



MANDURAH
PRIMARY SCHOOL
Est. 1872
Motivate • Educate • Celebrate

ANNUAL REPORT 2021

PRINCIPAL REPORT

It is with great pride and enthusiasm that I present the 2021 Annual Report to Mandurah Primary School and our School Board. The aim of this annual report is to inform parents, carers and the broader school community of our school's successes, student achievement and progress, alignment of these achievements to system targets and progress towards achievement of our 2020-2022 business plan targets.

We returned to school in 2021, following the commencement of our major capital works program, a full roof replacement, which had not gone according to plan. We commenced the school year by moving 10 classrooms around to accommodate the building works. We had temporary fences erected and new walkways to establish. I am very pleased to say that our wonderful staff all rose to the challenge and Day 1 started with minimal disruption to teaching and learning.

As this works slowly progressed over February and March, the overriding priority became the safety, health and wellbeing of students and staff and ensuring continuity of teaching and learning.

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 managing a major capital works program in the school, during school hours.

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 feedback surveys that demonstrate relationship and partnerships as a strength. We have undertaken a journey towards cultural proficiency over the last 3 years, that will form a basis to reflect on our approaches to Aboriginal Education, with the commencement of Noongar Languages being taught across the school and striving for improvement to our teaching and learning environment and engaging with Aboriginal families and community. School Board is representative of our school community, made up of staff, parents and community members. We are working towards being inclusive of all cultures in our school, to ensure that as key stakeholders, the decision making process is a shared responsibility.

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 2022 we were able to resume some of the educational activities paused in 2021 and refocus our work on the priorities we set ourselves in 'Every Student, Every Classroom, Every Day,' along with our new business plan targets, system wide initiatives and preparing for COVID lockdowns and alternative curriculum delivery to our preferred face to face teaching. Despite this happening several times over 2021, I am proud to say our school staff demonstrated the ability to collaborate to offer the best possible options, should they have eventuated, in teaching and learning programs, online, in hard copy work packages and face to face, depending on the restrictions at the time. Despite the challenges we have maintained some very sound progress and achievement.

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. In 2021 our board elected unanimously a well-respected Elder and community member to be our school board chair.

To our very much valued, respected and appreciated School Board Chair – George Walley, it is an honour and a privilege to work alongside you, and to share our school's highlights, journey towards cultural proficiency and our dual naming in 2022.

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 challenging school year. The major capital works program and the COVID-19 pandemic is affecting our entire community and has presented us with extraordinary challenges in managing schooling during 2021, with the uncertainty of what 2022 may bring. 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 are our priority.

Our students, staff, parents and the broader community bore witnesses to significant history in the making. Despite the restrictions placed on our school due to COVID19, or maybe because of it, our students and staff were resilient, enthusiastic and engaged. I believe we saw even more flexibility, creativity and mindful teaching. We all learnt to adapt and modify; and I am extremely proud of the accomplishments gained by all. The staff and students have engaged in quality teaching and learning that have led to some incredible outcomes for our school. Our NAPLAN results are again at the expected standard in Year 5, and well above the expected standard in year 3, students, staff and parents are to be commended!

Our commitment as a school is to continue this improvement journey through 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."



SCHOOL BOARD CHAIR REPORT

It is my privilege to present the Board Chair's report for the very first time in 2021.

**Ngaala kaaditj
Binjareb moort
Keyen Kaadak
Nidja Boodja**

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

As Mandurah's oldest school, my favourite school, the "boodja" which our school sits, holds special meaning for Indigenous and non-Indigenous people. We have an important role to play in our school community. We share the responsibility to care for all. This year, 2021, has continued to pose a challenge for our school, community, state, country and the world, with further restrictions and lockdowns in relation to the COVID-19 pandemic.

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 by the board and myself.

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 new Board Chair of Mandurah Primary School and believe it is very important to reflect on the successes of those previous years and 2021, 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 2022.

The school board has strategic oversight of the schools achievement targets which were set out in the 2020-2022 business plan. To achieve these goals, the Board has worked collaboratively with the school leadership team: Principal, Manager of Corporate Services, Associate Principal and Student Services Deputy Principal.

I want to take this opportunity to mention and thank all of our Mandurah Primary School staff, our teachers, education assistants, administration staff, non-teaching staff and volunteers for what you continue to do for our students and their families.

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.

Mandurah Primary School is a wonderful 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 2022 and the 150th year of our school, along with the acknowledgment of a dual name:

"Mandjoorgoordap Kaadadjan Mia"

I look forward to working alongside Mandurah Primary School, Mandoorgoordap Kaadadjan Mia into the future.



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.



OUR MOTTO:

MOTIVATE – EDUCATE - CELEBRATE

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.

	R Responsibility	E Equity	A Achievement	C Care	H Honesty
<p>③</p> <p>Always</p>	<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	77%
Is enthusiastic about learning	71%
Sets goals and works towards them	69%

YEAR 1	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	86%
Is enthusiastic about learning	85%
Sets goals and works towards them	82%

YEAR 2	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	80%
Is enthusiastic about learning	79%
Sets goals and works towards them	75%

YEAR 3	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	70%
Shows self-respect and care	86%
Shows courtesy and respect for the rights of others	89%
Participates responsibly in social and civic activities	80%
Cooperates productively and builds positive relationships with others	85%
Is enthusiastic about learning	76%
Sets goals and works towards them with perseverance	75%
Shows confidence in making positive choices and decisions	84%

YEAR 4	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	86%
Shows self-respect and care	96%
Shows courtesy and respect for the rights of others	96%
Participates responsibly in social and civic activities	92%
Cooperates productively and builds positive relationships with others	93%
Is enthusiastic about learning	88%
Sets goals and works towards them with perseverance	84%
Shows confidence in making positive choices and decisions	90%

YEAR 5	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	86%
Shows self-respect and care	98%
Shows courtesy and respect for the rights of others	96%
Participates responsibly in social and civic activities	98%
Cooperates productively and builds positive relationships with others	87%
Is enthusiastic about learning	86%
Sets goals and works towards them with perseverance	87%
Shows confidence in making positive choices and decisions	87%

YEAR 6	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	92%
Shows self-respect and care	100%
Shows courtesy and respect for the rights of others	96%
Participates responsibly in social and civic activities	100%
Cooperates productively and builds positive relationships with others	95%
Is enthusiastic about learning	93%
Sets goals and works towards them with perseverance	88%
Shows confidence in making positive choices and decisions	93%

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	89%
English - Writing	78%
Mathematics	80%
Science	83%
Humanities & Social Sciences	65%
Health	96%
Technologies	93%

YEAR 1	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	50%
English - Writing	42%
Mathematics	74%
Science	66%
Humanities & Social Sciences	60%
Health	80%
Technologies	93%

YEAR 2	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	78%
English - Writing	75%
Mathematics	70%
Science	62%
Humanities & Social Sciences	50%
Health	87%
Technologies	89%

YEAR 3	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	64%
English - Writing	61%
Mathematics	70%
Science	54%
Humanities & Social Sciences	55%
Health	82%
Technologies	86%

YEAR 4	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	64%
English - Writing	61%
Mathematics	47%
Science	65%
Humanities & Social Sciences	54%
Health	82%
Technologies	91%

YEAR 5	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	50%
English - Writing	42%
Mathematics	50%
Science	50%
Humanities & Social Sciences	65%
Health	66%
Technologies	89%

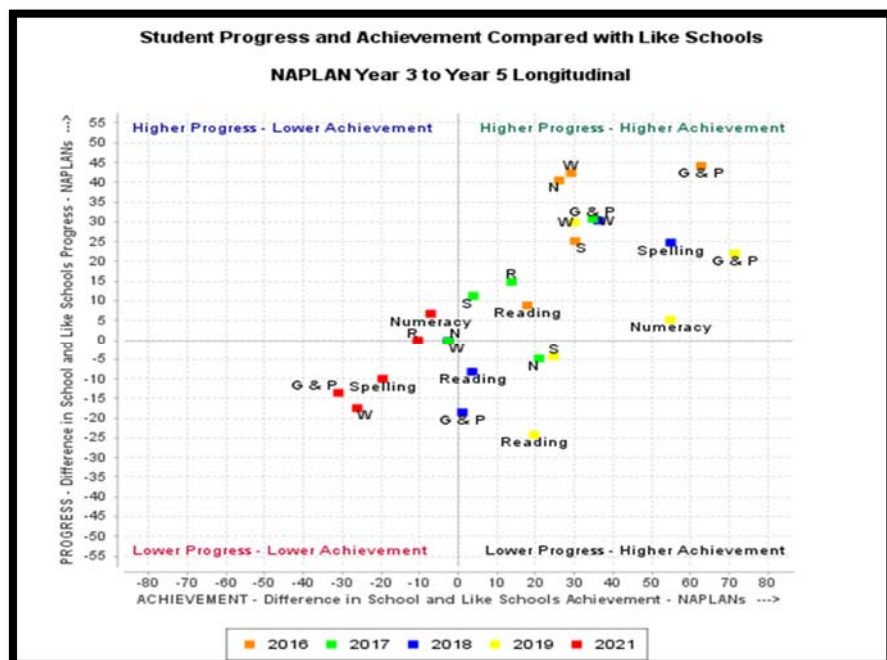
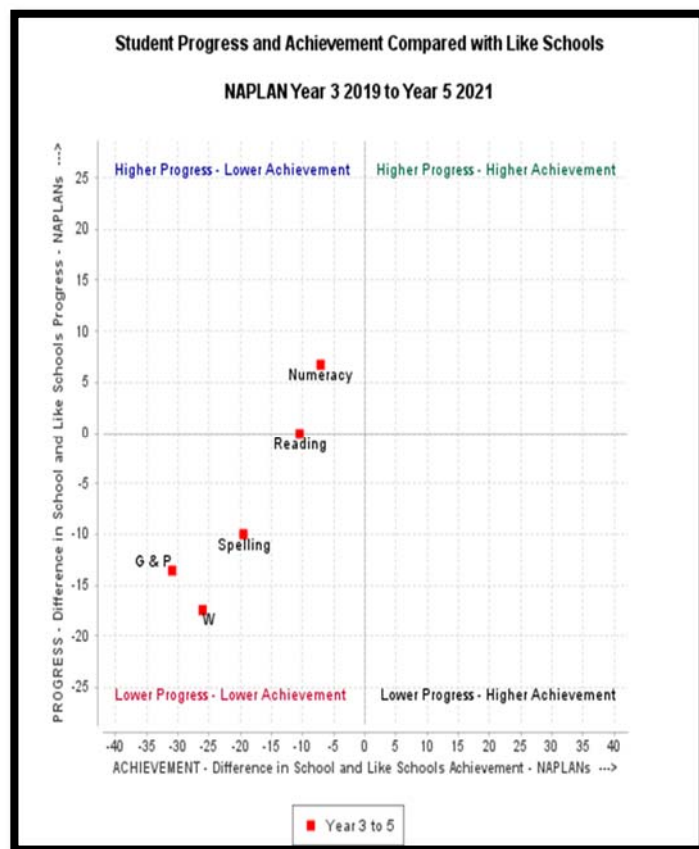
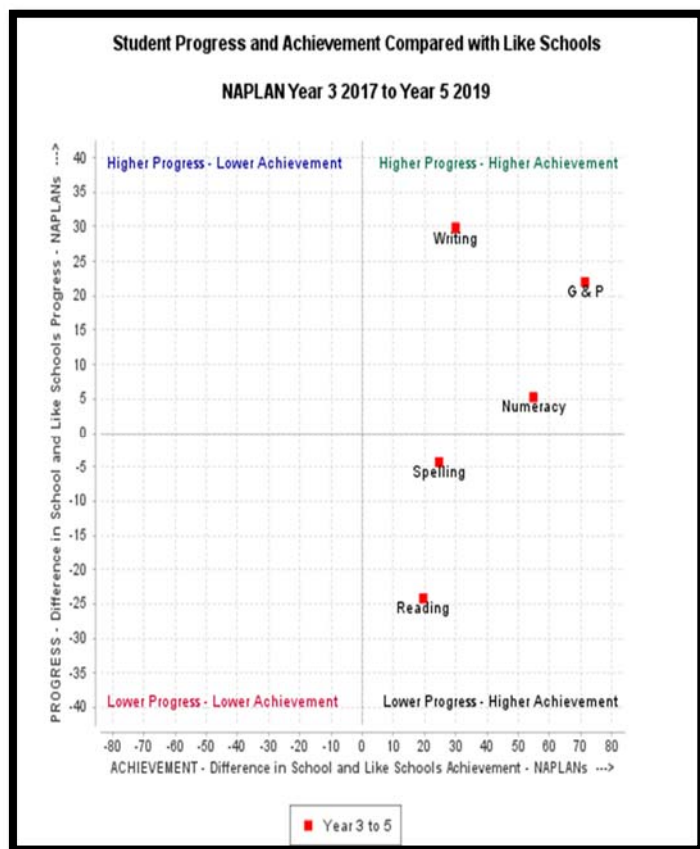
YEAR 6	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	64%
English - Writing	36%
Mathematics	45%
Science	45%
Humanities & Social Sciences	46%
Health	64%
Technologies	83%

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





TARGET: The high progress/high achievement quadrant will be evident in NAPLAN.



Mandurah Primary School students have shown an improvement over time with our students moving out of the lower achievement quadrants first recorded in 2015. The most recent cohort however, did move into the lower progress-lower achievement quadrant for Grammar & Punctuation, Writing and Spelling in 2021.

Mandurah Primary School students are demonstrating higher progress and lower achievement when compared with like schools in the areas of Numeracy and Reading.

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 2022.

ACADEMIC RESULTS



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

		Spelling			
		Year 3		Year 5	
		2021		2021	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			5%	
7	530 – 581			9%	19%
6	478 – 529	23%	13%	18%	24%
5	426 – 477	23%	19%	36%	22%
4	374 – 425	20%	21%	5%	16%
3	322 – 373	10%	11%	27%	13%
2	270 – 321	13%	16%		
1	Up to 269	10%	20%		
Above National Min. Stand		90%	87%	73%	87%

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

		Reading			
		Year 3		Year 5	
		2021		2021	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	4%
7	530 – 581			13%	14%
6	478 – 529	23%	14%	17%	28%
5	426 – 477	29%	16%	35%	26%
4	374 – 425	19%	19%	22%	18%
3	322 – 373	16%	17%	13%	10%
2	270 – 321	13%	24%		
1	Up to 269	0%	10%		
Above National Min. Stand		100%	90%	87%	90%

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

		Writing			
		Year 3		Year 5	
		2021		2021	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	2%
7	530 – 581			5%	8%
6	478 – 529	3%	6%	9%	23%
5	426 – 477	33%	26%	18%	33%
4	374 – 425	37%	30%	32%	17%
3	322 – 373	20%	18%	36%	16%
2	270 – 321	3%	12%		
1	Up to 269	3%	8%		
Above National Min. Stand		97%	92%	64%	84%

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

		Grammar & Punctuation			
		Year 3		Year 5	
		2021		2021	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	5%
7	530 – 581			0%	11%
6	478 – 529	33%	12%	32%	23%
5	426 – 477	17%	19%	18%	27%
4	374 – 425	13%	17%	27%	18%
3	322 – 373	20%	17%	23%	17%
2	270 – 321	7%	19%		
1	Up to 269	10%	16%		
Above National Min. Stand		90%	84%	77%	83%

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

		Numeracy			
		Year 3		Year 5	
		2021		2021	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	2%
7	530 – 581			5%	7%
6	478 – 529	10%	4%	19%	20%
5	426 – 477	13%	11%	29%	33%
4	374 – 425	32%	22%	43%	25%
3	322 – 373	23%	28%	5%	13%
2	270 – 321	16%	25%		
1	Up to 269	6%	10%		
Above National Min. Stand		94%	90%	95%	87%

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

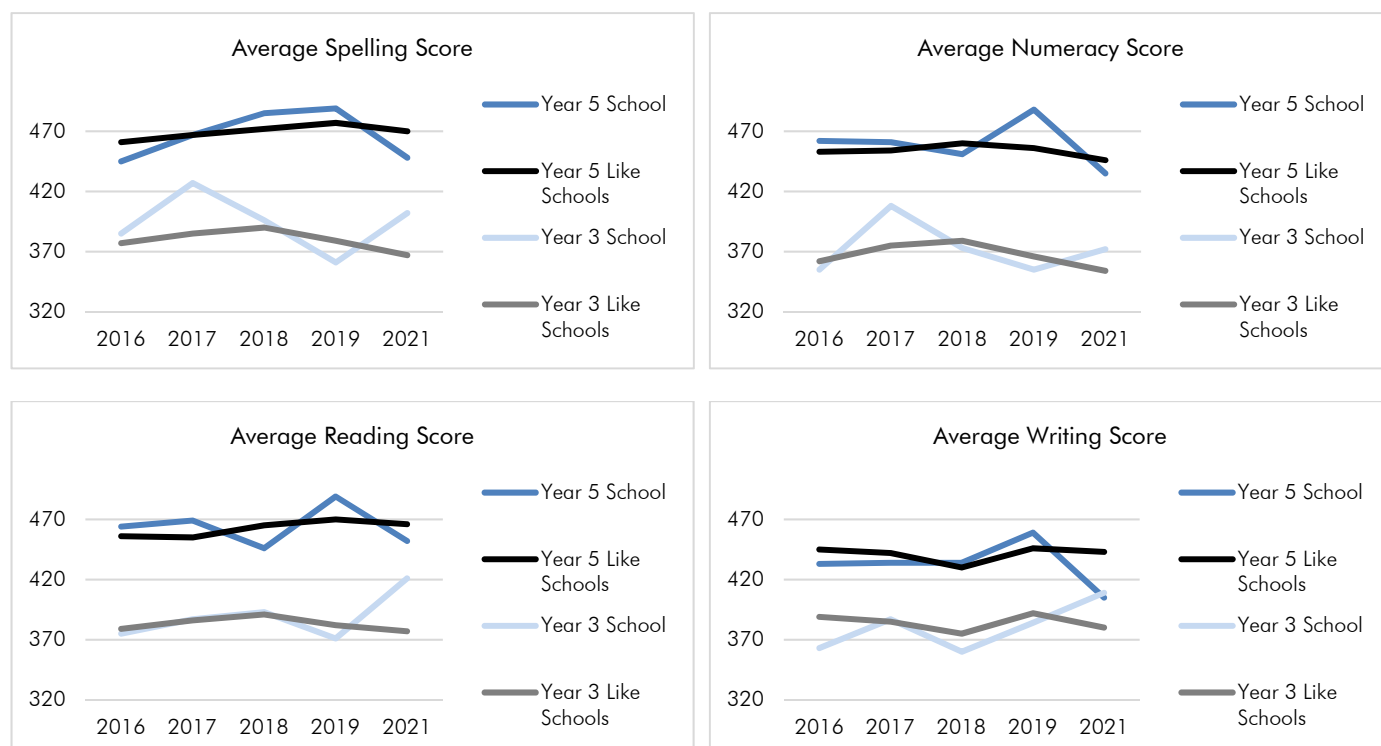
- ✓ Exceeds like schools in Years 5 Numeracy
- ✓ Exceeds like schools in Years 3 Numeracy

ACADEMIC RESULTS



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

NAPLAN Longitudinal Summary



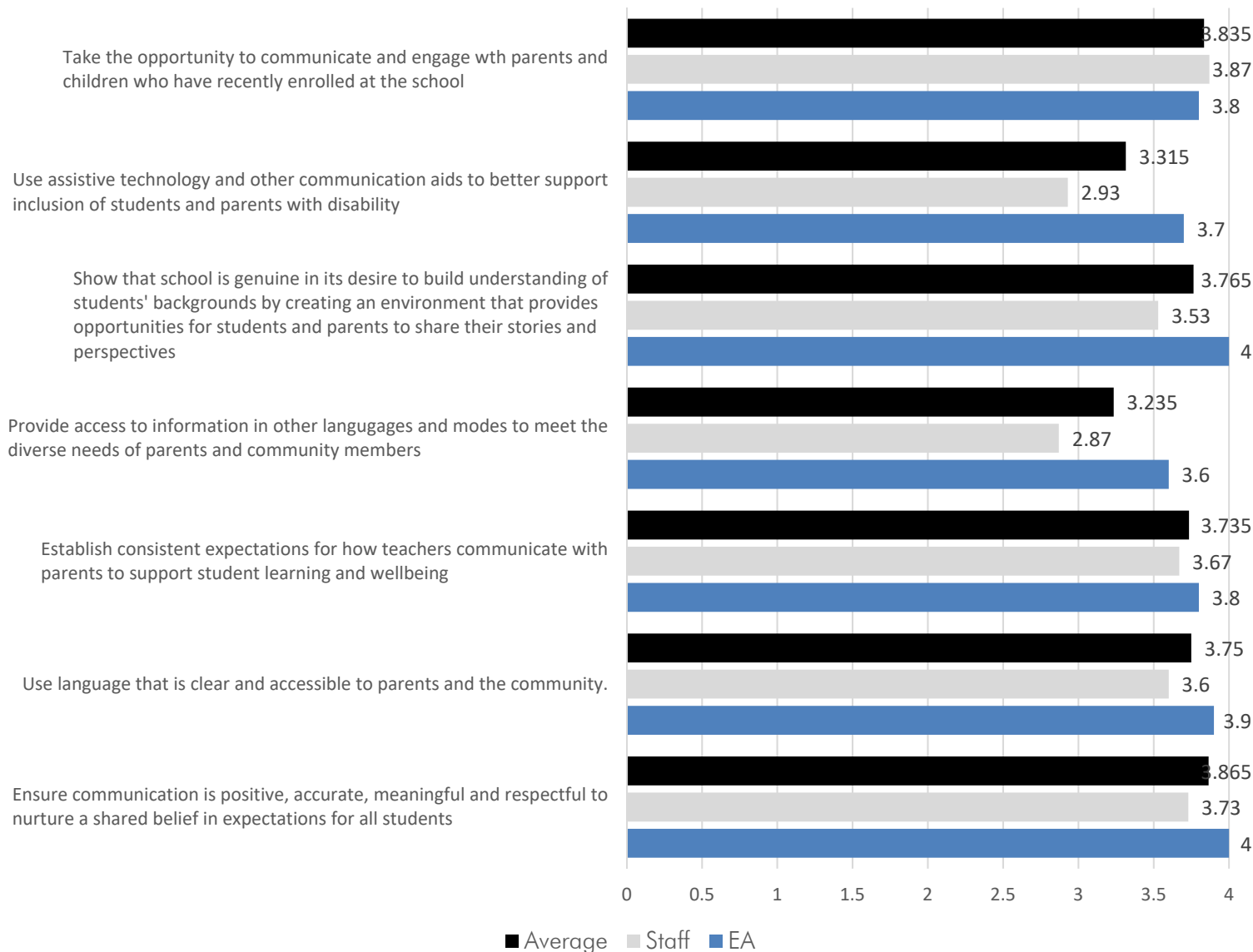
NAPLAN Comparative Performance

Year 3	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-0.4	-0.7	1.7	-0.1	-0.5	0.7
Reading	-0.4	-0.3	0.3	0.3	-0.5	1.8
Writing	-0.3	-1.3	0.5	-0.2	0.0	1.1
Spelling	-0.4	0.1	2.1	0.7	-0.4	1.3
Grammar & Punctuation	-0.6	-0.1	1.5	-0.4	-0.3	1.5

Year 5	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-0.5	1.4	-0.6	-0.3	0.5	0.6
Reading	-0.2	0.8	0.8	-1.1	0.9	0.0
Writing	0.7	-0.3	0.4	1.0	1.2	-1.0
Spelling	0.8	-0.2	0.0	0.4	0.1	-0.2
Grammar & Punctuation	1.4	1.9	0.9	-0.6	1.1	-1.0

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

ENGAGING & WORKING WITH YOUR COMMUNITY – COMMUNICATION: STRATEGIES FOR IMPROVEMENT



Areas for Improvement as identified by MPS staff and Education Assistants

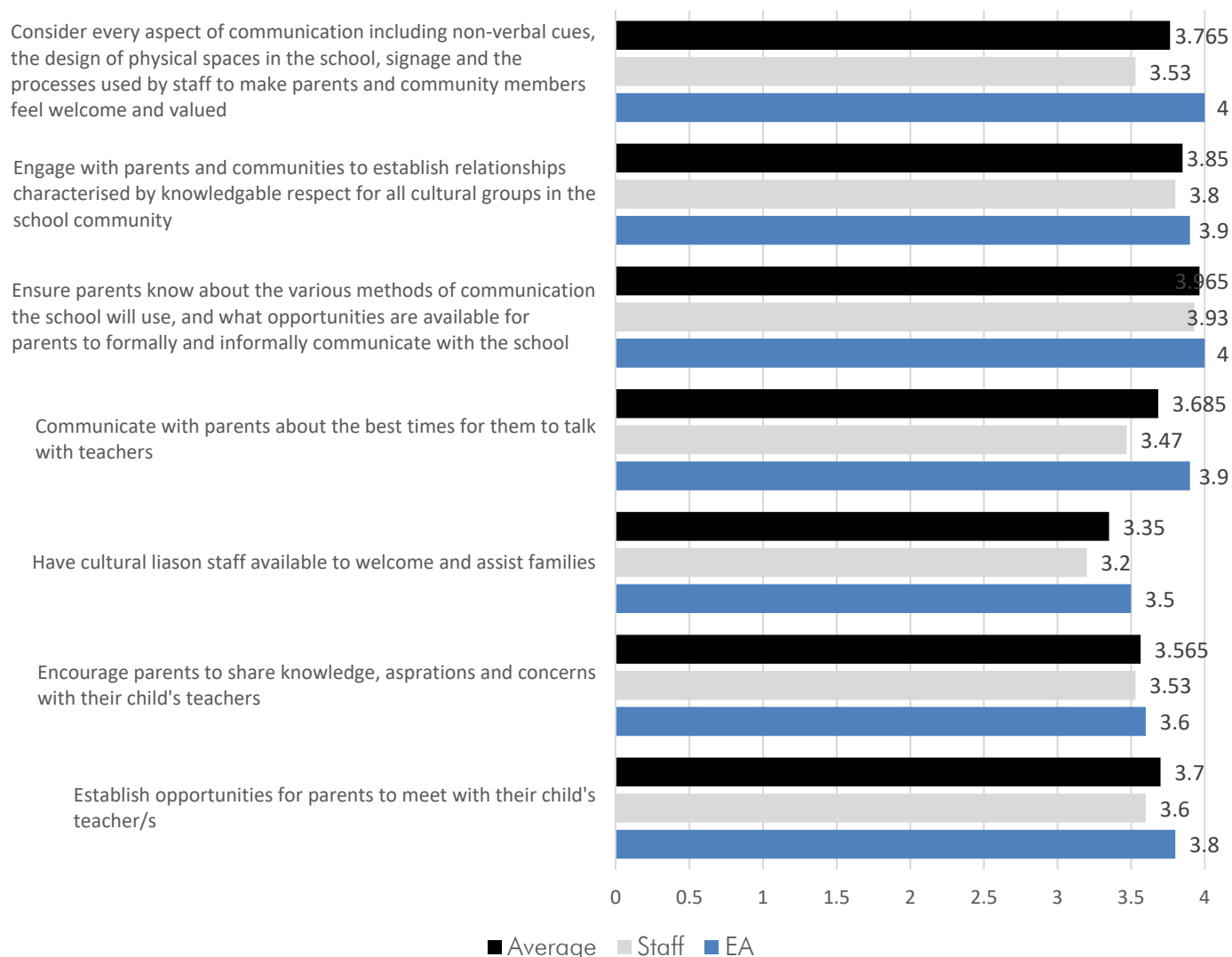
- Send home positive examples of students' work regularly to show parents what their child has learnt.
- Organise school open days to allow community members to tour the school, promote students' work and allow the community to experience how the school operates

" As a classroom teacher, I would like to make a commitment to calling parents more regularly for positive feedback and a general chat "

" All staff to view it as their role to communicate with parents "

*" Re-introduce informal classroom morning tea, such as what used to happen following class assembly,
to invite parents into classes to share in their child's learning journey post COVID times "*

ENGAGING & WORKING WITH YOUR COMMUNITY – COMMUNICATION: STRATEGIES FOR IMPROVEMENT



Areas for Improvement as identified by MPS staff and Education Assistants

"Teacher – parent relationships. Admin appear to have a stronger relationship with those difficult families "

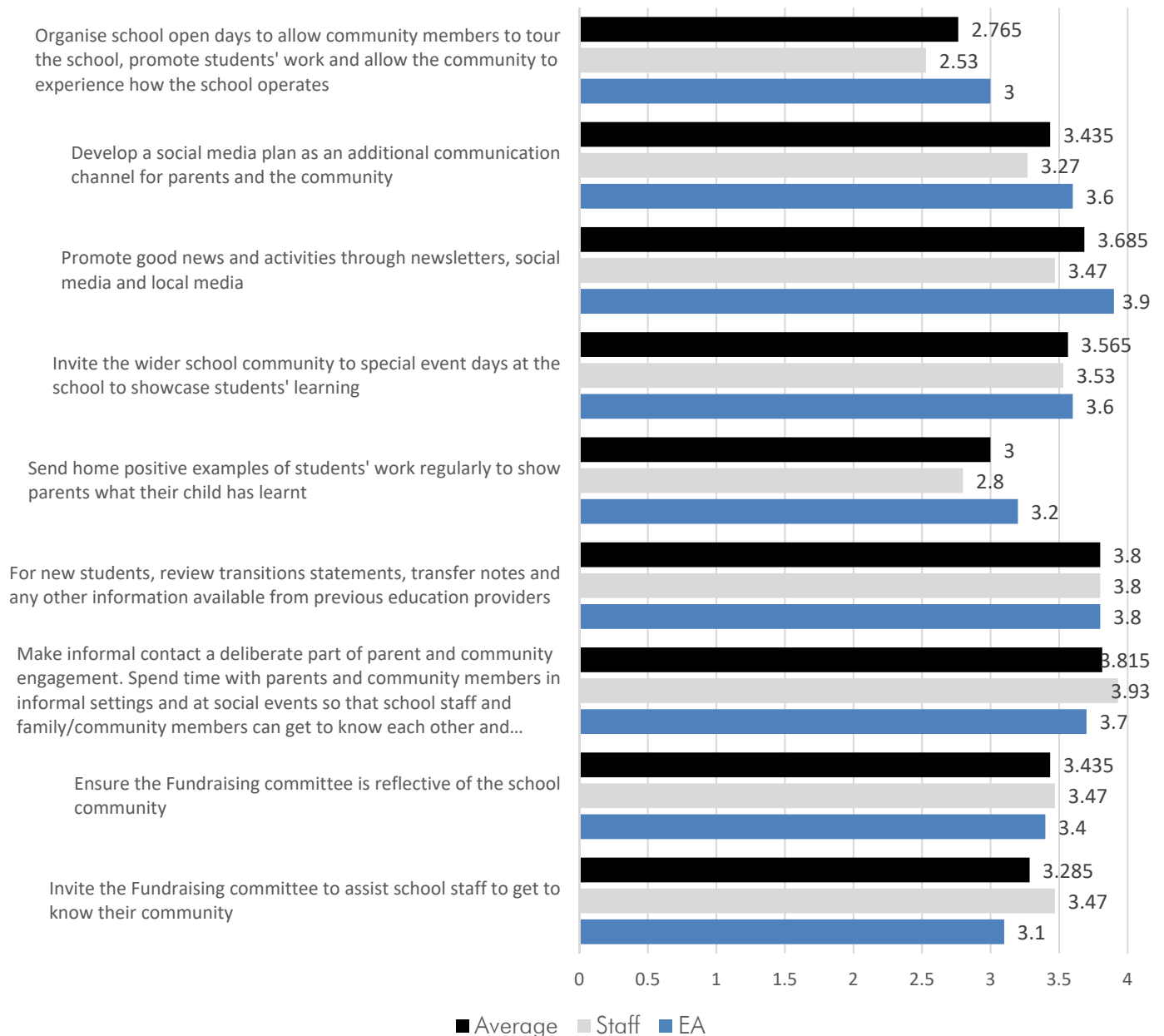
"We have a new Television in the Under covered Area that will be great to get children and parents involved in having things advertised "

"Consistency around celebrating students academic achievement and how we engage parents/families to do this. "

Areas for Improvement as identified by MPS staff and Education Assistants

"Would be great benefit to have more 'open days' for parents and carers. There is support for this as evidenced by Community Breakfast mornings. For example, parent nights, science experiments during science week"

ENGAGING & WORKING WITH YOUR COMMUNITY – COMMUNICATION: STRATEGIES FOR IMPROVEMENT



Identified Areas of strength:

- Ensuring communication is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students
- Ensure parents know about the various methods of communication the school will use, and what opportunities are available for parents/carers to formally and informally communicate with the school

classroom teacher child's progress willingly communicate
 child's work positive parents/families parent interviews class assembly
 teacher day Open day **parents** child mornings
 parents and carers parent nights Parent teacher set aside
 successes with teachers teacher connectivity

What are our schools strengths in the domain: RELATIONSHIPS & PARTNERSHIPS ?

2. Staff, student and parent relationships are respectful



Working together we achieve goals for our students. — JOANNESHARMAN

The staff are very approachable and helpful. — ANONYMOUS

Staff always make themselves available for parents and respect through acknowledgment of the student who we surround. — ANONYMOUS

A class visit recently showed a happy and respectful class enjoying their lesson. George Walley — ANONYMOUS

Staff, students and parents work in collaboration and create strong partnerships to improve outcomes for students — TASH

The staff know our kids' names. They know our names. They know us. — ANONYMOUS

All staff are working in partnership with parents — ANONYMOUS

Relationships, relationships, relationships is what I've heard our Principal say on so many occasions I really believe the school is leading the way — ANONYMOUS

5. The Council or Board fulfils its role in supporting school governance



The board has developed positive relationships where all members feel safe to contribute, ask questions and share the strategic direction of the school — TASH

Absolutely, members are asking the questions and providing advice on matters related to good governance. George Walley — ANONYMOUS

The board has a shared vision and clear direction — ANONYMOUS

The board chair, old and new have well established relationships with all on the board and in our school community. Mutual respect for all is how we relate with each other — ANONYMOUS

7. The local community values its school



The local community is central to the school's decision making — ANONYMOUS

The local community is proud of Mandurah PS and attendance at school events is very positive — TASH

Community is proud of school and it's achievements — ANONYMOUS

Through being a board member and visiting the school at times it is an observation that Mandurah Primary School is a happy community, and happy children and families benefit from the efforts of staff. George Walley — ANONYMOUS

We love MPS — ANONYMOUS

Mandurah is a great school that has come along way under the current leadership — ANONYMOUS

What are our schools strengths in the domain: LEADERSHIP ?

1. School vision/priorities and direction align with the Department's expectations



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Making people feel welcome — ANONYMOUS

Leadership within our school environment is strong. Leaders work together to achieve common goals. — JOANNESHARMAN

The school has aligned all strategic directions with DOE directions however the local — ANONYMOUS

School context is so important — ANONYMOUS

Our business plan and annual report incorporated the strategic direction with links to our school needs — ANONYMOUS

Relationships are a key focus, ensuring the relationships of the leadership team are respectful, compassionate and based around an unrelenting improving student outcomes focus — TASH

6. Staff are provided with opportunities to lead



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Being a smaller school all staff are given and encouraged to lead. — ANONYMOUS

The staff have their own passion projects for the kids that the school supports them to achieve. The kids love it! — ANONYMOUS

Staff are encouraged to take leadership where they are able to — ANONYMOUS

The leadership team at Mandurah PS offers leadership opportunities in a varied way, ensuring all those who lead are supported to do this, at a range of levels and job roles — TASH

What are our schools strengths in the domain: USE OF RESOURCES ?

1. Financial management complies with the expectations of the Funding Agreement for Schools



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The school strives to ensure resources are used effectively — ANONYMOUS

The school is very open and transparent with their financial reporting. — ANONYMOUS

The school uses its allocated resources extremely well and attracts significant additional resources — ANONYMOUS

The board plays an active role in all aspects of the school's strategic direction — ANONYMOUS

The school has benefited from a major capital works program to improve the facilities at the school, we work constantly to ensure our physical environment is equal to or better than new — TASH

2. Resource allocation decision making is evidence-based



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Finance committee work to ensure that resources are allocated and purchased according to school based directives and need. — ANONYMOUS

Yes resources are allocated for the improvement of the school and community — ANONYMOUS

Resources are allocated to school priorities and the school is open to how and where these lay with all stakeholders — ANONYMOUS

We work with all stakeholders to ensure we be the most updated information to make evidence based decisions in the best interests of all staff, students, parents and the broader community. — TASH

What are our schools strengths in the domain: LEARNING ENVIRONMENT ?

1. The learning environment is safe, caring, inclusive and culturally responsive



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Our school is unique in how we care and it's inclusivity of all. — ANONYMOUS

The school embraces our individual differences. — ANONYMOUS

The school is very inclusive and supportive — ANONYMOUS

The school goes above and beyond to accommodate differences. — JOANNESHARMAN

When you hear kids saying they wish they were Aboriginal, you know the school is making an important difference. — ANONYMOUS

The learning environment is tailored to our students extremely well! — ANONYMOUS

Our school strives to bring to life the schools vision for all students. Staff work diligently as a team, at all times, and we have seen significant change in our outcomes, results and progress. — TASH

2. Student behaviour, attendance and engagement strategies enhance student learning



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It seems to me that everything done in this school is to support children's learning and wellbeing — ANONYMOUS

The leadership team strive to ensure all strategies are aimed at improving student outcomes with individual success stories shared with the board — ANONYMOUS

This school has well developed policies, in line with DOE, that take into account our schools unique context. We are seeing improvements over time, however there is always room for further refinement and improvement — TASH 6. The physical environment adds value to the student learning experience The updated facilities enhance the staff and students learning environment. — ANONYMOUS

We are so pleased with all the upgrades the school has had over the last 5 years — ANONYMOUS

Our schools physical environment has seen significant improvement over the last 5 years, with ongoing works, we have worked continually to ensure the elects disruption to school operations and routines, along with a focus on student teaching and learning. — TASH



What are our schools strengths in the domain: STUDENT ACHIEVEMENT & PROGRESS ?

1. Plans demonstrate a commitment to improve student achievement and progress



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This is displayed well in annual report showing targets of what the school aims to achieve by 2022 — ANONYMOUS

Evidence shows where specific programs have been used and the positive results achieved — ANONYMOUS

All planning is evidence based and staff are able to speak to the data and answer tricky questions more than talk the talk — ANONYMOUS

Our schools planning is based around an unrelenting focus on improving student outcomes. — TASH

3. Student achievement and progress aligns with contextually similar schools



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The school has shared data which shows over time the improvements against like schools and even exceeded like schools they are to be commended — ANONYMOUS

Our school has shown significant improvements over time and we are matching like schools and at times exceeding like schools. I am very proud of our school's progress and achievement — TASH

What are our schools strengths in the domain: TEACHING QUALITY?

1. Shared beliefs about teaching and learning support school wide practices



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The annual report and business plans and operational plans are based around the schools shared beliefs and values — ANONYMOUS

The school has collaborated to develop whole school approaches, and are beginning to embed these into everyday practice. — TASH

2. Differentiated teaching exists to cater for the learning needs of students



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Can't really comment but I would hope so — ANONYMOUS

This is an area that is difficult to achieve however Mandurah dedication is really making a difference — ANONYMOUS

Differentiated teaching strategies form the basis of our schools approach. Staff strive to ensure the needs of all students are met. — TASH

6. Assessment and reporting on student achievement informs students and parents



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Teachers spend hours designing reporting comments reflective of student achievement and progress in language that parents can understand they also make themselves available for parent meetings to assist parents to understand their child's progress — TASH

The staff are fantastic and keep me as a parent updated on my children's progress regularly. Especially if there are any concerns or congratulations. — ANONYMOUS

Reports are easy to read and teachers will meet with parents to assist them to understand the system jargon — ANONYMOUS

LEADERSHIP

Key Questions for 2021	How do we know- What evidence/data do we have?	Where to from now- Actions for future implementation
Extend shade structures in ECE play area to cover play equipment	<ul style="list-style-type: none"> Sand pit covered in ECE area Ongoing New fundraiser- Cash for cans begun in term 4 	Continue fundraising for improvements in shade, play areas and air-conditioning
Install new play equipment on oval to ensure safety of all children using equipment and oval	<ul style="list-style-type: none"> Long term goal as it is costly Continue to investigate 	Investigate and look at replacement costs for finance committee- apply for funds again in 2022
Maintain and add wellbeing activities for both students and staff as needed	<ul style="list-style-type: none"> Wellbeing wall in staffroom for teachers Choir practise World teacher day Wellbeing survey Charlie program 	Student wellbeing- 2022 Leadership team to make a focus Staff wellbeing team to further develop survey feedback and incorporate areas for support and improvement
Networking with other schools both like and unlike	<ul style="list-style-type: none"> Ongoing – SSD and AP network with like schools Leadership opportunity within Network 	Professional learning opportunities to be further developed ensuring capacity building of all staff
Freshen up classes- paint, mats, blinds, blackboards- felt covers, aesthetics of rooms 1-6 and 12-14	<ul style="list-style-type: none"> Completed in semester 1 as part of the roof refurbishment and subsequent water damage 	Ensure maintenance areas are reported and repaired in a timely manner
ECE rooms- new floor covering, new reverse air conditioning	<ul style="list-style-type: none"> Completed 	Further planning and upgrades in infrastructure/buildings as planning

CULTURE & CARE

Key Questions for 2021	How do we know- What evidence/data do we have?	Where to from now- Actions for future implementation
Continue to increase parent/community engagement with school community, post COVID-19 restrictions and lockdown	<ul style="list-style-type: none"> Assemblies have restarted Kindy orientation day with services to support fairness New Website launched, DOJO (restarted) Facebook 	What will the impact of border opening have in 2022, for staff, students and our transiency? All teachers to have completed COVID readiness PD online
Investigate and implement the teaching of Indigenous languages rather than Indonesian, for a more meaningful session- employ Noongar languages Teacher, AEIO retrained as a restricted teacher	<ul style="list-style-type: none"> Employ-Indigenous teachers, 2days per week Embed Noongar language in Assembly format 	Embed noongar languages into everyday curriculum teaching and learning Offer staff member permanent employment
Cool down space for students who require time out due to home issues	<ul style="list-style-type: none"> Front Office Admin co regulation Use of front of school bench Garden at rear of school 	Investigate a different area other than front office due to congestion and numbers. Possible library, outside in garden area term 4, 2021
Greater rewards for students who always do the right thing through DOJO, PBS and REACH matrix	<ul style="list-style-type: none"> Ongoing- need to do more Admin rewards at least once a week and more often towards end of term when students and teachers need motivation 	Buy regular prizes for prize box, ensuring choice for all students Seek information from students about current trends/interest for maximum impact

TEACHING & LEARNING

Key Questions for 2021	How do we know- What evidence/data do we have?	Where to from now- Actions for future implementation
Reading whole school strategy, needs to improve our results, common language comprehension- focus of English Operational Plan	<ul style="list-style-type: none"> Pat Reading Adaptive Trial (weeks 6-10) term 4 2021. Information from this will be used to inform whole school reading strategy Members of English team have reading strategy in the pipeline implementation 2022 based on results of Pat Reading adaptive test 	<p>Information from Pat Adaptive available in week 10 of term 4, PD day1 2022</p> <p>English team to work over school holidays to format improvements to the English Curriculum and Reading operational plans</p>
Keep growing as a school maintaining, extending and being involved with the broader community	<ul style="list-style-type: none"> Reading Author City of Mandurah-Elders group, Play equipment Performing Arts Cultural centre Koolbardies Ladies group NAIDOC Perth Ladies College Tutoring in term 3 REACH reward on foreshore 	<p>Look for opportunities to engage with our local community, or be open to them as they advise us.</p>
Medical Files- develop further improvements so that they can be used at school to improve dissemination of information	<ul style="list-style-type: none"> Use of Integris moving to compass <p>How will this impact- will teachers be able to use school devices to access medical information making the red files obsolete.</p>	<p>Compass PD on 10 November 2021- details on how this will impact all staff. Feedback on soft implementation/trial to embed practises before Term 1, 2022</p>
Locked cupboards/drawers for teachers, EA's to secure belongings, safely and wellbeing when moving around multiple teaching/learning areas.	<ul style="list-style-type: none"> Teachers drawers are all lockable EA's using room 3 as preparation, 1 on 1 room 	<p>EA room now used as Languages- Investigate if EA's belongings are safe, where do they store belongings now</p>
Continued structured curriculum- explicit teaching, with shared common approaches in Math and English, explicit teaching skills	<ul style="list-style-type: none"> Ongoing professional learning, moderation and capacity building What are our givens? 	<p>English team are to Investigate further establish give us givens through operational plan review</p>
New class equipment- teacher chairs, bookshelves, audit in semester 1 2021	<ul style="list-style-type: none"> Audit commenced of all equipment Big Trays for corridor classes Big pigeon holes in rooms 12 and 13 Student desks in rooms 5 and 6 	<p>Investigate further furniture requirements of classrooms through audit Term 1, 2022</p> <ul style="list-style-type: none"> Keep to furniture replacement, students desks and beyond

STEM

Key Questions for 2021	How do we know- What evidence/data do we have?	Where to from now- Actions for future implementation
ICT- how we upgrade: more will be required for students to stay abreast of technology	<ul style="list-style-type: none"> New TV in UCA Sound system in UCA ICT Replacement schedule ICT audit, done regularly to prevent re: loss/damage 	<p>Laptop and iPad audit to occur at least 1 per semester to ensure that the devices are in correct locations and to prevent loss and damage</p>
New ICT infrastructure- new WAPS and switches to be replaces in semester 1, 2021	<ul style="list-style-type: none"> Completed 	<p>ICT replacement schedule developed and improved upon Semester 1, 2021</p>

BASF

On September 13, BASF gave Mandurah Primary School students the opportunity to become scientists for a day with the latest edition of the popular BASF Kids' Lab program. Held over three sessions in the school's brand-new science room, approximately 90 students embarked on a journey of scientific discovery under the tutelage of qualified BASF colleagues and Mandurah Primary School educators.

"For over 15 years we've been running the BASF Kids' Lab program in Australia and New Zealand as a creative way to ignite an interest in science amongst primary school children. Through a range of exciting experiments, our hope is that participating kids will discover an affinity for sciences and consider furthering that passion with a career in STEM," said David Hawkins, Chairman and Managing Director, BASF Australia and New Zealand. "I am very pleased we're able to bring Kids' Lab to Mandurah Primary School for the first time and look forward to engaging the next generation of scientists, inventors and engineers."

Mandurah Primary School's shared commitment and dedication is essential to delivering improved outcomes in science, technology, engineering and mathematics education. The partnership with BASF is important in building our students knowledge of, and engagement in, STEM by giving them access to leaders in the STEM industry and real-world contexts.



Over the course of the day, participating children conducted three engaging and safe experiments to cultivate their interest in STEM topics.

BASF's electric vehicle, an Audi e-tron, was also on display at the school, to prompt interest and conversation around the importance of technology and chemistry in driving innovation. BASF Kids' Lab is a free and interactive chemistry education program designed for children to discover the world of chemistry through simple and safe hands-on experiments and help them understand the ubiquity of chemistry in our daily lives. Since its launch in 1997, the program has been brought to more than 30 countries and regions across the globe. This program has been running in Australia for over 15 years.

COVID-19

We started 2021, with a major capital works project, roof replacement and concern for continuity of teaching and learning, however it was not before our efforts were diverted to deal with the impacts of the COVID-19 pandemic. 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 - in person, online and provision of hard copy work packages.

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 the 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 students 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 the 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.

Are You OK Day?

As a whole school, we celebrated 'Are You Ok Day' as part of staff and student well-being initiatives. The well-being team took the lead on this celebration/reminder and shared links to the 'R U OK website'. Teachers were then able to select age appropriate classroom activities which could be implemented over the week. Staff were encouraged to join in the celebration by wearing something yellow on the day. Posters were put up on the well-being wall from the R U Ok? website that promoted the process of how to begin a conversation with a colleague, how to 'check in' on them, and how to support them or how to help them seek the support they need.



Staff cooked cupcakes and toppings were sourced which displayed the iconic 'R U Ok?' logo and colours. These were delicious! Staff were encouraged to join in and spend time in the staffroom during breaks 1 and 2 to share the cupcakes, have a catch up, recharge, and return to their class to share R U Ok day activities. The well-being team wore the brightest yellow 'R U OK?' T-shirts and gave out yellow lolly bananas to staff as a way of catching up with each person individually and asking how they were going and were they concerned for any students in their class. The student services team supported the well-being team. Classrooms displayed their 'R U OK?' activities in the corridors so that we could share the week's creations, learning activities and students could talk about their experiences during 'R U Ok?' week with each other. It is a well worthwhile activity to promote positive health and wellbeing in both staff and students.

Well-being Wall

The PBS team is working on positive behaviours, and developed a sub-committee for well-being, and from this team meeting, the well-being wall idea was generated.

The Well-being Wall is located in the staff lounge. Displays are updated and changed regularly to inspire, motivate, educate and congratulate staff. Some displays that have been included are a recipe share, a 'Shout Out' area where staff can write a note of appreciation to a colleague, funny quotes and inspirational messages and pictures, easy ideas about strategies to increase mental health and wellness. We also include up-coming events like R U OK? day, Wellness Wednesday, Happy Schools Articles and a self-care corner. This has been a source of self-care, well-being and support for all staff at our school, during the challenging times of major capital works, COVID-19 and the day to day workload and work life balance in schools.



Charlie Program

Charlie, Education Assistant Dog, is supported by his trainer Jodie Toy and Special Needs Education Assistant, Kristy Fissoli. 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 the child's 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. Students exit the program with improved social and emotional skills having both a positive impact at school and at home.

The RSPCA proudly presented Charlie as a bronze winner in the category of Animal Awards. This RSPCA 2021 award recognised animals that have made a significant positive impact in the life of members of the community. This award celebrated the incredible bond and loyalty that Charlie has with the students and community.

Charlie was recognised for the work he has done particularly at Mandurah Primary School as an Educational Support Dog. Charlie has an incredible bond with students, staff and the community which allows everyone who meets him to find comfort in the challenges that they face.



Buddy Reading

Room 12 (PP/1) and Room 20 (5/6) have been buddy reading for several years. This has given students of both classes the opportunity to create friendships with different year groups and mix with students that they otherwise wouldn't, within the context of peer support.

All students benefit practicing their reading skills and being praised by their peers for their effort. Older students develop ownership of the programme, attain new skill sets like empathy and patience, as well as an understanding of the reading process. Younger students have access to another person to read with, and practice use of comprehension strategies.

This is very much valued program that encourages and empowers our students to listen to another student read, practice their own oral reading skills and to offer praise, encouragement and motivation to a younger peer to read aloud. We are proud of this program, and all that it affords students at our school.

DRUMBEAT

Drumbeat is an evidence based social and emotional learning program, incorporating hand-drumming. The program focuses on social connection through teamwork and is proved to build resilience, showing measurable changes in social behaviour.

The DRUMBEAT program identifies key issues related to health and social outcomes which is catered to the needs of the group cohort. The coordinator has engaged in intensive training online, achieving accreditation as a DRUMBEAT trainer, and is working with students at our school, who have been identified as in need of development in the area of social and emotional learning. The students have expressed great pride and joy at their accomplishments in this course, and were presented with a certificate on completion of a 5 week course. Drumbeat forms an integral part of the student wellbeing initiatives inclusive of PBS, the Charlie program and Special needs education assistant one on one intervention and intensive support.



Toy Library

The toy library is a concept that was developed after the Dudley Park CPC – Child and Parent Centre, signed an MOU to work one morning per week at our school, to deliver a school readiness program aimed at offering interventions and support to families with children prior to starting school. Each week, Kindy Café caters for 0-3 year old children an opportunity to attend our school, where parents also stay for the duration, about 2 hours, engage in Rhyme Time supported by the City of Mandurah, fun and entertaining pre-school type activities, based on growth and development skills, have a shared fruit session, and we worked on development of the toy library concept.

The toy library is an inviting safe and fun place where new positive relationships with parents staff and upcoming students are formed. The toy library hosts many events within a year such as book fairs, NAIDOC Week, and visiting authors. The toy library has an excellent collection of new and used age appropriate books for all levels of readers.

Children and families join our school library, it is cost free, and they are given a library card so they can borrow two items per week, from a wide selection of toys, books and games that are developmentally aimed at 0-3.

We are proud of how far this concept has been developed, now copied by other CPC schools, to support and encourage development of school readiness skills.

Bike Safety & Education Training

In Term 3, Rooms 16 and 20 (years 4-6) had the opportunity to get involved in four weeks of bike safety, education training program. The program took place every Monday from August 23 to September 20, 2021. Bike education, run by the Department of Transport and Road Safety Program, was engaging and interactive in delivering lots of fun, age appropriate and tailored activities to improve rider safety, bike maintenance and road safety.

It helped children develop their knowledge, skills, and confidence to explore endless opportunities that riding a bike safely provides. The program offered a suite of free and fun in-school workshops covering bicycle, pedestrian and passenger safety. The children learnt how to ride, increased their riding ability, and brushed up their skills on bike maintenance.

As a result of this training opportunity, we have decided to make this an annual opportunity, funded through our participation in the Your Move initiative online. This initiative earns our school points, and then funds to support new initiatives in schools.



Major Capital Works Program: Roof Replacement

In June of 2021, the Education Department allocated the funds to replace our schools again tile roof. In collaboration with Department of Finance, Capital works and Maintenance, Program Facility Management, the school and Building Management and Works to establish a program of work s to replace all evaporative air conditioners with reverse cycle units in preparation for the new roof. This works started in September and October, 2020 and was completed prior to the prestart meeting held in early December 2020.

Roof replacement works commenced 18th December 2020, with scaffolding and temporary fencing being erected on the school site before the Christmas holiday break, we were very excited at the prospect of the works commencing. However due to contractual delays, works did not actually commence until January 22, 2021. We had many meetings, discussion and plans for this works to continue during the school term, without distraction, delay or interruption of our core business, however with most best laid plans and despite everyone's collective efforts they did not come to fruition. We had issue and challenges with supply of materials, due to COVID-19, wet weather, flooding of classrooms 1-6, moving of classrooms to ensure continuity of teaching and learning, with a focus on ensuring environmental safety, occupational health and safety standards were maintained at all times. Further to these challenges we were confronted with the rain patterns as a result of a cyclone up North, that resulted in severe flooding of the administration block, contractors going into administration/receivership, new contractors, KARDAN appointed, a subsequent refurbishment of the administration block and finally completion of the roof replacement works in July 2021.

Major Capital works program was supported by DOE, PFM, Department of Finance to

Our staff demonstrated high levels of resilience, enthusiasm and a focus on our core business during the 6 months of a major capital work program, that was intended to be completed over the Xmas holiday period.

I am proud of staff who supported other staff, who ensured continuity of learning throughout the program, and that students learning had minimal disruption.

Parents provided feedback about how the teachers, admin and the school were able to continue business as usual, whilst this works was happening in the school.

We are very grateful to all involved for this major capital works project and investment in our schools future sustainability.



AEDC SCHOOL PROFILE

		2009		2012		2015		2018		2021		2009 v 2018	Significant change 2015 v 2018	2018 v 2021
		n	%	n	%	n	%	n	%	n	%			
Physical Health & Wellbeing	On track	22	84.6	14	53.8	26	72.2	24	82.8	24	88.9	No significant change	No significant change	No significant change
	At risk	1	3.8	6	23.1	4	11.1	1	3.4	3	11.1	No significant change	No significant change	No significant change
	Vulnerable	3	11.5	6	23.1	6	16.7	4	13.8	0	0.0	No significant change	No significant change	✓ Significant decrease
Social competence	On track	19	73.1	17	65.4	23	63.9	24	82.8	21	77.8	No significant change	✓ Significant increase	No significant change
	At risk	2	7.7	8	30.8	10	27.8	2	6.9	4	14.8	No significant change	✓ Significant decrease	No significant change
	Vulnerable	5	19.2	1	3.8	3	8.3	3	10.3	2	7.4	✓ Significant decrease	= No significant change	No significant change
Emotional maturity	On track	14	53.8	17	65.4	20	55.6	23	79.3	24	88.9	✓ Significant increase	✓ Significant increase	No significant change
	At risk	8	30.8	8	30.8	10	27.8	4	13.8	1	3.7	✓ Significant decrease	✓ Significant decrease	No significant change
	Vulnerable	4	15.4	1	3.8	6	16.7	2	6.9	2	7.4	No significant change	✓ Significant decrease	No significant change
Language and cognitive skills (school based)	On track	8	30.8	10	38.5	26	72.2	22	75.9	19	70.4	✓ Significant increase	= No significant change	No significant change
	At risk	6	23.1	7	26.9	4	11.1	1	3.4	4	14.8	✓ Significant decrease	= No significant change	No significant change
	Vulnerable	12	46.2	9	34.6	6	16.7	6	20.7	4	14.8	✓ Significant decrease	= No significant change	No significant change
Communication skills and general knowledge	On track	16	61.5	18	69.2	31	86.1	23	79.3	19	70.4	✓ Significant increase	= No significant change	No significant change
	At risk	5	19.2	3	11.5	4	11.1	4	13.8	6	22.2	No significant change	No significant change	No significant change
	Vulnerable	5	19.2	5	19.2	1	2.8	2	6.9	2	7.4	✓ Significant decrease	= No significant change	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.



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



TARGET: 100% of National Quality Standard areas met

QA4	Staffing arrangements		
Standard 4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.	
4.1.1	Organisation of educators	The organisation of educators across the school supports children's learning and development.	
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.	
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	
QA5	Relationships with children		
Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.	
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.	
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.	
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.	
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.	
6.1.1	Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.	
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.	
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	
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.	
7.1.1	School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	
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.	
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.	
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

NON ACADEMIC DATA: ATTENDANCE

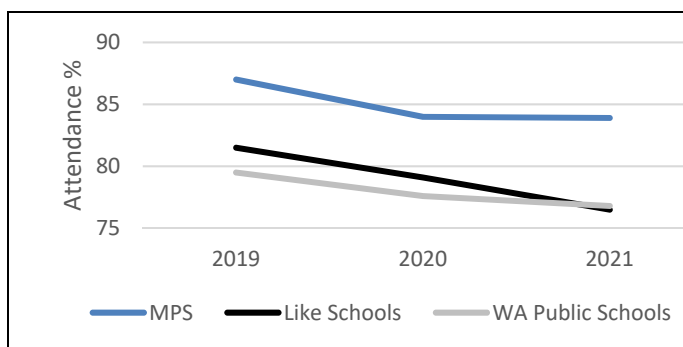
70 %

TARGET: Maintain 70% regular attendance

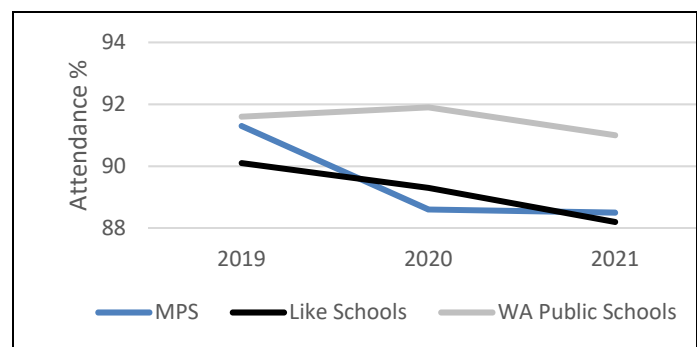
SEMESTER 1 ATTENDANCE RATES 2021

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	92.0%	91.6%	92.7%	87.0%	81.5%	79.5%	91.3%	90.1%	91.6%
2020	89.5%	91.4%	93.2%	84.0%	79.1%	77.6%	88.6%	89.3%	91.9%
2021	89.6%	90.6%	92.4%	83.9%	76.5%	76.8%	88.5%	88.2%	91.0%

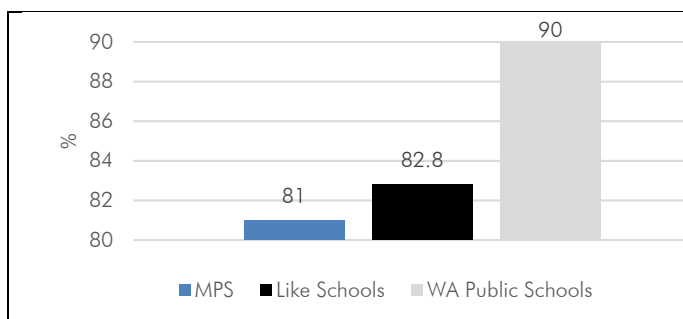
ABORIGINAL ATTENDANCE 2019 - 2021



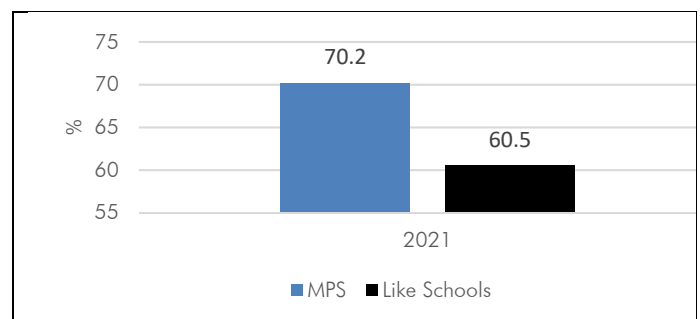
TOTAL ATTENDANCE 2019 - 2021



80% or BETTER ATTENDANCE SEMESTER 1 2021



REGULAR ATTENDANCE SEMESTER 2 2021



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%)
2019	92.2%	61.4%	30.9%	5.5%	2.3%
2020	82.2%	58.6%	23.6%	10.5%	7.3%
2021	81.0%	67.5%	13.5%	13.0%	6.0%
Like Schools 2021	82.8%	60.2%	22.6%	11.3%	5.8%
WA Public Schools	90.0%	71.0%	19.0%	7.0%	3.0%

Well above expected performance

Above expected performance

Within expected performance

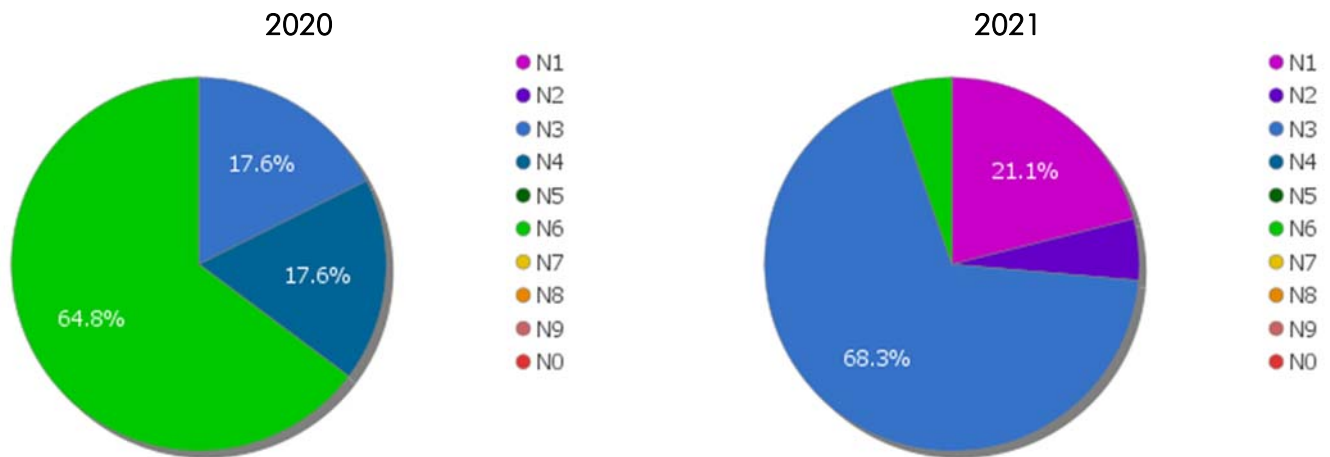
Below expected performance

Well below expected performance

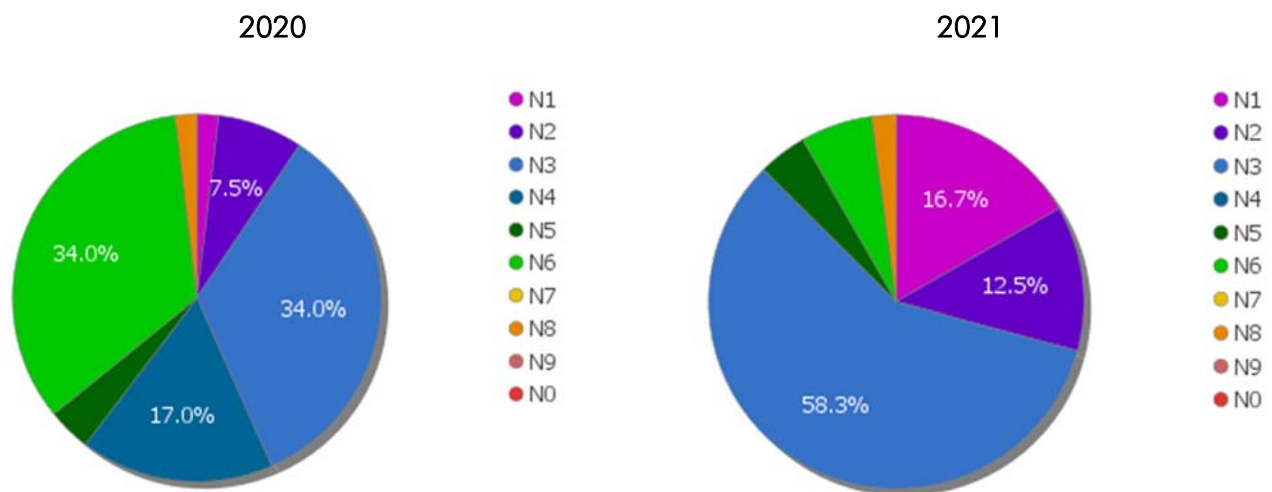
Insufficient data or not applicable

NON ACADEMIC DATA: SUSPENSION DATA

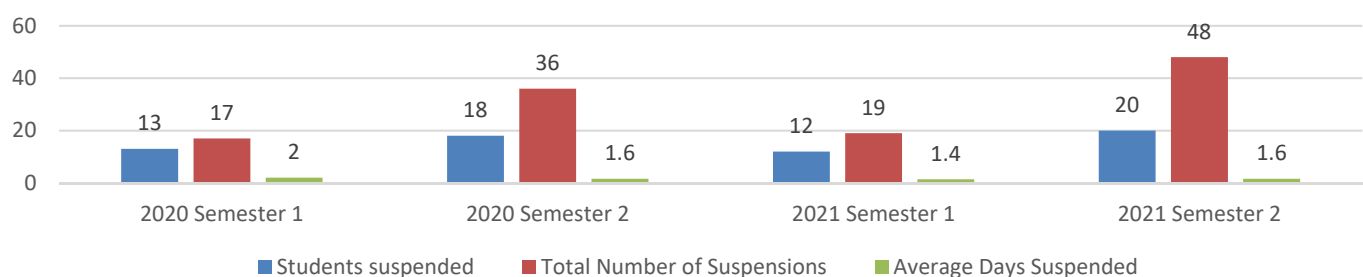
SEMESTER 1 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2020 - 2021



SEMESTER 2 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2020 - 2021

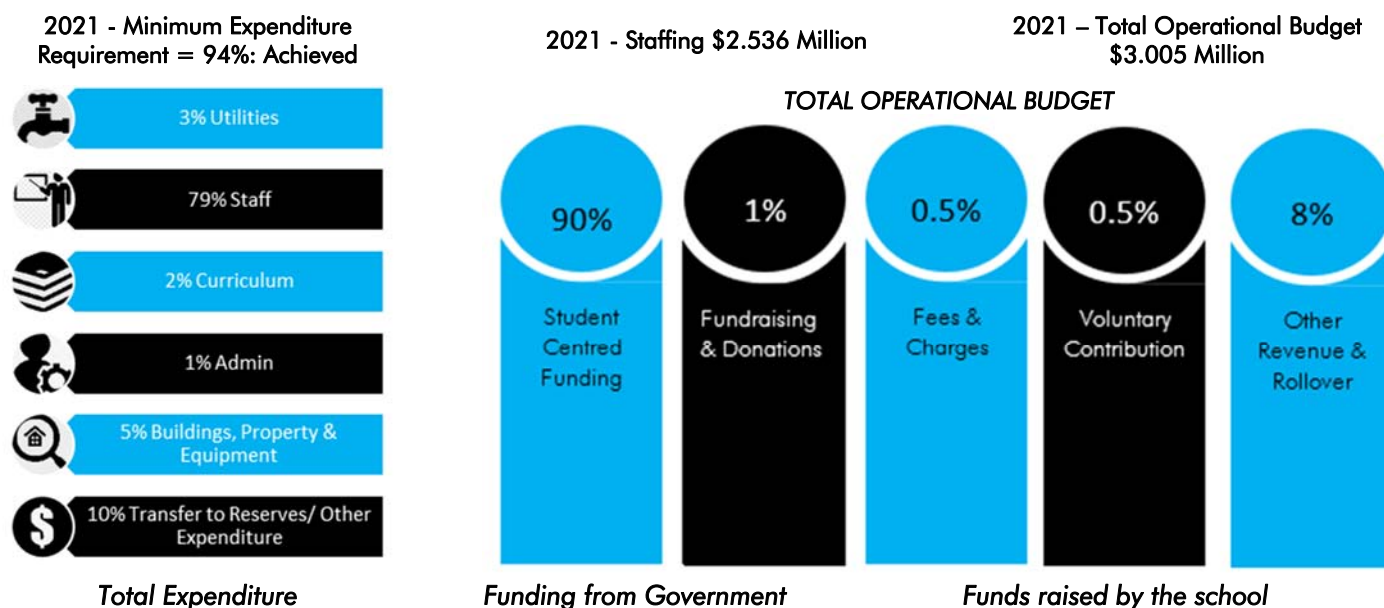


SUSPENSION OVERVIEW 2020 - 2021



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

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.

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
Received an overall rating of excellent

PINK
Received an inadequate rating in one or more finance audit categories

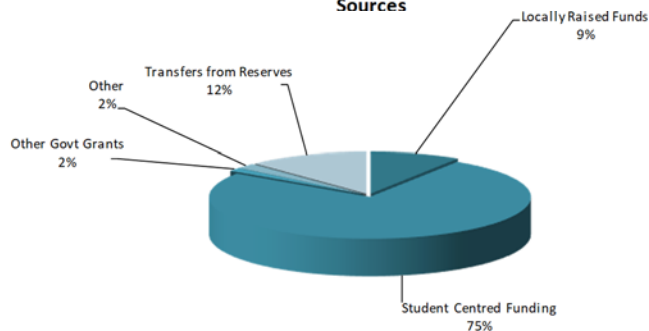
RED
Received an overall rating of inadequate

YELLOW
Received an overall rating of good or satisfactory

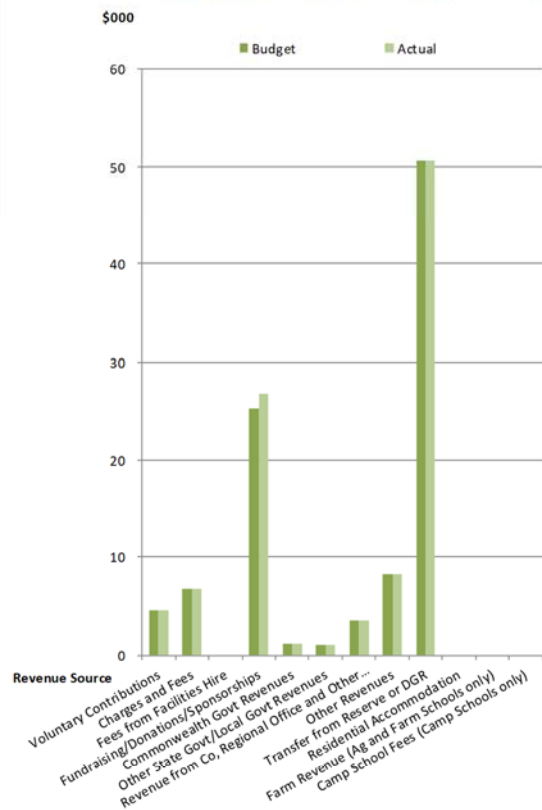
FINANCE

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,526.00	\$ 4,526.00
2	Charges and Fees	\$ 6,762.00	\$ 6,761.79
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 25,318.00	\$ 26,757.58
5	Commonwealth Govt Revenues	\$ 1,133.00	\$ 1,133.34
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 3,433.00	\$ 3,432.70
8	Other Revenues	\$ 8,237.00	\$ 8,292.65
9	Transfer from Reserve or DGR	\$ 50,695.00	\$ 50,694.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 101,204.00	\$ 102,698.06
	Opening Balance	\$ 84,700.00	\$ 84,700.45
	Student Centred Funding	\$ 313,276.00	\$ 313,389.19
	Total Cash Funds Available	\$ 499,180.00	\$ 500,787.70
	Total Salary Allocation	\$ 2,611,944.00	\$ 2,611,944.00
	Total Funds Available	\$ 3,111,124.00	\$ 3,112,731.70

Current Year Actual Cash Sources

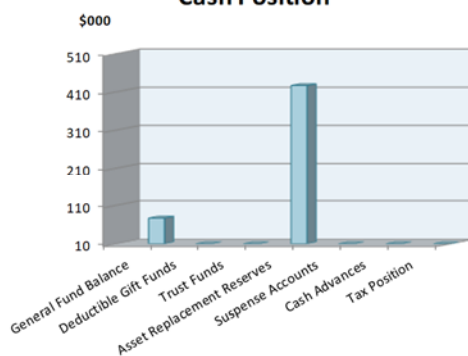


Locally Generated Revenue - Budget vs Actual

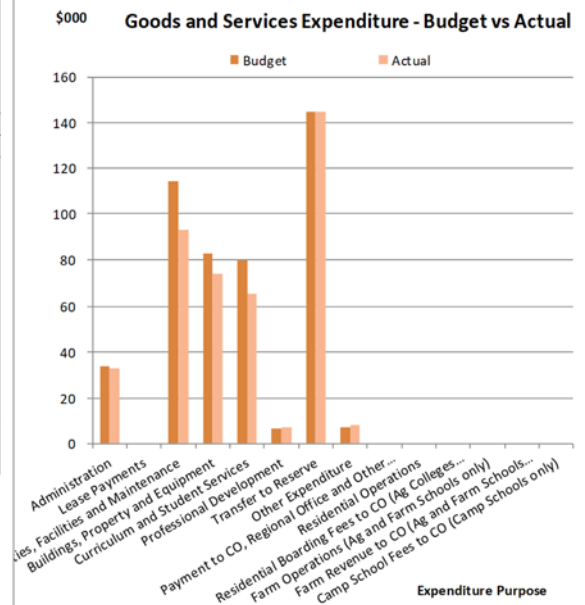


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 34,166.00	\$ 33,004.06
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 114,369.00	\$ 93,194.12
4	Buildings, Property and Equipment	\$ 82,839.00	\$ 73,880.21
5	Curriculum and Student Services	\$ 79,768.00	\$ 65,568.51
6	Professional Development	\$ 6,535.00	\$ 7,003.91
7	Transfer to Reserve	\$ 144,500.00	\$ 144,500.00
8	Other Expenditure	\$ 7,016.00	\$ 7,716.71
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 469,193.00	\$ 424,867.52
	Total Forecast Salary Expenditure	\$ 2,536,153.00	\$ 2,536,153.00
	Total Expenditure	\$ 3,005,346.00	\$ 2,961,020.52
	Cash Budget Variance	\$ 29,987.00	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 503,937.28
Made up of:	
1 General Fund Balance	\$ 75,920.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 426,429.56
5 Suspense Accounts	\$ 3,695.54
6 Cash Advances	\$ -
7 Tax Position	\$ (2,108.00)
Total Bank Balance	\$ 503,937.28

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	
<ul style="list-style-type: none"> Maintain 60% of students working C grade or above 	

HASS

	Target
HASS: Operational Plan Targets	
<ul style="list-style-type: none"> PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports 	
<ul style="list-style-type: none"> Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports 	
<ul style="list-style-type: none"> CAT: PP – 2: 70% of students reaching satisfactory grade 	
<ul style="list-style-type: none"> CAT: Y3 – Y6: 70% of students reaching C grade 	

HEALTH & PHYSICAL EDUCATION

	Target
Health & Physical Education: Operational Plan Targets	
<ul style="list-style-type: none"> PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports 	
<ul style="list-style-type: none"> Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports 	
<ul style="list-style-type: none"> HEALTH CAT: PP – 2: 70% of students reaching satisfactory grade 	
<ul style="list-style-type: none"> HEALTH CAT: Y3 – Y6: 70% of students reaching C grade 	





TECHNOLOGIES

	Target
Technologies: Operational Plan Targets	
<ul style="list-style-type: none"> PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports 	
<ul style="list-style-type: none"> 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

OUR TARGETS

TEACHING & LEARNING





ASPIRATIONAL TARGET	ACTIONS DEMONSTRATED	RATING	RECOMMENDATIONS FOR FUTURE IMPROVEMENT
Whole school approaches to teaching English and Mathematics embedded in school practice	<ul style="list-style-type: none"> Well-developed operational plans Whole school approaches in writing and numeracy, supported by targeted professional learning 		<ul style="list-style-type: none"> Reading whole school approach in development PAT Reading tests to occur in term 4, 2021 Review Numeracy operational plan, targets to realign common teaching strategies Investigate use of online assessment for Numeracy
A clear whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements.	<ul style="list-style-type: none"> A clearly defined academic/non-academic schedule Development of a fine grained term planner for teachers, assessments detailed 		<ul style="list-style-type: none"> Review whole school assessment framework annually Develop planners for PD Day, Staff and collab meetings for 2022.
High quality instruction is fostered through ongoing classroom & peer observation, teacher professional development, self-reflection and goal setting using AITSL.	<ul style="list-style-type: none"> Common assessment tasks plus moderation to improve teacher judgements. Performance management processes have been developed and implemented 		<ul style="list-style-type: none"> Further embed Brightpath moderation processes with Like and unlike schools, building teacher capacity to align grades and NAPLAN scores
Enhanced transition processes for early education & care services, Kindergarten, Pre-Primary, Year One & Year Six into secondary schooling.	<ul style="list-style-type: none"> Development of goals for end K, PP for teaching assessments – handover AEDC, On-Entry as data tools that have been rigorously reviewed Review date – T4, 2021 		<ul style="list-style-type: none"> Staff placement for 2022, consider and collaborate with admin team about best fit, capacity and experience Early intervention plan developed and implemented Enhance transition with feeder secondary schools through Network engagement.

STEM




ASPIRATIONAL TARGET	ACTIONS DEMONSTRATED	RATING	RECOMMENDATIONS FOR FUTURE IMPROVEMENT
A scope and sequence for Digital Technologies teaching and learning, articulating desired skills and supports for each phase of schooling.	<ul style="list-style-type: none"> A scope and sequence for Digital Technologies in Technology and Learning has been developed and implemented 		<ul style="list-style-type: none"> Continue ICT digital technologies as a focus in 2022.
A dedicated solution for early childhood classes, particularly Kindergarten and Pre-Primary to introduce appropriate technology devices, skills and understandings	<ul style="list-style-type: none"> Increase devices in classrooms Purchase Interactive TV's Introduction through explicit teaching IT skills and undertakings 		<ul style="list-style-type: none"> Technology expenditure is a priority in T1, 2022 to ensure meeting and exceeding replacement schedule targets. Build capacity of ECE staff through targeted PL, include this plan for 2022.
Digital Technologies and STEM learning, knowledge, skills and applications embedded in classroom teaching and learning opportunities	<ul style="list-style-type: none"> Purchase increase number of devices than anticipated Purchase interactive TV's for all classrooms 		<ul style="list-style-type: none"> Technology expenditure is a priority in T1, 2022 to ensure meeting and exceeding replacement schedule targets.

OUR TARGETS

LEADERSHIP

ASPIRATIONAL TARGET	ACTIONS DEMONSTRATED	RATING	RECOMMENDATIONS FOR FUTURE IMPROVEMENT
Investment in school facilities, fittings and grounds to create an environment that is welcoming and adaptive to the changing needs of students.	<ul style="list-style-type: none"> Science room upgrade Infrastructure upgrades Shade / Oval / PP / LL play space New Fencing along oval/K K / PP wet area upgrade 		<ul style="list-style-type: none"> Significant improvements in aesthetics of school grounds and environment \$3 million over last 3 years
A strong, effective School Board with a strategic plan in place that supports the school priorities.	<ul style="list-style-type: none"> Regular meetings despite Covid 19, with hygiene practices, plus sign in Safe WAA app for events Co-ordination between Board Chair/ Principal 		<ul style="list-style-type: none"> NSOS Board survey –Demonstrates strength across all questions – Agree or Strongly Agree Maintain opportunities for feedback into school review, board effectiveness and engaging with school community.
Through workforce planning, ensures a balance of experience and skills amongst school leaders, teachers and support staff.	<ul style="list-style-type: none"> Workforce plan developed @ year Interactive reports through SCFM 		<ul style="list-style-type: none"> Workforce is reducing in 100% permanent workforce, aiming for 80/20 Increase in leadership positions-4 senior teacher appointments
Resourcing for success, with sufficient resources allocated to support innovation in all learning areas.	<ul style="list-style-type: none"> Development of STEM room space Science room upgrade ICT expenditure and replacement plan 		<ul style="list-style-type: none"> Need to review ICT replacement schedule Planned forecast expenditure versus actual expenditure

CULTURE & CARE

ASPIRATIONAL TARGET	ACTIONS DEMONSTRATED	RATING	RECOMMENDATIONS FOR FUTURE IMPROVEMENT
Further improvement in the school attendance rate for students & strong understandings in our community, of the importance of regular attendance.	<ul style="list-style-type: none"> Students engagement increased during Covid 19 Communication through new website, absences now online 		<ul style="list-style-type: none"> Key area for focus in term 4, 2021 and into 2022, to reach 70% regular attendance rate. Promotion through website, kindy bags and new tv in undercover area Fully Implement COMPASS for Term 1, 2022
Clear, available & responsive communication between school staff, parents, students & our broader Mandurah community in a variety of platforms.	<ul style="list-style-type: none"> Implementation of Covid 19 online learning and communication strategies 		<ul style="list-style-type: none"> New and improved Website design, fully operational Term 3, 2021 Facebook launched in T1, 2021 Maintain all communications with a clear and concise focus for our families
A positive school culture is embedded and celebrated.	<ul style="list-style-type: none"> Community breakfast implemented in modified format – still enjoyed by community 		<ul style="list-style-type: none"> Full return to whole school and community breakfasts in Semester 1, 2022, use of oval to ensure physical distancing Ensure gate, padlet, form surveys are implemented for feedback at community breakfast events Celebration with board, staff to be included in term planning for 2022.

BUSINESS PLAN SUCCESSES – SCHOOL BOARD







Teaching & Learning	STEM	CULTURE & CARE	LEADERSHIP
Working together the board achieves goals for our students	Resources are allocated and used effectively, making our school stays abreast of technologies	The staff know our kids names, they know our names, they know us.	The board chair, old and new have well established relationships with all on the board, and our school community. Mutual respect is how we relate to each other.
This is an area that is difficult to achieve, however Mandurah's dedication is really making a difference	Loving the work our school is doing ensuring students can actively use and engage with the latest technology	Through being a board member and visiting the school, it is an observation that MPS is a happy community, happy children and families benefit from the huge efforts of staff.	The leadership team strive to ensure all strategies are aimed at improving student outcomes, with individual success stories shared with the board.

BUSINESS PLAN SUCCESSES – WHOLE SCHOOL







Teaching & Learning	STEM	CULTURE & CARE	LEADERSHIP
Exciting, captivating lessons. Innovative ways to teach online and hard copy work packages – was amazing to pull together during COVID 19	New TV in Undercover area	George Walley – board member, community support and endorsement of our Culture Care Professional Learning Plan	Building works – whole school roof replacement, ceiling replacements, science room upgrade, asbestos fence replacements, admin upgrade
Having more EA support in classes, ensuring a focus on improving student outcomes.	3 rd party user agreements, done online for greater security and confidentiality of student data	Fundraising committee – a small but dedicated team, raising much needed funds for air-conditioning	Strong collegiality – through network and mentoring of professional associations and community groups.
PBS, Zones of Regulation, 1,2,3 MAGIC review of whole school approaches and common language refresher Prof. learning for all staff.	Digital technologies and use of technologies teaching across all year levels now embedded in whole school approach	Strong social and emotional relationships, parents, staff, students, community, (maintained and improved during COVID)	Attracting and retaining quality teachers, continuing to build capacity of all staff at all levels – every student, every classroom, every day
Charlie Program: working with students with complex needs, social and emotional regulation is a focus.	ICT replacement schedule developed, implemented and ICT expenditure exceeding forecast	Koolbardies lunch – an honor to host this annual event, this has run for three years consecutively .	Improvements in target achievements – analysis of data collected to ensure revision of approaches in operational planning



FOCUS FOR THE FUTURE

	RELATIONSHIPS & PARTNERSHIPS	LEARNING ENVIRONMENT	LEADERSHIP	USE OF RESOURCES	QUALITY TEACHING	STUDENT ACHEIVEMENT & PROGRESS
		Create thriving learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school			Provide high quality, evidence-based learning opportunities in the early years	Ensure all students are achieving year-on year progress through evidence-based approaches.
	Connect to local Aboriginal histories, cultures and languages, to strengthen student wellbeing, engagement and achievement		Set clear expectations and embed effective approaches to student wellbeing and care.	Embed whole school approaches to teaching, including for online and remote delivery		Continue to build on the progress and achievement of NAPLAN results
			Continue to build our cultural responsiveness, and work in ways that value the knowledge and perspectives of Aboriginal people		Build the capability of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom	
			Increase the diversity of our workforce by employing more Aboriginal people, and women in leadership positions.			Use student performance data to plan for improvement
	Enhance engagement practices with parents and families that are responsive to their needs and concerns	Take a stand against violence by enabling safe and supportive school environments				Create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and opportunities for students
			Promote and use student voice in school decision making			Use systemic and school based data to monitor and track student progress and achievement across all year levels

FOCUS 2022 – LEADERSHIP ACTION PLAN

	LEADERSHIP	2020-2022 BUSINESS PLAN STRATEGIES	WHO	WHEN	2023 – 2025 FOCUS for the FUTURE
	Provide high, quality, evidence based learning opportunities in the early years	<ul style="list-style-type: none"> Attract, retain and empowers quality teachers in our early years Maintain and develop an action plan for early intervention practices, inclusive of human resources, diagnostic testing, TACK, AEDC, On Entry, Dianna Rigg 	<ul style="list-style-type: none"> Tash ECE Team/Hub Tash/Trish/Alison 	<ul style="list-style-type: none"> Semester 2, 2021 Ongoing 	Leaders encourage a shared vision, based on the belief that all students can learn and grow
	Set clear expectations and embed effective approaches to student wellbeing and care.	<ul style="list-style-type: none"> Audit student and staff well-being Health and Wellbeing team to develop action plan, inclusive of COVID Principal self-reflect using the PPIT, Statement of Expectations and Personal attributes of Leadership Principal to develop draft action plan 	<ul style="list-style-type: none"> Trish Health and Well-Being Team Tash 	<ul style="list-style-type: none"> Term 1, 2022 Semester 1, 2022 Semester 1, 2022 Semester Two, 2022 	Lead the school with commitment, respect and trust, to continue to set clear expectations and create environment to foster and grow these.
	Continue to build our cultural responsiveness, and work in ways that value the knowledge and perspectives of Aboriginal people	<ul style="list-style-type: none"> Work collaboratively with our School Board Chair to ensure our Aboriginal families are represented in the decision making of the school Work towards cultural proficiency in all aspects of our strategic and operational planning Principal to apply for Cultural Leaders Program 	<ul style="list-style-type: none"> Tash All Staff Tash 	<ul style="list-style-type: none"> Ongoing, school review Ongoing Term 1, 2022 	To be focussed on building the capacity of all staff to continue to embed our cultural proficiency, through quality professional learning, sharing and healing
	Increase the diversity of our workforce by employing more Aboriginal people, and women in leadership positions.	<ul style="list-style-type: none"> Increase the opportunities for Aboriginal people, through community connections, Mayors Elders group, Koolbardies for meaningful employment opportunities at our school Continue to work in partnership with FISH, KARDAN and our community Workforce management plan-actions to increase FTE further 	<ul style="list-style-type: none"> Tash All Staff Tash 	<ul style="list-style-type: none"> Ongoing, school review Ongoing Term 1, 2022 	Remain committed to offering opportunities to Aboriginal people, meaningful work, to improve the outcomes for Aboriginal and non-Aboriginal students.
	Enhance engagement practices with parents and families that are responsive to their needs and concerns	<ul style="list-style-type: none"> Ensure that communication strategies are responsive to COVID-19, capacity of parents to access online, devices, taking on feedback and adapting plans based on this. 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Ongoing 	Leaders remain alert to the changing dynamics and needs of our community and ensure they remain proactive and engaged
	Promote and use student voice in school decision making	<ul style="list-style-type: none"> Support Aboriginal students to take on leadership positions in our school Attend Board meetings, as school captain representatives to share the student voice in discussions that effect students and whole school decision making Student leadership meetings to be held regularly, and for students to contribute in the student well-being action plan 	<ul style="list-style-type: none"> All Staff Tash/George Trish 	<ul style="list-style-type: none"> End of 2021, start 2022 student elections Twice per year weekly 	Establish strong and positive relationships with our student leaders, so they feel empowered to share their views and actively be involved in decision-making at our school.