



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

**ANNUAL REPORT – 2020**

## FROM THE SCHOOL BOARD CHAIR – DAVID TEMPLEMAN MLA

It is my privilege to once again present the Board Chair's Report for 2020. 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 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. 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.

## FROM THE PRINCIPAL – NATASHA UPCOTT

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 & care that our Admin team, teaching, non-teaching, & 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 school's Annual Report incorporates the review of all aspects of our school's Business Plan focus areas, achievements and progress.

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.

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.

In closing, I would like to add that our staff responded to the challenge of COVID19 with a collaboration and professionalism I am proud to lead.

# 2020 SCHOOL HIGHLIGHTS

## 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, and for their compliance and willingness to support our school.

For 2021 our intention was to resume all educational activities, however we commenced the year with an extension to the school holidays, with a 5-day lockdown in Western Australia.

## 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. Mandurah Primary is very excited to have Charlie working three mornings a week in 2021, which is partially funded by Halls Head Community Bank Branch of Bendigo Bank as part of their community grants.

Charlie, Education Assistant Dog, is supported by his trainer Jodie Toy and Special Needs Education Assistant, Kristy Fissili. 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 and 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 Charlie Program was deemed to be an outstanding community program with far reaching outcomes for students with a diverse range of needs. It appeared for two years in Bendigo Bank's promotional videos as being a program of outstanding merit and worth.

*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 programs achievements, and are committed to seeing this program continue into the future.

## CULTURAL INITIATIVES

Community breakfast is held on the Wednesday of week 6 each term. Term one was a wonderful sharing opportunity and the 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 the breakfast was conducted. Parents were still unable to attend due to COVID-19 restrictions. We chose to encourage our AIEO's to prepare the food for NAIDOC day.

We shared food throughout the day instead of in the morning, as we usually do. 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.

## ACADEMIC DATA



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

### PRE-PRIMARY – YEAR 2: SATISFACTORY OR BETTER RESULTS

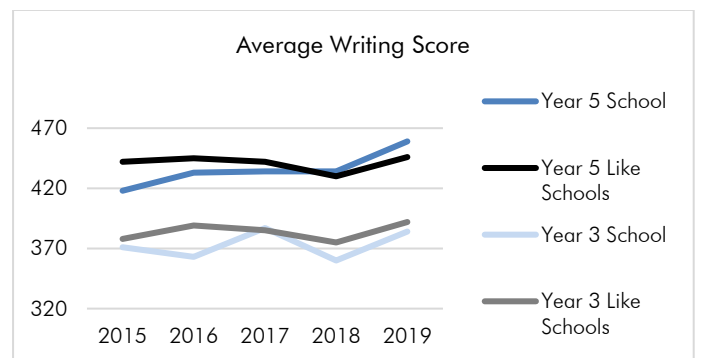
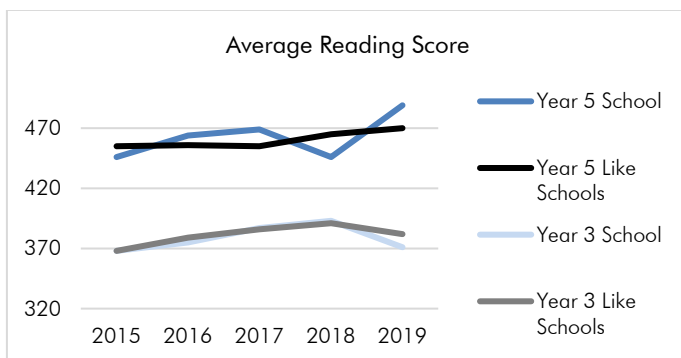
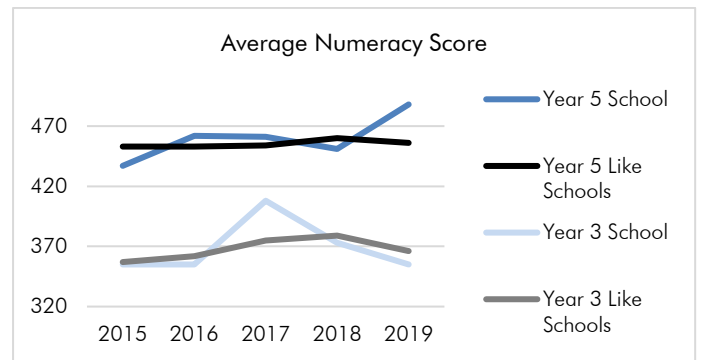
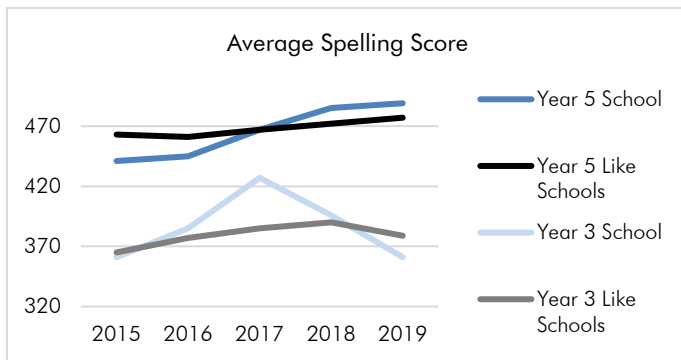
LEARNING AREA	YEAR PRE PRIMARY SATISFACTORY OR BETTER	YEAR 1 SATISFACTORY OR BETTER	YEAR 2 SATISFACTORY OR BETTER
English - Reading	65%	65%	70%
English - Writing	61%	58%	64%
Mathematics	78%	85%	64%
Science	87%	77%	73%
Humanities & Social Sciences	100%	88%	76%
Health	100%	96%	88%
Technologies	100%	100%	89%

### YEAR 3 – YEAR 6: C GRADE OR BETTER RESULTS

LEARNING AREA	YEAR 3 C GRADE OR BETTER	YEAR 4 C GRADE OR BETTER	YEAR 5 C GRADE OR BETTER	YEAR 6 C GRADE OR BETTER
English - Reading	66%	45%	64%	79%
English - Writing	63%	28%	43%	79%
Mathematics	63%	45%	36%	78%
Science	63%	50%	29%	65%
Humanities & Social Sciences	66%	45%	50%	83%
Health	74%	59%	43%	91%
Technologies	89%	69%	93%	92%

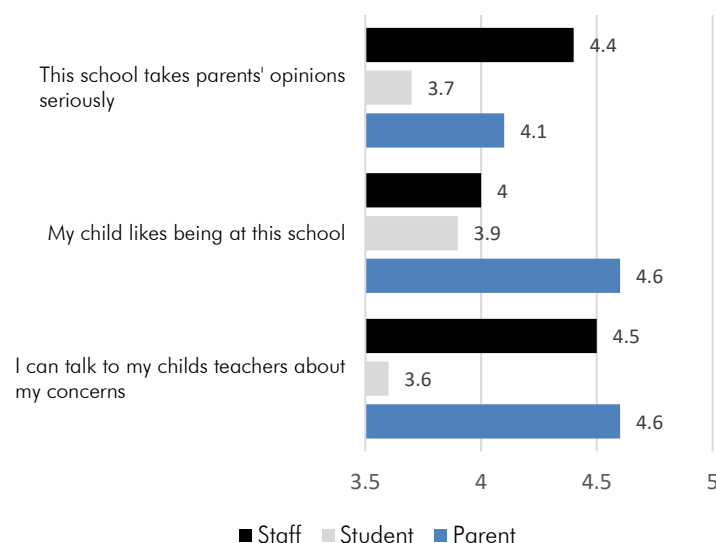


All NAPLAN achievement will be at or above like schools (ICSEA alignment)

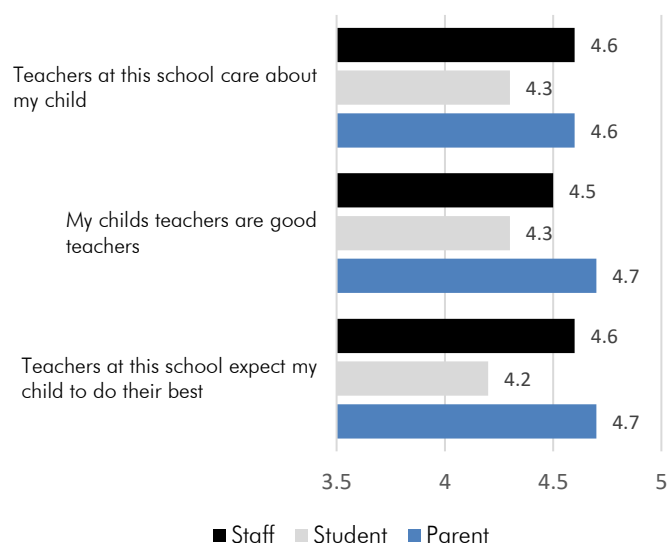


# 2020 PARENT, STUDENT & STAFF SURVEY

## Three areas in most need of improvement at MPS



## Three areas of success at Mandurah PS



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



CHARLIE PROGRAM



STUDENT SERVICE SUPPORT



STEM, SCIENCE, ICT



LEADERSHIP



COMMUNITY BREAKFAST



What do you believe makes our school successful?

### STAFF

"All parties working together for improvement of student outcomes."

"Relationships built between all stakeholders."

"There is a whole child focus – and whilst results are important, that's not the main driver."

### STUDENTS

"I think strong leadership makes our school successful."

"I think the multi-cultural stuff makes it a successful school."

"I think the school is successful because it is great at helping students and has good programs."

### PARENTS

"Embracing culture and educating students, classroom teachers go above and beyond for students."

"The way staff care for all students, regardless of their roles in the school."

"The way they responded and communicated during COVID-19, they were amazing."



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

### STAFF

"After 2020 we just need to be consistent with our expectations of behaviour, academic success and commitment to each other."

"Continue on expanding in the areas already identified within this survey, to further consolidate impact and change."

"Ongoing staff PD, behaviour management and self-care focus."

### STUDENTS

"I think it doesn't need improving, it's already the best school!"

"I think the hard courts need more work. So does the oval."

"I think there should be a specialist class for students who are interested to do such things like art."

### PARENTS

"Nothing that I can think of, the school has been amazing during COVID-19."

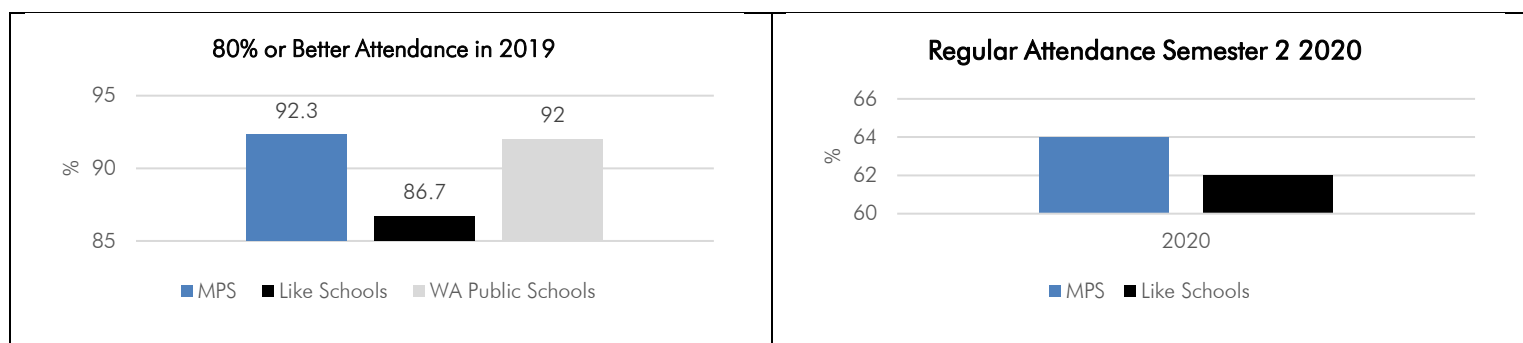
"Continue to focus on student learning improvements."

"I really can't fault the school, they are consistently striving to improve."



## ATTENDANCE

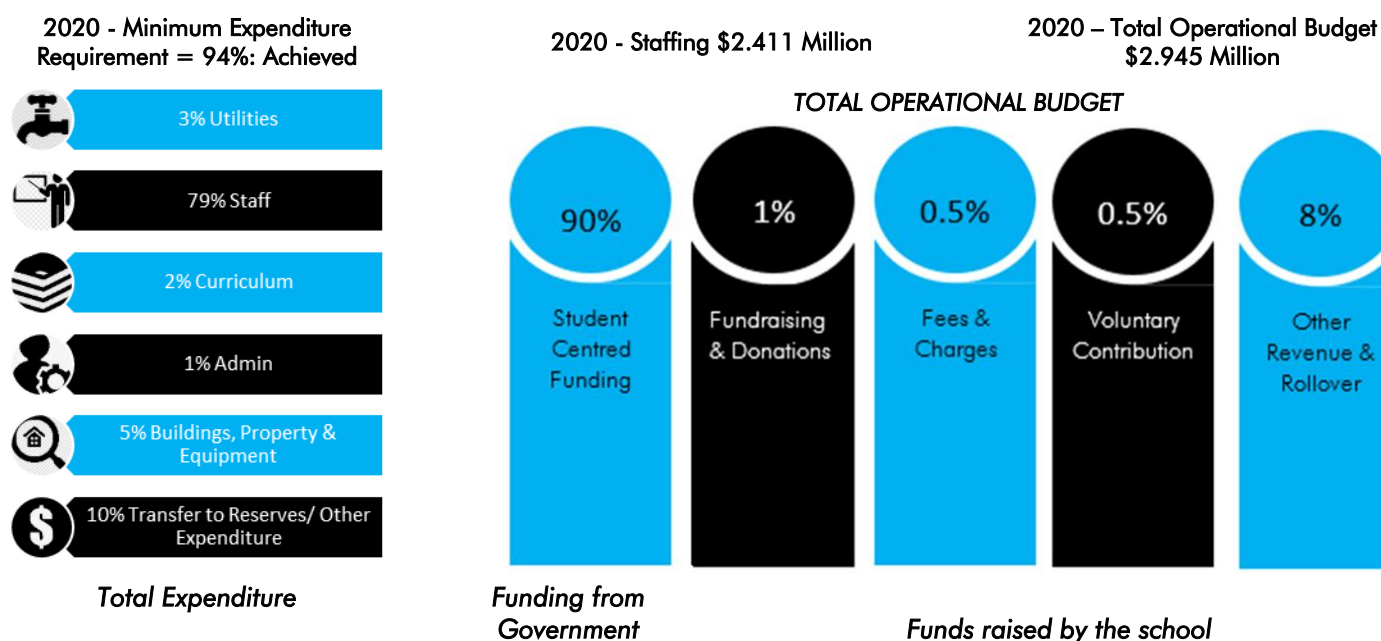
	Non-Aboriginal			Aboriginal			Total		
	MPS	Like Schools	WA Public Schools	MPS	Like Schools	WA Public Schools	MPS	Like Schools	WA Public Schools
2017	92.2%	93.2%	93.8%	88.9%	83.6%	81.2%	91.8%	91.7%	92.7%
2018	93.3%	92.7%	93.7%	91.4%	82.8%	80.8%	93%	91.3%	92.6%
2019	92%	91.6%	92.7%	87%	81.5%	79.5%	91.3%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



	80% or better Attendance	Regular (90% or better)	Attendance Category		
			Indicated (80 – <90%)	Moderate (60 – <80%)	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%

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

## FINANCE



As school funds are public monies, the management of these funds is subject to the requirements of the Financial Management Act 2006 (WA), which requires Principals to be publicly accountable for the budget planning, allocating and use of those funds.

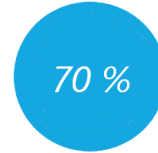
# Progress towards our Business Plan targets 2020-2022



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

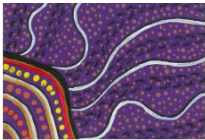







On Track to Achieve



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><b>Ensure all students are achieving year-on-year progress in literacy and numeracy.</b></p>	<p><b>A scope and sequence for Digital Technologies teaching and learning, articulating desired skills and supports for each phase of schooling.</b></p> <p><b>Build STEM skills through the implementation of the new K-10 curriculum resources.</b></p>	<p><b>Engage Aboriginal students in learning that builds on their strengths and enables them to thrive academically and socially.</b></p> <p><b>Implement targeted approaches to engage students identified as being at high risk of non-achievement.</b></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><b>Embed whole school approaches and professional collaboration that strengthens teaching, learning and leadership.</b></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><b>Increase capacity and confidence in the use of ICT.</b></p>	<p>Further improvement in the school attendance rate for students &amp; 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><b>High quality instruction is fostered through ongoing classroom &amp; peer observation, teacher professional development, self-reflection and goal setting using AITSL.</b></p> <p>Effective teaching and learning in every classroom.</p>		<p>A positive school culture is embedded and celebrated.</p>	<p>Through workforce planning, ensure 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><b>Use student performance data to plan for improvement across groups of schools.</b></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 &amp; care services, Kindergarten, Pre-Primary, Year One &amp; 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 &amp; responsive communication between school staff, parents, students &amp; our broader Mandurah community in a variety of platforms.</p>	<p><b>Create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students.</b></p> <p><b>Improve collaboration with other agencies to enhance our services and support for students with disabilities.</b></p>
	<p><b>A clear whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements.</b></p> <p>Use data and evidence to ensure decisions are made in the best interests of students' educational opportunities.</p>			<p><b>Set aspirational targets for retention and attendance of students.</b></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**