	Damage to or theft of property
N6	Violation of Code of Conduct or school/classroom rules
N7	Possession, use or supply of substances with restricted sale
N8	Possession, use or supply of illegal substance(s) or objects
N9	Negative behaviour - other
N0	E-breaches

FINANCIAL SUMMARY AS AT 25 FEBRUARY 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,190.00	\$ 4,259.00
2 Charges and Fees	\$ 2,345.00	\$ 2,494.83
3 Fees from Facilities Hire	\$ 2,850.00	\$ 2,850.00
4 Fundraising/Donations/Sponsorships	\$ 13,731.00	\$ 14,135.68
5 Commonwealth Govt Revenues	\$ 550.00	\$ 550.00
6 Other State Govt/Local Govt Revenues	\$ 1,800.00	\$ 1,800.00
7 Revenue from Co, Regional Office and Other Schools	\$ 275.00	\$ 275.01
8 Other Revenues	\$ 11,939.00	\$ 12,344.92
9 Transfer from Reserve or DGR	\$ 232,579.83	\$ 232,579.83
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 270,259.83	\$ 271,289.27
Opening Balance	\$ 7,793.00	\$ 7,793.33
Student Centred Funding	\$ 454,036.49	\$ 454,204.49
Total Cash Funds Available	\$ 732,089.32	\$ 733,287.09
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 732,089.32	\$ 733,287.09



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 26,882.00	\$ 15,811.54
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 104,727.00	\$ 84,923.99
4 Buildings, Property and Equipment	\$ 193,200.45	\$ 176,844.69
5 Curriculum and Student Services	\$ 75,653.00	\$ 55,687.73
6 Professional Development	\$ 5,500.00	\$ 5,156.51
7 Transfer to Reserve	\$ 303,192.00	\$ 303,192.00
8 Other Expenditure	\$ 16,175.00	\$ 6,662.32
9 Payment to CO, Regional Office and Other Schools	\$ 6,000.00	\$ 307.86
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	\$ 731,329.45	\$ 648,586.64
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 731,329.45	\$ 648,586.64
Cash Budget Variance	\$ 759.87	

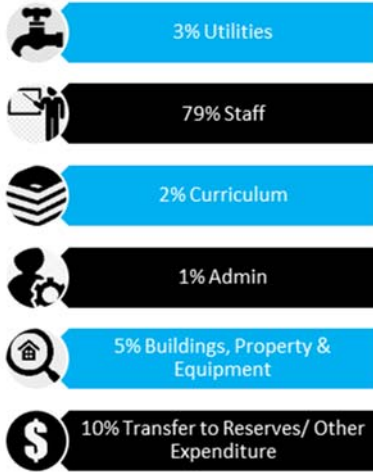


Cash Position as at:	
Bank Balance	\$ 421,275.13
Made up of:	\$ -
1 General Fund Balance	\$ 84,700.45
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 332,623.56
5 Suspense Accounts	\$ 5,052.12
6 Cash Advances	\$ -
7 Tax Position	\$ (1,101.00)
Total Bank Balance	\$ 421,275.13

FINANCE

FINANCIAL OVERVIEW

2020 - Minimum Expenditure Requirement = 94%: Achieved

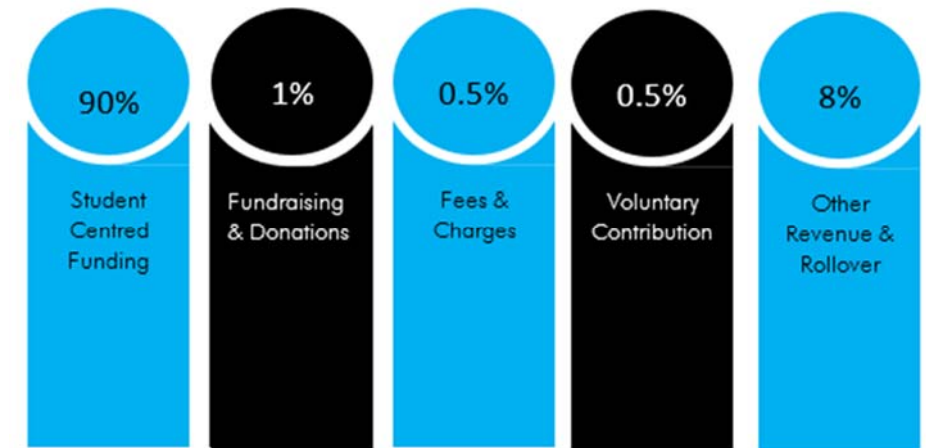


Total Expenditure

2020 - Staffing \$2.411 Million

2020 – Total Operational Budget \$2.945 Million

TOTAL OPERATIONAL BUDGET



Funding from Government

Funds raised by the school

FINANCIAL AUDIT

The Control Self Audit has been implemented as a management tool to help Mandurah Primary School review the school's financial and administrative systems and develop and implement processes to reduce risks in the school.

ASSESSMENT OF CONTROL ENVIRONMENT

SYSTEM/CONTROL AREA	ASSESSMENT DESCRIPTION
1. Receipting and Banking System	Excellent
2. Purchasing and Payment System	Excellent
3. Governance and Accountability System	Excellent
4. Asset Management System	Excellent
5. Human Resources System	Excellent
OVERALL ASSESSMENT In our opinion based on the testing of internal controls the school's assessment is	<u>Excellent</u>

Mandurah Primary School has rated as Excellent. The control environment is considered to be at best practice, and compliant with the Departmental policies and procedures promoting the achievement of system objectives.

GREEN	PINK	RED	YELLOW
Received an overall rating of excellent	Received an inadequate rating in one or more finance audit categories	Received an overall rating of inadequate	Received an overall rating of good or satisfactory

TARGET OVERVIEW

ENGLISH

	Target
English: Business Plan Targets	
<ul style="list-style-type: none"> 70% of students will achieve a minimum of a "C" grade in Writing 	
<ul style="list-style-type: none"> 70% of students will achieve a minimum of a "C" grade in Reading 	
<ul style="list-style-type: none"> All NAPLAN achievement will be at or above like schools (ICSEA alignment) 	
<ul style="list-style-type: none"> Align teacher judgements to grade allocation and NAPLAN achievement within and across schools 	
<ul style="list-style-type: none"> The high progress/high achievement quadrant will be evident in NAPLAN 	
English: Operational Plan Targets	
<ul style="list-style-type: none"> 70% of students to reach within 6 months of their reading age in November Y P-2 	
<ul style="list-style-type: none"> 70% of students to reach within 6 months of their spelling age in November Y P-2 	
<ul style="list-style-type: none"> 50% of students to reach within 6 months of their reading age in November Y 3-6 	
<ul style="list-style-type: none"> 50% of students to reach within 6 months of their spelling age in November Y 3-6 	
<ul style="list-style-type: none"> Improve Brightpath Median and Mean scores each year in each year level. 	

MATHEMATICS

	Target
Mathematics: Business Plan Targets	
<ul style="list-style-type: none"> 70% of students will achieve a minimum of a "C" grade in Numeracy 	
<ul style="list-style-type: none"> All NAPLAN achievement will be at or above like schools (ICSEA alignment) 	
<ul style="list-style-type: none"> Align teacher judgements to grade allocation and NAPLAN achievement within and across schools 	
<ul style="list-style-type: none"> The high progress/high achievement quadrant will be evident in NAPLAN 	
Mathematics: Operational Plan Targets	
<ul style="list-style-type: none"> To have 90% of students scoring over 431 in OEA, with a target of 50% of students scoring 541+ at end of year testing. 	
<ul style="list-style-type: none"> To have 70% of students achieving 50 points growth from pre to post testing in MTS Online Mental and MTS Online Written 	

Well above expected performance	Above expected performance	Within expected performance	Below expected performance	Well below expected performance	Insufficient data or not applicable
Achieved target, new targets created	On track to achieve sooner than end 3 year business plan	On track to achieve target within 3 year business plan	Tracking towards achieving target, however more time required	Well below expected performance. Not going to achieve target – review target	Insufficient data or not appropriate

TARGET OVERVIEW

SCIENCE

Target

Science: Operational Plan Targets

- Maintain 60% of students working C grade or above

HASS

Target

HASS: Operational Plan Targets

- PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports
- Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports
- CAT: PP – 2: 70% of students reaching satisfactory grade
- CAT: Y3 – Y6: 70% of students reaching C grade

HEALTH & PHYSICAL EDUCATION

Target

Health & Physical Education: Operational Plan Targets

- PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports
- Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports
- HEALTH CAT: PP – 2: 70% of students reaching satisfactory grade
- HEALTH CAT: Y3 – Y6: 70% of students reaching C grade

TECHNOLOGIES






Target

Technologies: Operational Plan Targets

- PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports
- Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports

Well above expected performance	Above expected performance	Within expected performance	Below expected performance	Well below expected performance	Insufficient data or not applicable
Achieved target, new targets created	On track to achieve sooner than end 3 year business plan	On track to achieve target within 3 year business plan	Tracking towards achieving target, however more time required	Well below expected performance. Not going to achieve target – review target	Insufficient data or not appropriate

AEDC SCHOOL PROFILE

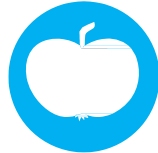
		2009		2012		2015		2018		Significant change	
		n	%	n	%	n	%	n	%	2009 v 2018	2015 v 2018
Physical Health & Wellbeing 	On track	22	84.6	14	53.8	26	72.2	24	82.8	No significant change	No significant change
	At risk	1	3.8	6	23.1	4	11.1	1	3.4	No significant change	No significant change
	Vulnerable	3	11.5	6	23.1	6	16.7	4	13.8	No significant change	No significant change
Social competence 	On track	19	73.1	17	65.4	23	63.9	24	82.8	No significant change	✓ Significant increase
	At risk	2	7.7	8	30.8	10	27.8	2	6.9	No significant change	✓ Significant decrease
	Vulnerable	5	19.2	1	3.8	3	8.3	3	10.3	✓ Significant decrease	= No significant change
Emotional maturity 	On track	14	53.8	17	65.4	20	55.6	23	79.3	✓ Significant increase	✓ Significant increase
	At risk	8	30.8	8	30.8	10	27.8	4	13.8	✓ Significant decrease	✓ Significant decrease
	Vulnerable	4	15.4	1	3.8	6	16.7	2	6.9	No significant change	✓ Significant decrease
Language and cognitive skills (school based) 	On track	8	30.8	10	38.5	26	72.2	22	75.9	✓ Significant increase	= No significant change
	At risk	6	23.1	7	26.9	4	11.1	1	3.4	✓ Significant decrease	= No significant change
	Vulnerable	12	46.2	9	34.6	6	16.7	6	20.7	✓ Significant decrease	= No significant change
Communication skills and general knowledge 	On track	16	61.5	18	69.2	31	86.1	23	79.3	✓ Significant increase	= No significant change
	At risk	5	19.2	3	11.5	4	11.1	4	13.8	No significant change	No significant change
	Vulnerable	5	19.2	5	19.2	1	2.8	2	6.9	✓ Significant decrease	= No significant change

The AEDC measures the development of children in Australia in their first year of full-time school. AEDC data is collected using an adapted version of the Early Development Instrument, which was developed in Canada. Mandurah PS has shown strong positive change in Social Competence, Emotional Maturity, Language and Cognitive Skills and Communication Skills and General Knowledge. Physical Health & Wellbeing has shown improvements from 2012 to 2018 with a reduction in vulnerable children, a reduction in children at risk and an increase in children on track.

Progress towards our Business Plan targets 2020-2022



All NAPLAN achievement will be at or above like schools (ICSEA alignment)



Align teacher judgements to grade allocation and NAPLAN achievement within and across schools



Maintain 70% regular attendance



70% of students will achieve a minimum of a "C" grade in Writing, Reading & Numeracy



Increase the number of devices in classrooms



Develop a replacement schedule for all technology over 3 years – ensuring updated resources



The high progress/high achievement quadrant will be evident in NAPLAN



Increase STEM teaching through development of Maker Space and improved and updated technology ICT Lab.



Principal to maintain a rating of high or above across the 6 domains of the Principal Performance Improvement Tool



100% of National Quality Standard areas met



Staff and student well-being surveys to maintain a rating of agree or above in all



Parent event attendance improves each year



National Opinion Surveys reflect parent and community satisfaction



All members of the community are familiar with the MPS Board



Increased engagement by Indigenous families in our school community









On Track to Achieve



Working Towards Achieving

FOCUS FOR THE FUTURE

	TEACHING & LEARNING	STEM	CULTURE & CARE	LEADERSHIP
	<p>Whole school approaches to teaching English and Mathematics embedded in school practice</p> <p>Ensure all students are achieving year on year progress in literacy and numeracy</p>	<p>A scope and sequence for Digital Technologies teaching and learning, articulating desired skills and supports for each phase of schooling</p> <p>Build STEM skills through the implementation of the new K-10 curriculum resources</p>	<p>Engage Aboriginal students in learning that builds on their strengths and enables them to thrive academically and socially</p> <p>Implement targeted approaches to engage students identified as being at high risk of non-achievement</p>	<p>Investment in school facilities, fittings and grounds to create an environment that is welcoming and adaptive to the changing needs of students</p> <p>Embed whole school approaches and professional collaboration that strengthens teaching, learning and leadership</p>
	<p>Be ready to continue provision of education programs during potential disruption to face-to-face learning</p>	<p>Digital Technologies and STEM learning, knowledge, skills and applications embedded in classroom teaching and learning opportunities</p> <p>Increase capacity and confidence in the use of ICT</p>	<p>Further improvement in the school attendance rate for students & strong understandings in our community, of the importance of regular attendance</p>	<p>Resourcing for success, with sufficient resources allocated to support innovation in all learning areas</p>
	<p>High quality instruction is fostered through ongoing classroom & peer observation, teacher professional development, self-reflection and goal setting using AITSL</p> <p>Effective teaching and learning in every classroom</p>		<p>A positive school culture is embedded and celebrated</p>	<p>Through workforce planning, ensures a balance of experience and skills amongst school leaders, teachers and support staff</p> <p>Develop a new code of conduct that articulates our values and workplace behaviours</p>
	<p>Use student performance data to plan for improvement across groups of schools</p>			<p>A strong, effective School Board with a strategic plan in place that supports the school priorities</p>
	<p>Enhanced transition processes for early education & care services, Kindergarten, Pre-Primary, Year One & Year Six into secondary schooling</p>	<p>A dedicated solution for early childhood classes, particularly Kindergarten and Pre-Primary, to introduce appropriate technology devices, skills and understandings</p>	<p>Clear, available & responsive communication between school staff, parents, students & our broader Mandurah community in a variety of platforms</p>	<p>Create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students</p> <p>Improve collaboration with other agencies to enhance our services and support for students with disabilities</p>
	<p>A clear whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements</p> <p>Use data and evidence to ensure decisions are made in the best interests of students educational opportunities</p>			<p>Set aspirational targets for retention and attendance of students</p> <p>Use data, including student voice, to examine the impact of teaching</p>

All areas of focus align with DOE Strategic Plan 2020-2024, Focus 2020, Focus 2021, MPS Business Plan 2020-2022.

**** Bold text indicates new area of focus for 2021**

ACKNOWLEDGEMENTS

SCHOOL BOARD MEMBERS:

School Board Chair – David Templeman MLA
School Board Members

STAFF:

All admin, office, teaching and non-teaching staff

MOU PARTNERS:

FISH – Foundation for Indigenous Sustainable Health
CPC/Anglicare – Justine Hansen, Michelle Taylor

COMMUNITY CHAMPIONS / COMMUNITY PARTNERS

Emma Blythe
Bendigo Bank
City Of Mandurah
Mandurah Forum
David Templeman MLA
PEEL Says NO to Violence Alliance
Koolbardies
SeaBreeze Deli
Youth Care

LOCAL ELDERS

George Walley
Koodah
Elsie Ugle
Barb Pickett



MANDURAH
PRIMARY SCHOOL
Est. 1872
Motivate • Educate • Celebrate



*Ngaala kaaditj
Bindjareb moort
Keyen Kaadak
Nidja Boodja*

We would like to acknowledge the Binjareb people as the original custodians of this land and elders past, present and emerging.



**MANDURAH
PRIMARY SCHOOL**
Est. 1872
Motivate • Educate • Celebrate