



MANDURAH  
PRIMARY SCHOOL

*Mandjoogoordap  
Kaadadjian Mia*

Motivate • Educate • Celebrate



ANNUAL REPORT 2022

## PRINCIPAL REPORT

It is with great pride and enthusiasm that I present the 2022 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 in our final year of our 2020-2022 business plan.

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 the ongoing effects of the COVID pandemic and focusing on our core business during a school review.

Our relationship focus that we have developed with students, parents and the wider Mandurah community continues to be a focus for our school. It 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 4 years, that will form a basis to reflect on our approaches to Aboriginal Education, with the continuation 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. The 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 stake holders, 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 2023 we were able to resume educational activities paused in 2021 and refocus our work on the priorities we set ourselves: 'Every Student, Every Classroom, Every Day,' along with a school review and the development of a draft business plan for 2023.

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 2022 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, in conjunction with our 150<sup>th</sup> birthday. MPS established in 1872-2022 – 150 years, a huge achievement.

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 continued capital works improvements and the COVID-19 pandemic has presented us with extraordinary challenges in managing 2022. I am pleased that together, we have been able to make the best of this year and ensure your child's safety and continuity of learning are our priority, with further growth in our improvement of academic and non-academic data.

Our students, staff, parents and the broader community bore witness 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 above the expected standard in Year 3 and Year 5. 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 2022.

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

*"We would like to acknowledge the Bindjareb 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" upon 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, 2022, has continued to pose a challenge for our school, community, state, country and the world, with further attendance and wellbeing issues 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 helps to ensure we deliver the very best opportunities to our students. I am proud to be the Board Chair of Mandurah Primary School and believe it is very important to reflect on the successes of those previous years and 2022, as we look to the future of Mandurah Primary, certain that students are provided the very best possible environment within which they can succeed. Our results are again very pleasing.

The school board has strategic oversight of the school's 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.

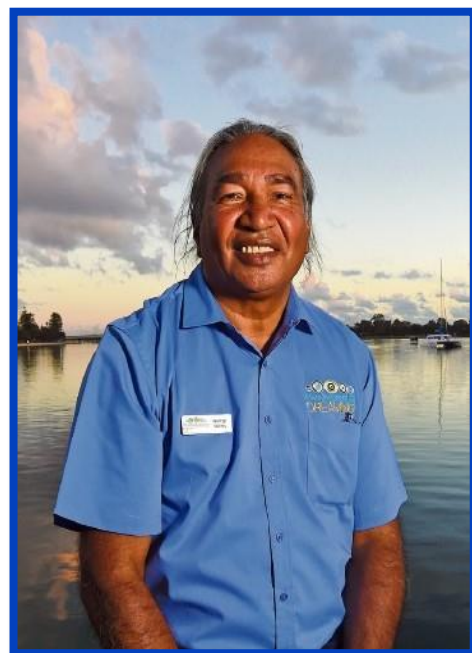
Mandurah Primary School is a wonderful school. We should all be very proud of and celebrate our achievements this year.

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. They can do this knowing that so many people stand with them, supporting and encouraging them on the life long journey of learning.

It has been such a special year with our 150<sup>th</sup> year, est 1872-2022. This year was lead by our cultural proficiency and our launch of our Dual Name. It makes me proud to be associated with the oldest school in Mandurah, and the first school to acknowledge our 1<sup>st</sup> Nations people.

***"Mandjoorgoordap Kaadadjan Mia"***

I look forward to working alongside Mandurah Primary School, Mandjoorgoordap 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.



## SCHOOL BELIEFS & VALUES

### 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



RELATIONSHIPS & PARTNERSHIPS	LEARNING ENVIRONMENT	LEADERSHIP
<b>Foster an inclusive culture where students, staff and parents feel welcomed, valued, appreciated, supported and cared for.</b>	<b>Create a school-wide culture that values collaborative practice, builds a sense of belonging and engages all learners</b>	<b>Build effective school leadership that leads by example, develops a culture of trust, high quality relationships.</b>
<ul style="list-style-type: none"><li>• Build an environment where health and well-being is a priority</li><li>• Build on strong community relationships and partnerships</li><li>• Value the broader school community coming together to celebrate our cultural diversity</li><li>• Establish productive and effective partnerships with parents, local community and other organisations</li></ul>	<ul style="list-style-type: none"><li>• Develop relevant and meaningful learning experiences that cater for individual needs and abilities</li><li>• Embed whole school approaches to teaching Literacy and Numeracy</li></ul>	<ul style="list-style-type: none"><li>• Ensure successful student learning is a priority in all aspects of leadership.</li><li>• create an environment where the belief is every student can learn successfully.</li><li>• Engage and lead the school to higher levels of effective practice, through Professional learning, collaboration, reflection &amp; review.</li><li>• Build the capacity of teachers to deliver effective, evidence based teaching and learning programs, inclusive of the decision making process.</li></ul>
USE OF RESOURCES	TEACHING QUALITY	STUDENT ACHIEVEMENT & PROGRESS
<b>Ensure a commitment to developing and applying the school's available resources in ways that maximise outcomes for students.</b>	<b>Embed a culture of collaboration, reflection and learning so that every student can make progress and achieve</b>	<b>Maintain an unrelenting focus on improving student outcomes through effective classroom teaching, assessment and reporting.</b>
<ul style="list-style-type: none"><li>• Target the schools financial and physical resources towards improved student outcomes.</li><li>• Ensure that time, support and intervention is used effectively and efficiently at all times.</li><li>• Draw on the resources, perspectives and expertise of staff, parents, the board members and the community in ways to best utilise the available resources.</li></ul>	<ul style="list-style-type: none"><li>• Have high expectations of all learners, inclusive of academic and non-academic outcomes</li><li>• Have a sound knowledge of content and pedagogy of our school and system expectations.</li><li>• Continuously monitor the teaching and learning process using plan, act and review</li></ul>	<ul style="list-style-type: none"><li>• Collect, analyse and reflect on quantitative and system-wide data to impact teaching and learning</li><li>• Promote evidence based teaching practices.</li><li>• Provide high quality support</li><li>• Participate in professional learning activities focussed on building capacity to deliver quality teaching.</li></ul>



## R

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

### **Ricky Responsibility**

*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.*



## 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**

*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.*




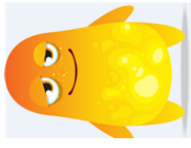
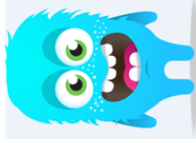



## H

*Honesty is about being truthful and cooperating with others*

### **Ollie Honesty**



	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><b>Ricky Responsibility</b></p>	<p>Respect and value others and their property</p>  <p><b>Elly Equity</b></p>	<p>Aim for regular attendance Be positive Do your very best</p>  <p><b>Andy Achievement</b></p>	<p>Be allergy aware Be polite Take care of property</p>  <p><b>Katie Care</b></p>	<p>Tell the truth Ask before borrowing</p>  <p><b>Ollie Honesty</b></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><b>MANDURAH PRIMARY SCHOOL</b> Est. 1872 Manifesto • Educate • Celebrate</p>

## TEACHER JUDGEMENTS



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

**DATA SOURCE – REPORTING TO PARENTS: ATTITUDE, BEHAVIOUR AND EFFORT**

YEAR PRE PRIMARY	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	91%
Is enthusiastic about learning	79%
Sets goals and works towards them	84%

YEAR 1	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	94%
Is enthusiastic about learning	97%
Sets goals and works towards them	88%

YEAR 2	
ATTRIBUTES	CONSISTENTLY /OFTEN
Participates responsibly	80%
Is enthusiastic about learning	68%
Sets goals and works towards them	72%

YEAR 3	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	76%
Shows self-respect and care	94%
Shows courtesy and respect for the rights of others	88%
Participates responsibly in social and civic activities	91%
Cooperates productively and builds positive relationships with others	88%
Is enthusiastic about learning	73%
Sets goals and works towards them with perseverance	73%
Shows confidence in making positive choices and decisions	79%

YEAR 4	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	79%
Shows self-respect and care	88%
Shows courtesy and respect for the rights of others	82%
Participates responsibly in social and civic activities	79%
Cooperates productively and builds positive relationships with others	85%
Is enthusiastic about learning	79%
Sets goals and works towards them with perseverance	76%
Shows confidence in making positive choices and decisions	79%

YEAR 5	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	89%
Shows self-respect and care	96%
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	100%
Is enthusiastic about learning	89%
Sets goals and works towards them with perseverance	86%
Shows confidence in making positive choices and decisions	96%

YEAR 6	
ATTRIBUTES	CONSISTENTLY /OFTEN
Works to the best of his/her ability	88%
Shows self-respect and care	100%
Shows courtesy and respect for the rights of others	100%
Participates responsibly in social and civic activities	92%
Cooperates productively and builds positive relationships with others	92%
Is enthusiastic about learning	84%
Sets goals and works towards them with perseverance	80%
Shows confidence in making positive choices and decisions	80%



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

DATA SOURCE – REPORTING TO PARENTS: C GRADES OR BETTER

YEAR PRE PRIMARY	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	66%
English - Writing	58%
Mathematics	72%
Science	76%
Humanities & Social Sciences	90%
Health	90%
Technologies	97%

YEAR 4	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	82%
English - Writing	74%
Mathematics	78%
Science	65%
Humanities & Social Sciences	75%
Health	87%
Technologies	91%

YEAR 1	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	58%
English - Writing	58%
Mathematics	71%
Science	76%
Humanities & Social Sciences	78%
Health	95%
Technologies	100%

YEAR 5	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	61%
English - Writing	58%
Mathematics	45%
Science	50%
Humanities & Social Sciences	69%
Health	86%
Technologies	89%

YEAR 2	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	50%
English - Writing	42%
Mathematics	52%
Science	54%
Humanities & Social Sciences	53%
Health	74%
Technologies	88%

YEAR 6	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	62%
English - Writing	62%
Mathematics	56%
Science	56%
Humanities & Social Sciences	60%
Health	68%
Technologies	92%

YEAR 3	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	67%
English - Writing	61%
Mathematics	70%
Science	64%
Humanities & Social Sciences	75%
Health	75%
Technologies	100%

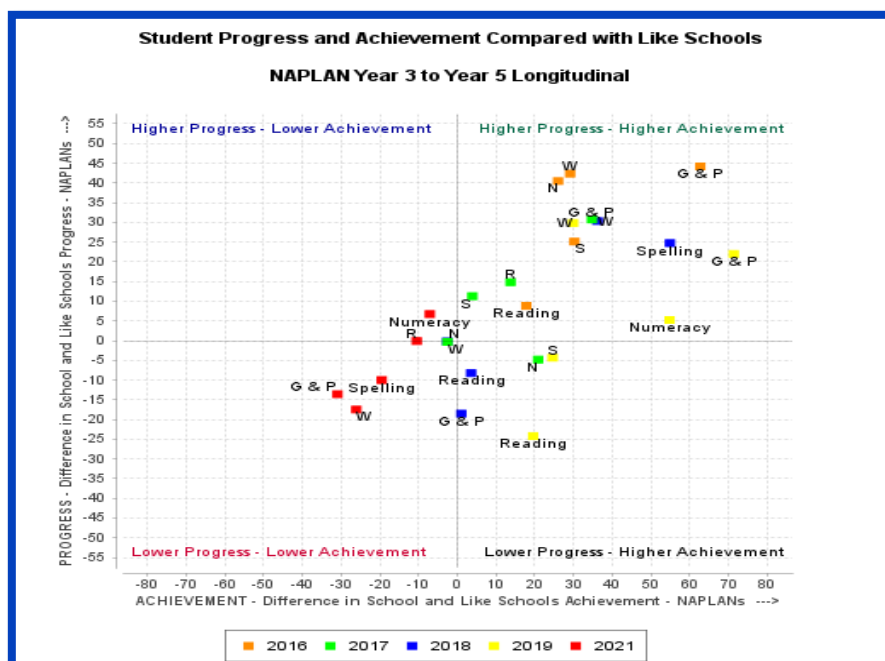
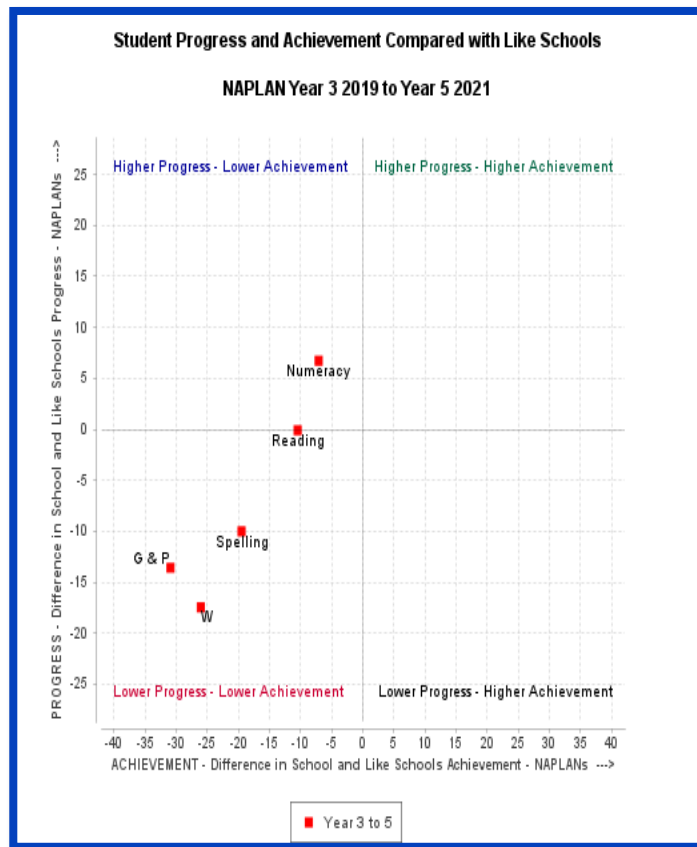
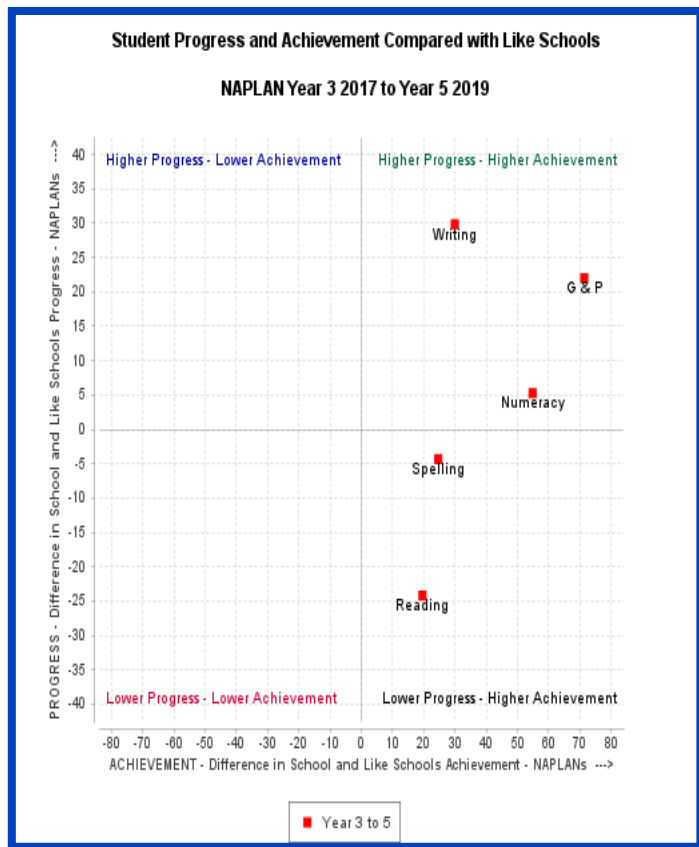
Well Above Expected	Above Expected	Within Expected	Below Expected	Well below Expected
+86%	76% - 85%	65% - 75%	64% - 55%	-55%



## ACADEMIC RESULTS



**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 to 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, 2023.

Year 3 and 5 data is above like schools in 2022. There is no longitudinal comparative data in 2022 as NAPLAN did not occur in 2020.

## ACADEMIC RESULTS



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

**DATA SOURCE – SCHOOLS ONLINE NAPLAN PROFICIENCY BANDS SUMMARY**

		Spelling			
		Year 3		Year 5	
		2022		2022	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	7%
7	530 – 581			23%	16%
6	478 – 529	24%	13%	18%	24%
5	426 – 477	12%	17%	41%	21%
4	374 – 425	16%	22%	9%	17%
3	322 – 373	16%	18%	9%	15%
2	270 – 321	16%	12%		
1	Up to 269	16%	18%		
Above National Min. Stand		84%	82%	91%	85%



Exceeds like schools in Year 3 Spelling



Exceeds like schools in Year 5 Spelling

		Reading			
		Year 3		Year 5	
		2022		2022	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			4%	3%
7	530 – 581			17%	12%
6	478 – 529	15%	11%	17%	25%
5	426 – 477	26%	14%	33%	27%
4	374 – 425	19%	23%	21%	13%
3	322 – 373	7%	20%	8%	19%
2	270 – 321	22%	24%		
1	Up to 269	11%	8%		
Above National Min. Stand		89%	92%	92%	81%



Exceeds like schools in Year 3 Reading



Exceeds like schools in Year 5 Reading

		Writing			
		Year 3		Year 5	
		2022		2022	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			3%	2%
7	530 – 581			7%	8%
6	478 – 529	11%	5%	23%	23%
5	426 – 477	14%	21%	27%	33%
4	374 – 425	18%	30%	23%	17%
3	322 – 373	29%	20%	17%	16%
2	270 – 321	25%	14%		
1	Up to 269	4%	10%		
Above National Min. Stand		96%	90%	83%	84%



Exceeds like schools in Year 3 Writing



Exceeds like schools in Year 5 Writing

		Grammar & Punctuation			
		Year 3		Year 5	
		2022		2022	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	3%
7	530 – 581			14%	8%
6	478 – 529	16%	12%	23%	20%
5	426 – 477	24%	13%	36%	30%
4	374 – 425	8%	21%	23%	21%
3	322 – 373	20%	23%	5%	17%
2	270 – 321	20%	18%		
1	Up to 269	12%	14%		
Above National Min. Stand		88%	86%	95%	83%



Exceeds like schools in Year 3 Grammar & Punctuation



Exceeds like schools in Year 5 Grammar & Punctuation

		Numeracy			
		Year 3		Year 5	
		2022		2022	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 – 685				
8	582 – 633			0%	2%
7	530 – 581			8%	6%
6	478 – 529	8%	4%	21%	25%
5	426 – 477	17%	10%	42%	41%
4	374 – 425	17%	20%	29%	26%
3	322 – 373	29%	29%	0%	0%
2	270 – 321	29%	22%		
1	Up to 269	0%	14%		
Above National Min. Stand		100%	86%	100%	100%



Exceeds like schools in Years 5 Numeracy



Exceeds like schools in Years 3 Numeracy

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





## ACADEMIC RESULTS



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

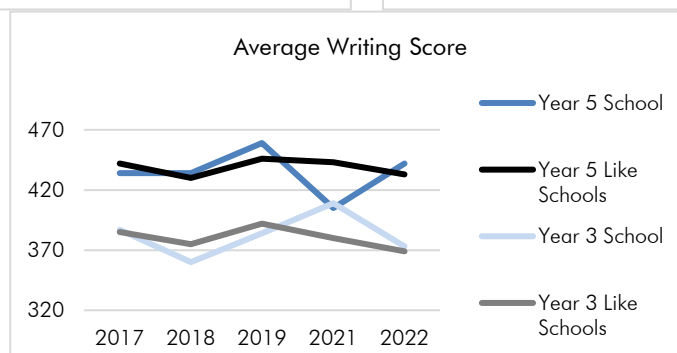
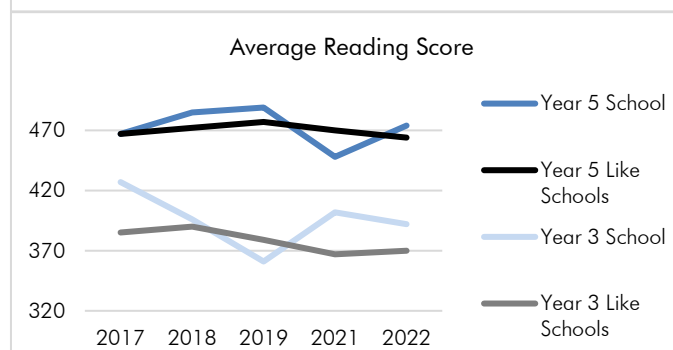
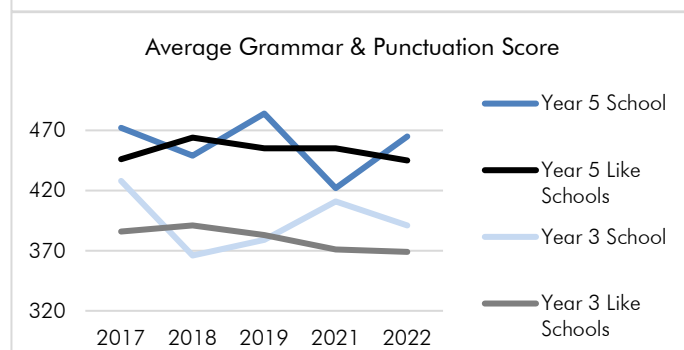
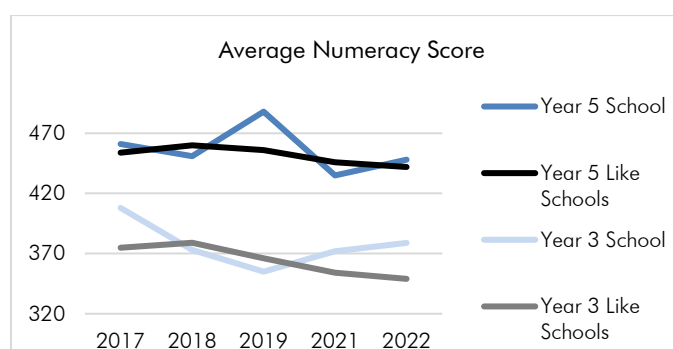
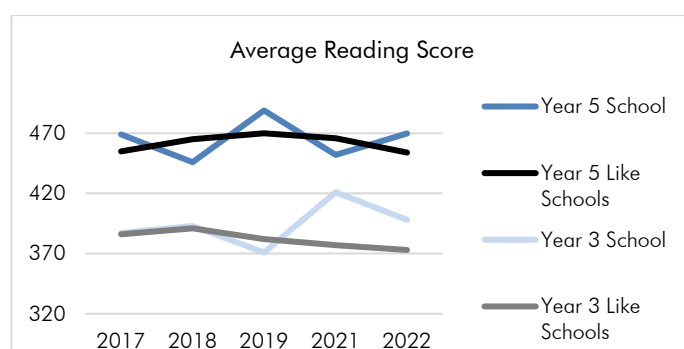
DATA SOURCE – SCHOOLS ONLINE NAPLAN LONGITUDINAL SUMMARY

NAPLAN Comparative Performance - \*\* 2022 Comparative data not available at time of report \*\*

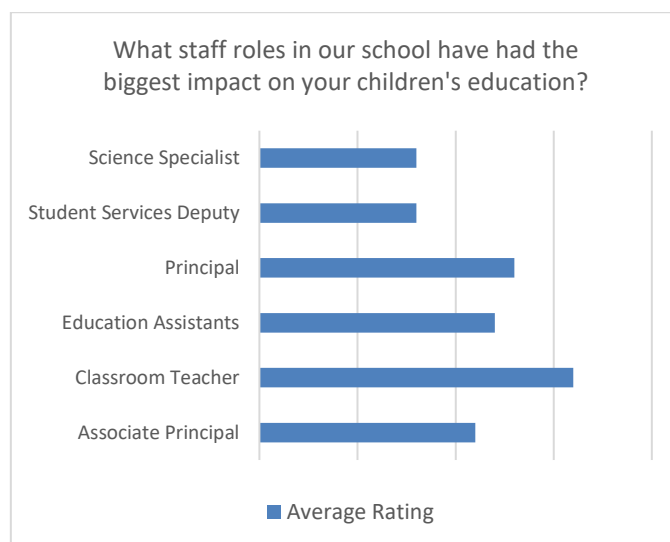
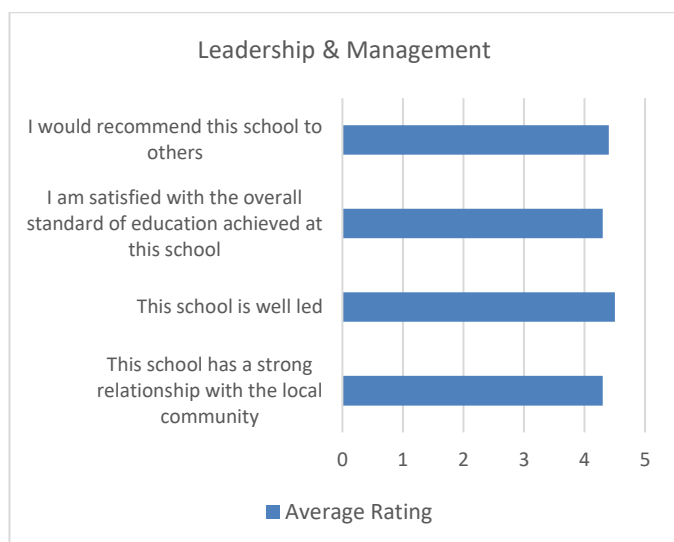
Year 3	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-0.4	-0.7	1.7	-0.1	-0.5	0.7
Reading	-0.4	-0.3	0.3	0.3	-0.5	1.8
Writing	-0.3	-1.3	0.5	-0.2	0.0	1.1
Spelling	-0.4	0.1	2.1	0.7	-0.4	1.3
Grammar & Punctuation	-0.6	-0.1	1.5	-0.4	-0.3	1.5

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

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



## SCHOOL NSOS – PARENT & CARER PERSPECTIVES & FEEDBACK



### What do you believe makes our school successful?

- Commitment and cooperation, strong community ties.
- Dedicated passionate teachers, multi cultural environment and focus on community programs.
- Everything, the teachers, office people, principal.
- Natasha Upcott 10000% is the only reason this school functions like it does. She is amazing.
- Showing kindness to people, balance between learned work, play & healthy social interaction.

### What do you believe the school needs to work towards improving in 2023?

- More classrooms would be nice to have smaller numbers in classes.
- More excursions and incursions, event days, more parent involvement.
- Nothing I get good feedback maybe the support dog Charlie to be there more often.
- Play equipment for older kids.
- Probably just keep doing their best.

## SCHOOL NSOS – STAFF PERSPECTIVES & FEEDBACK

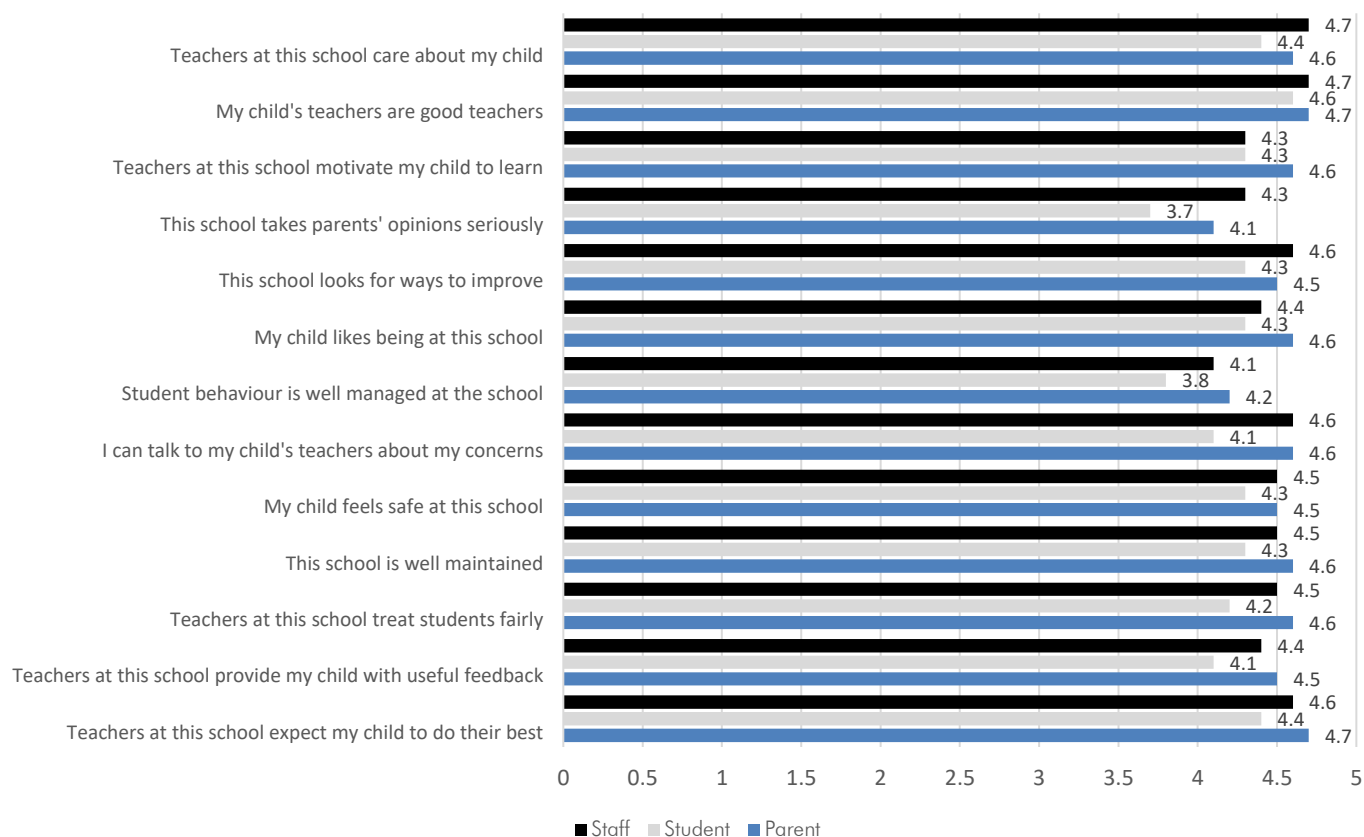
### What do you believe makes our school successful?

- All staff work together to enable a sound educational focus to student's needs.
- Leadership, student welfare, goals and direction.
- Motivated staff who actually care about the students' lives, not just academic achievement.
- Relationship focus, support for each other, students are at the centre of everything we do.
- This school is well led with expectations in place and followed by all.
- The way in which we support each other, our school review was outstanding.

### What do you believe the school needs to work towards improving in 2023?

- A new business plan.
- All teachers need to consistently apply Behaviour Magic strategies, positive strategies, as this can impact the effectiveness of the whole school approach.
- Maintain the outstanding NAPLAN improvement against like schools, and strive to match All WA Public Schools.
- PBS – Making sure that behaviour process is ALWAYS followed through and there is support.
- Quality teaching – attract and retain, explicit teaching / whole school approaches.

## SCHOOL NSOS – STAFF, STUDENT & PARENT PERSPECTIVES & FEEDBACK



## SCHOOL NSOS – STUDENT PERSPECTIVES & FEEDBACK

### TOP 5 STAFF ROLES THAT HAVE THE BIGGEST IMPACT ON YOUR EDUCATION



Physical Education



Science



Leadership



Classroom Teacher



Education Assistant

### TOP 5 PROGRAMS / INITIATIVES THAT HAVE THE BIGGEST IMPACT ON YOUR EDUCATION



Physical Education



Science



Charlie Program



NAIDOC



STEM

### What do you believe makes our school successful?

- Charlie, ICT, Sport, Science, Noongar
- How old it is and it has lovely teachers
- Equality and being able to help people with learning disabilities
- I believe that strong teaching goals make our school successful
- No racism at our school
- Our teachers and Principals and our behaviour
- Rotations, people taking care of each other and all the new things around
- The Education Assistants keeping us happy and are fun

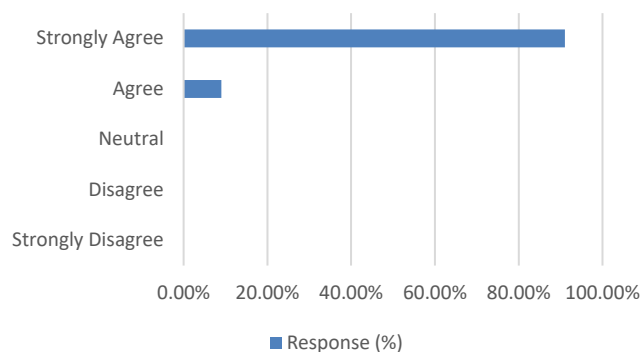
### What do you believe the school needs to work towards improving in 2023?

- A better playground and more play time, more language teaching
- Being more strict on silly students
- Get more resources and rewards
- More technology, more learning apps on the ipads
- Put a soccer goal in
- Sport resources / room space and cooking in the future
- The school is great and does not need anything

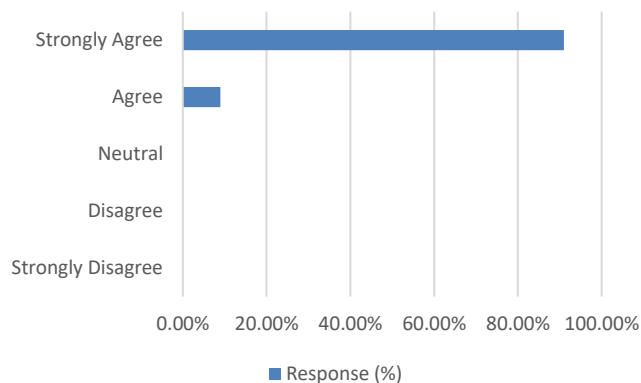


## SCHOOL NSOS – BOARD PERSPECTIVES & FEEDBACK

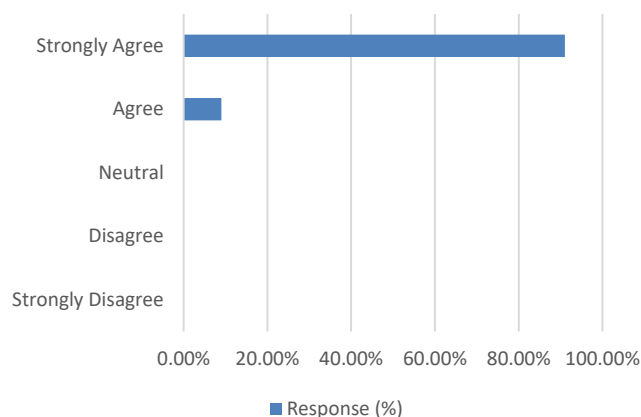
Board members are able to express their opinions freely and are encouraged to participate in meetings



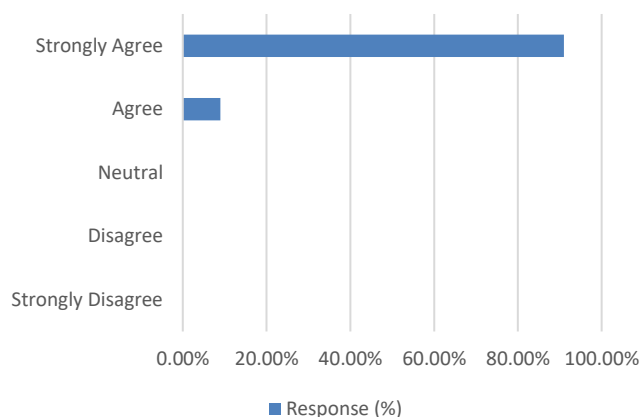
School Board minutes are a true and accurate record of meetings and endorsed by the council



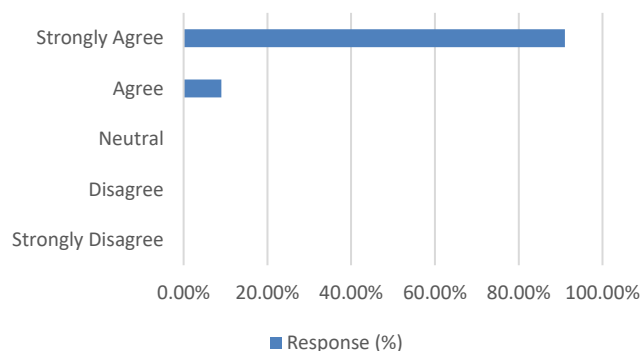
The Chair has the confidence of the Board



The Chair conducts effective Board meetings



The Board uses information appropriately, respects confidentiality and uses information for the purpose for which it was made available

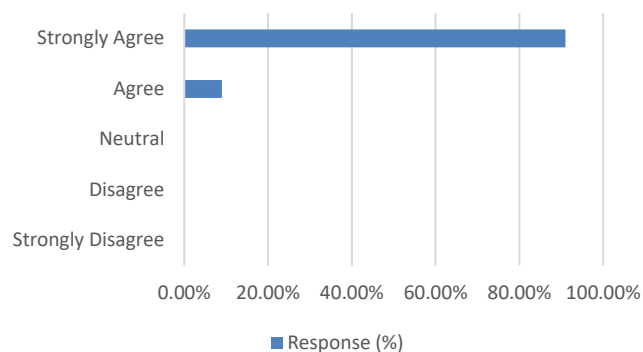


Please describe a highlight of our school, as a board member, that you have thought was outstanding at MPS.

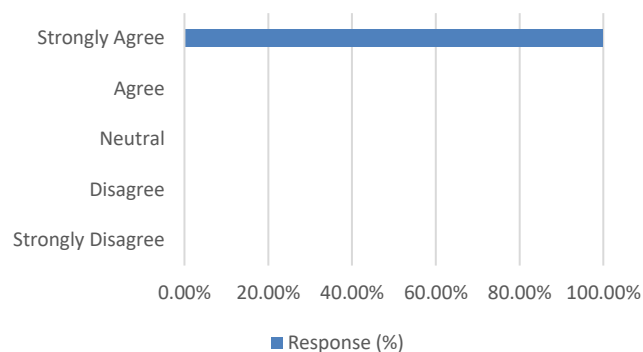
- The Mandurah Primary School leadership has maintained a very high standard of professionalism despite challenges of COVID. The changing health environment has brought about changes and challenges to how the leadership group, staff, children and families have had to adapt to the changing situation. This school has done remarkably well.
- The dual naming of our school this year along with the many improvements around the school.
- The acknowledgement of First Nations people and the Official Indigenous Naming Ceremony of our school at the beginning of the year was a great achievement.
- Our school leadership team, and the way they go above and beyond to make our school great, inclusive and culturally proficient
- Being able to participate in a whole school review and celebrate our 150th year, along with managing staff shortages and COVID all in the same year

## SCHOOL NSOS – BOARD PERSPECTIVES & FEEDBACK

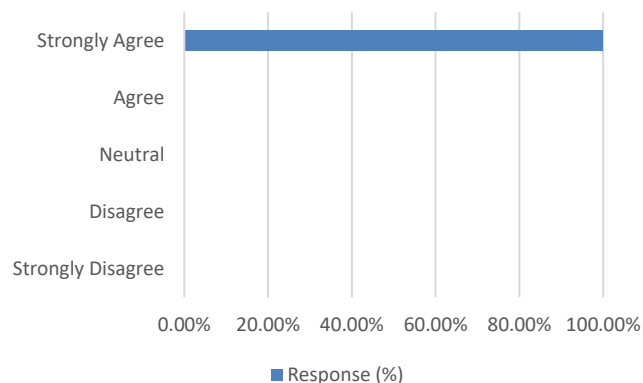
The Board understands the organisational structure of the school and the role of the Principal



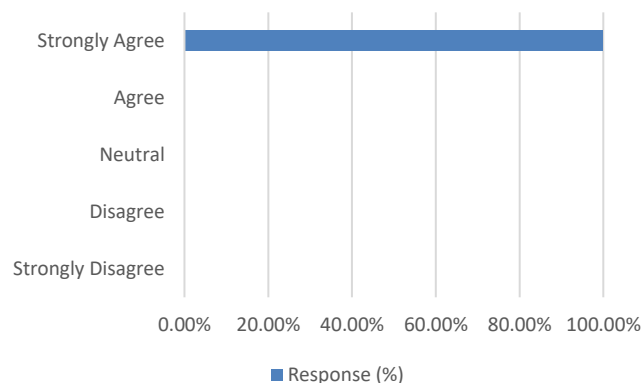
The Board is satisfied that the strategic direction is appropriate, sustainable and feasible.



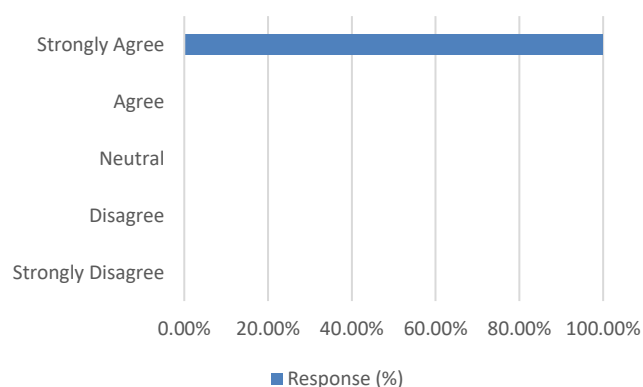
The Board acts in good faith and makes all decisions with the best interest of students



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



Respect and collegiality is maintained throughout and between all board meetings



Please suggest any improvements in the way our board undertakes its roles and responsibilities, with supporting the strategic direction of our school.

- A refresher course on roles and responsibilities would be helpful to keep members up-to-date and keep roles and responsibilities top of mind.
- Perhaps reintroduce the Board to the broader school community. Are the staff, parents and students aware of what the board does and who is on it?
- To continue sharing ideas, discussing the strategic direction of the school, building relationships and ensuring that we all are on the same page, to improve the academic outcomes of students, as well as life chances

## WHAT YOU'LL SEE IN 2022

What You'll see in 2022 TEACHING & LEARNING		How do we know- What evidence/data do we have?	2023- 2025 BUSINESS PLAN
Whole school approaches to teaching English and Mathematics embedded in school practice.	WT	<ul style="list-style-type: none"> <li>Whole school operational plans have been developed, detailing whole school approaches, inclusive of testing, data analysis and impacts for classroom teaching</li> <li>Quality Teaching strategies/MPS given to be developed and implemented</li> </ul>	✓
A clear whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements.	A		
High quality instruction is fostered through ongoing classroom & peer observation, teacher professional development, self-reflection and goal setting using AITSL.	WT	<ul style="list-style-type: none"> <li>Strengthen staff development process by ensuring the school's policy is enacted with fidelity. Support teacher development by considering the introduction of a formalised observation and feedback process.</li> <li>Clarify the school's pedagogical approaches to achieve consistency in curriculum delivery. Ensure the approaches adopted are informed by contemporary research on effective teaching and consistent with the Department's expectations</li> </ul>	✓
Enhanced transition processes for early education & care services, Kindergarten, Pre-Primary, Year One & Year Six into secondary schooling.	A		

What You'll see in 2022 LEADERSHIP		How do we know- What evidence/data do we have?	2023- 2025 BUSINESS PLAN
Investment in school facilities, fittings, and grounds to create an environment that is welcoming and adaptive to the changing needs of students.	A		
A strong, effective School Board with a strategic plan in place that supports the school priorities	A		
Through workforce planning, ensures a balance of experience and skills amongst school leaders, teachers and support staff.	WT	<ul style="list-style-type: none"> <li>Attraction and retention of quality staff, through merit, interest and new staffing flexibilities is a priority for planning for quality teaching in 2023.</li> </ul>	✓
Resourcing for success, with sufficient resources allocated to support innovation in all learning areas.	WT	<ul style="list-style-type: none"> <li>Seeking feedback of all staff in Term 4, 2022, to ensure we are planning for innovation in 2023 and beyond.</li> <li>Detailed reserve planning is a priority.</li> </ul>	✓



## WHAT YOU'LL SEE IN 2022

What You'll see in 2022 STEM		How do we know- What evidence/data do we have?	2023- 2025 BUSINESS PLAN
A scope and sequence for Digital Technologies teaching and learning, articulating desired skills and supports for each phase of schooling.	A		
A dedicated solution for early childhood classes, particularly Kindergarten and Pre-Primary, to introduce appropriate technology devices, skills and understandings.	WT	<ul style="list-style-type: none"> <li>Digital technologies planning, support and intervention will need to be creatively implemented, with Digital technologies not a specialist area in 2023</li> </ul>	
Digital Technologies and STEM learning, knowledge, skills and applications embedded in classroom teaching and learning opportunities.	WT	<ul style="list-style-type: none"> <li>STEM space is dedicated for teaching and learning environment.</li> <li>Timetable learning</li> </ul>	

What You'll see in 2022 CULTURE & CARE		How do we know- What evidence/data do we have?	2023- 2025 BUSINESS PLAN
Further improvement in the school attendance rate for students & strong understandings in our community of the importance of regular attendance.	WT	<ul style="list-style-type: none"> <li>Implement an attendance improvement plan working towards restoration of our pre-covid attendance rate</li> <li>Look at ways to re-engage students whose absences have significantly and unexpectedly increased in recent times</li> </ul>	✓
Clear, available & responsive communication between school staff, parents, students & our broader Mandurah community in a variety of platforms.	A		
A positive school culture is embedded and celebrated.	A		



## Dual Naming-150<sup>th</sup> Year of MPS 1872-2022

### *Mandurah Primary School - Mandjoogoordap Kaadadjan Mia*

FISH celebrated with our partners [Mandurah Primary School](#) with their 150 year anniversary in 2022. The school was established in 1872 and this year as they celebrate their 150th year they are dual naming the school Mandjoogoordap Kaadadjan Mia.

Mandjoogoordap means 'meeting place of the heart' and Kaadadjan Mia means a 'place of learning' in the local Bindjareb/Noongar language. It is great to see the school understanding the importance of connecting the heart, head and spirit in the journey of learning.

The FISH team have been honoured to journey with Principal Natasha Upcott and her team over the last 4 years as they have embedded culture into all aspects of their school.

"We are honoured that our school is on Bindjareb Country and to share in the richness of the culture and the land on which we are based. It was wonderful to start our school year celebrating that richness through a smoking ceremony with staff and to celebrate and acknowledge the local language and traditions that add so much richness to our educational environment," stated Natasha Upcott.

Cultural Advisor and Elder Koodah Cornwall and Aboriginal Education Officer Cecil Fox have played an ongoing pivotal role in the health and wellbeing of both the staff and students at their school as culture has been successfully integrated into the school to the value of all students and staff.

Elder Koodah went on to say, "Our focus is the health and wellbeing of all people. If your spirit is sick and your heart is heavy teachers can't teach and students can't learn to their fullest potential. Our culture, going back 60,000 years, provides a richness to the educational environment for the benefit of all staff and students."

"We are honoured to have the school listen to Aboriginal people and the local community and have it dual named. To see an understanding in the name of the importance of connecting the heart with the head in learning which in turn enriches the spirit of the school, its students and teachers," stated Koodah.

When the school commenced in 1872 it was for non-Indigenous students whereas today the school now has a high proportion of Aboriginal students and culture is celebrated and acknowledged by all within the school environment. The school is led by the Board Chair, local Aboriginal Leader George Walley, after taking over the reins from Hon David Templeman MLA.

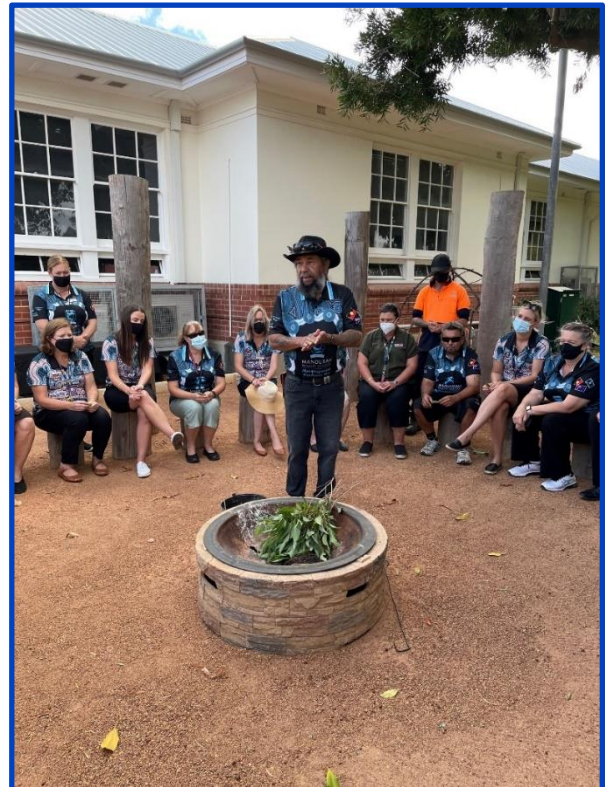
"It is great to see the school under the leadership of George Walley, Natasha, Koodah and Cecil leading the way as a national example of integrating the richness of culture, Aboriginal knowledge, ways of being and understanding into the educational environment for the benefit of everyone at the school and the local community," commented Mark Anderson, FISH CEO.

This year has been a very special year for our school however, our celebrations have been severely impacted by COVID and we are hoping to continue to celebrate our schools' achievements in turning 150, along with our dual name, into 2023. Our Board Chair George Walley and I thank our school and broader community for its support during this time.





## DUAL NAMING 150<sup>TH</sup> YEAR





### COVID-19

We started 2022 with ongoing capital works and improvement projects, however it was not long before our efforts were diverted to deal with the continuing 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 further develop and refine a covid management plan that maintained our strategic focus on providing continuity of education for all our students. We also needed to keep in mind our responsibilities to support staff to access COVID leave when needed, along with managing an emerging teacher shortage as it proved very difficult to replace the number of staff absent at the same time. We worked tirelessly to ensure face to face teaching wasn't compromised through lack of available, qualified teachers. We ensured this through engaging fulltime relief teachers, supporting pre-qualified or limited authority to teach teachers, along with our Education Assistants, admin and teacher DOTT supervision when called upon.

Backing on from previous years this proved to be a mammoth effort for our staff, to which I am very proud to say was around putting our student's health and wellbeing first, along with a priority being placed on continuity of learning.

I would like to add that our staff maintained a high level of commitment to the learning outcomes set for our students in the final year of our 2020-2022 business plan. On the return of some normality in terms 3 and 4, we 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 and welcoming parents, families and our broader community 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.

In 2023 we aim to restore our attendance to pre-covid levels, along with minimizing the impacts of a teacher shortage. We will continue to work alongside our community with covid cleaners onsite during the school day, to support a safe, hygienic and clean learning environment.





### R U 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 for Staff and Students

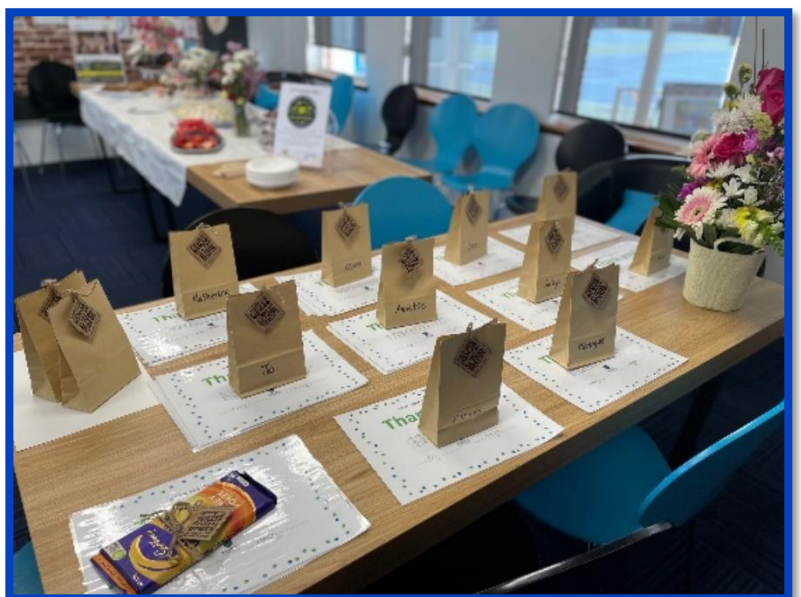
During 2022 we as a staff worked to ensure that our staff moral and wellbeing were supported to ensure best practice for our school.

The Wellness team promoted a social event each term and continued to improve and update the Staff Lounge 'Wellness Wall' created in 2021.

The Principal, MSC and Chaplain (with support from outside agencies) created Education Assistant and Teacher appreciation events, with each staff member being given a gift and enjoying a morning tea.

Work has begun on the next part of the Teacher Wellness space. Shade sails and walls have been erected with plants and seating to arrive in 2023.

The Health and Wellbeing team met with Luke George and the "Wellbeing for Educators" professional development was organised. These series of wellbeing seminars are focused on reducing stress and restoring balance and will be completed early in 2023.



### Charlie Program

Charlie, an Education Assistance Dog, is supported by his trainer Jodie Toy and Special Needs Education Assistant, Kristy Fissioli. With the team involved we have been able to implement a variety of programs that are individually tailored to each student, which has enabled the team to be able to support 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

Over several years, our junior and senior classes have been buddy reading, this continued again in 2022. 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 efforts. Older students develop ownership of the program, attaining 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 a 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 offers 0–3-year-old children an opportunity to attend our school, where parents also stay for the duration of approximately two hours, to 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 each 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 a bike safety, education and 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. We achieved Platinum status in 2022, and this has earned us a grant of \$7,500. We are working towards using these funds to maintain the program into 2023, purchase helmets, make bike repairs and further development of our bike safety and awareness training.





### Capital Works and Improvement Programs

Throughout 2022 we have again had a program of capital works to improve our school's learning and physical environment. I am proud to say these improvements have ensured that all students, parents, families and visitors are able to access our school grounds in a much safer and more equitable way.

#### Ramps, stairs and disabled access

The ramps at the Hackett Street entrance have been revamped and added to ensure safe access for all visitors to our school. The stairs have been extended with a walkable ramp, and a new front entrance door. Whilst these works did require access to be at the Forrest Street end for a few months, the completion has been well received by all staff, students and parents.

#### New Door, Ramp, safety fence Room 13

This space was completely revamped with new secure balustrading and fence, where previously this was an unsafe space for ECE students to play. We also had the addition of a new entrance/exit door, which has created a fresh view to the outdoors. The students are enjoying the new verandah space to eat, and much safer access to the outdoor play area. Once completed Room 12's door was also replaced, ensuring both rooms now have a similar improved aesthetic.

#### Shade over play equipment, turf and soak well to sandpit area in ECE Playground

A long sought-after set of beautiful shade sails have been installed to shade our ECE play equipment. These provide much needed shade to our play equipment for the Spring, Summer and Autumn months when the equipment is too hot to play on. We had a major drainage issue adjacent to our sand pit and with support from DOE maintenance, we have had two new soak wells installed and a makeover of the space, with new synthetic turf for students to sit and play without fear of flooding in

winter. This has now ensured compliance with our recent NQS audit, our physical environment now exceeds the requirements.

#### Canteen Upgrade

New lino, paint and benchtops have been added to our canteen so Breakfast Club, fundraising sausage sizzles and Icy pole sales can be done so in a clean, safe, hygienic and welcoming environment. This space is looking 100% better and is being used daily.

#### Upgrade to Hackett Street entrance-shade sails, synthetic turf and pencils

The upgrade to the front garden area that saw three large trees removed over the recent roof replacement project, has now been completed with synthetic turf, red wood chips, new shade sails and our REACH Pencils. This area looks amazing and has attracted an abundance of comments for the improved aesthetics to our school's entrance. It provides a shady space to eat lunch, with the addition of hand built wooden benches. Adjacent to this is a staff only eating area with shade sails, large adult sized wooden benches, with tables and plants to come next year.

These areas have added to the physical grounds of our school.

Below are some further works planned for next year.

#### Improvement Programs to come in 2023

- New carpet tiles in the corridor outside rooms 1-6 \$35,000
- New play equipment on the oval-\$75,000
- Library Revamp-new mats, cushions and layout, plus new reading and library books, totaling-\$10,000.



## NON ACADEMIC DATA

DATA SOURCE – NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS: AUDIT 2022

100%

**TARGET: 100% of National Quality Standard areas met**

<b>QA1</b>	<b>Educational program and practice</b>		
<b>Standard 1.1</b>	<b>Program</b>	<b>The educational program enhances each child's learning and development.</b>	
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
<b>Standard 1.2</b>	<b>Practice</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
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
<b>Standard 1.3</b>	<b>Assessment and planning</b>	<b>School administrators and educators take a planned and reflective approach to implementing the program for each child.</b>	
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
<b>QA2</b>	<b>Children's health and safety</b>		
<b>Standard 2.1</b>	<b>Health</b>	<b>Each child's health and physical activity is supported and promoted.</b>	
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
<b>Standard 2.2</b>	<b>Safety</b>	<b>Each child is protected.</b>	
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
<b>QA3</b>	<b>Physical environment</b>		
<b>Standard 3.1</b>	<b>Design</b>	<b>The design of the facilities is appropriate for the operation of a school.</b>	
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.	M
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	M
<b>Standard 3.2</b>	<b>Use</b>	<b>The school environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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.	M
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

### NQS RATING SYSTEM

Excellent	Exceeding NQS	Meeting NQS	Working towards NQS	Significant Improvement Required
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# NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS: AUDIT 2021

DATA SOURCE – NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS: AUDIT 2022

100%

**TARGET: 100% of National Quality Standard areas met**

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

## NQS RATING SYSTEM

Excellent	Exceeding NQS	Meeting NQS	Working towards NQS	Significant Improvement Required
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## NON ACADEMIC DATA

### DATA SOURCE – AUSTRALIAN EARLY DEVELOPMENT CENSUS

		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
		2009		2012		2015		2018		2021		2009 v 2018	Significant change 2015 v 2018	2018 v 2021
		n	%	n	%	n	%	n	%	n	%			
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
		2009		2012		2015		2018		2021		2009 v 2018	Significant change 2015 v 2018	2018 v 2021
		n	%	n	%	n	%	n	%	n	%			
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
		2009		2012		2015		2018		2021		2009 v 2018	Significant change 2015 v 2018	2018 v 2021
		n	%	n	%	n	%	n	%	n	%			
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
		2009		2012		2015		2018		2021		2009 v 2018	Significant change 2015 v 2018	2018 v 2021
		n	%	n	%	n	%	n	%	n	%			
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 the areas of Social Competence, Emotional Maturity, Language and Cognitive Skills. Communication Skills & General Knowledge and Physical Health & Wellbeing have shown improvements from 2009 to 2021 with a reduction in vulnerable children, a reduction in children at risk and an increase in children on track.

## NON ACADEMIC DATA: ATTENDANCE

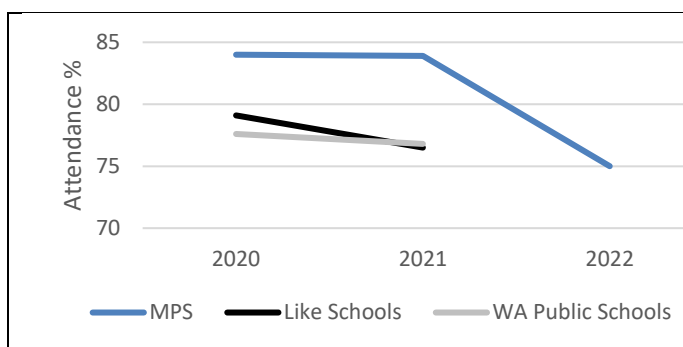
70 %

**TARGET:** Maintain 70% regular attendance

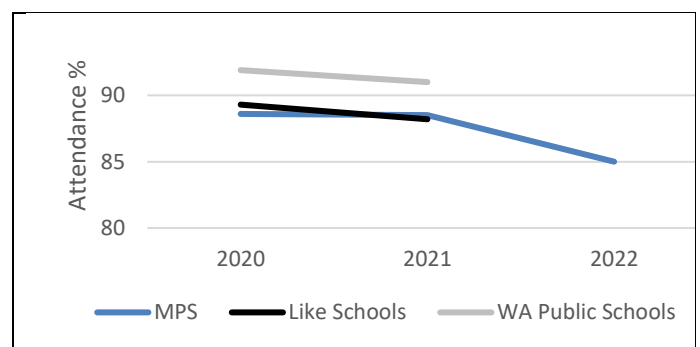
### SEMESTER 1 ATTENDANCE RATES 2022

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2022	83.0%	N/A	N/A	75.3%	N/A	N/A	85.0%	N/A	N/A

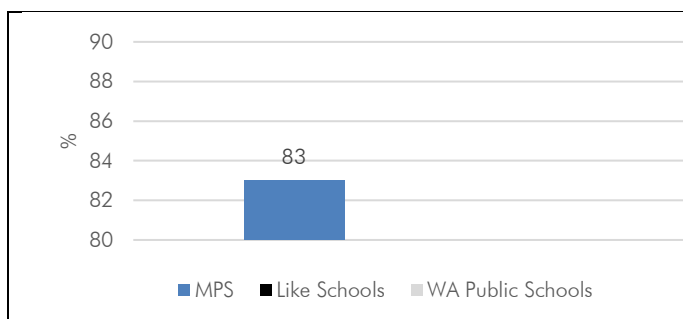
### ABORIGINAL ATTENDANCE 2020 - 2022



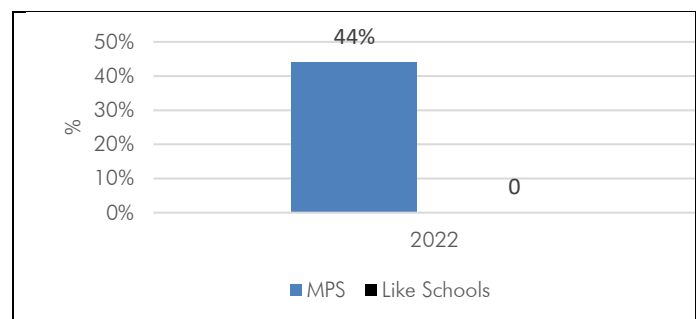
### TOTAL ATTENDANCE 2020 - 2022



### 80% or BETTER ATTENDANCE SEMESTER 1 2022



### REGULAR ATTENDANCE SEMESTER 1 2022



### SEMESTER 1 ATTENDANCE CATEGORIES

	80% or better Attendance	Regular (90% or better)	Attendance Category		
			At Risk		
			Indicated (80-89%)	Moderate (60 – 79%)	Severe (Below 60%)
2020	82.2%	58.6%	23.6%	10.5%	7.3%
2021	81.0%	67.5%	13.5%	13.0%	6.0%
2022	74%	44%	30%	19%	8%
Like Schools 2022	N/A	N/A	N/A	N/A	N/A
WA Public Schools	N/A	N/A	N/A	N/A	N/A

Well above expected performance

Above expected performance

Within expected performance

Below expected performance

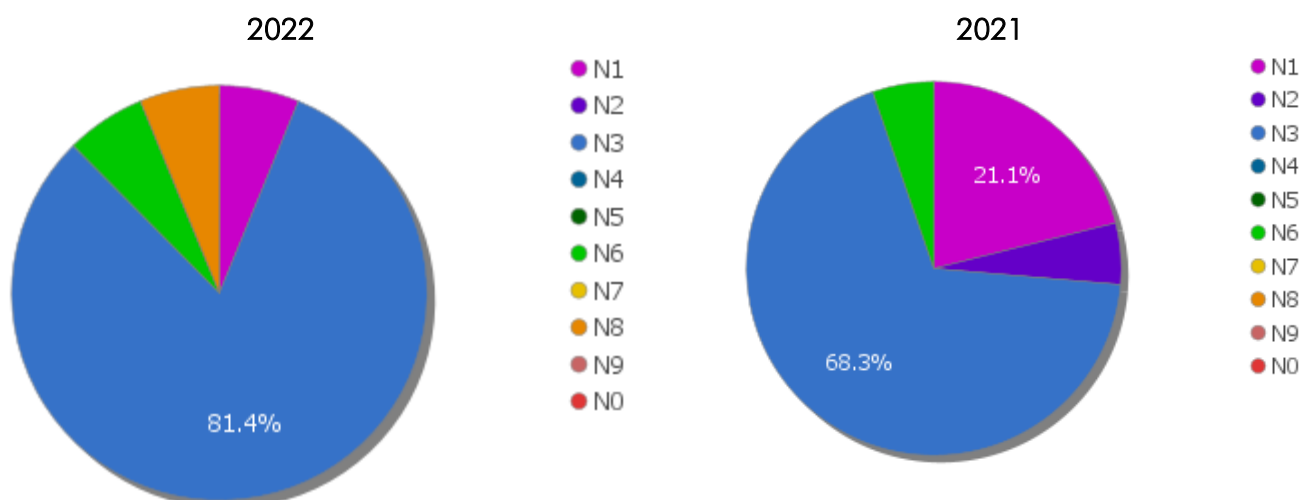
Well below expected performance

Insufficient data or not applicable

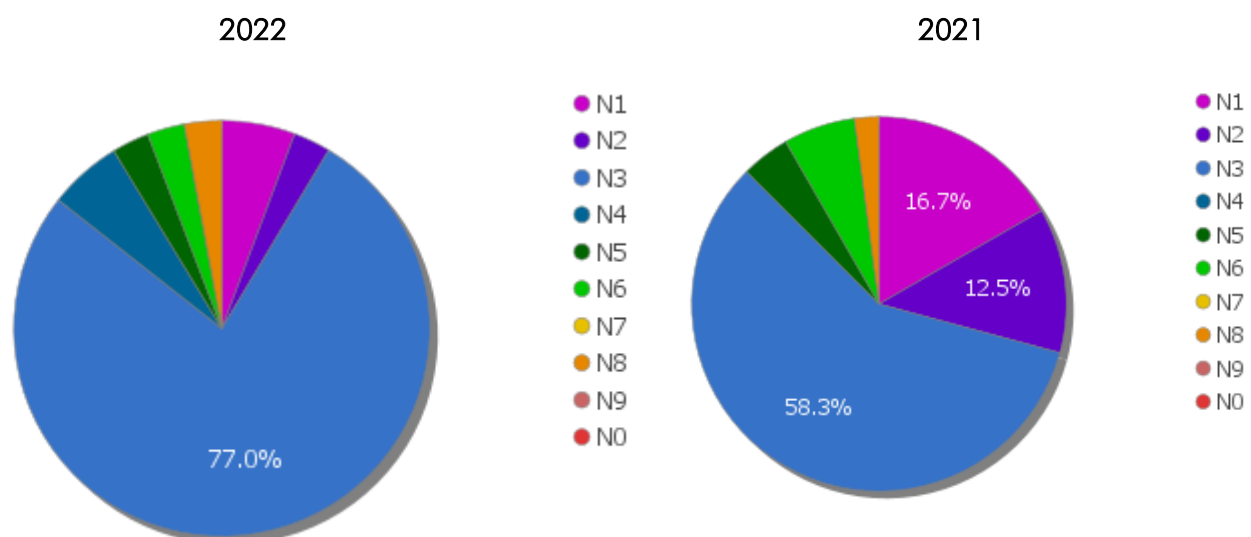
\*\* No 2022 data available for comparison due to COVID-19 \*\*

## NON ACADEMIC DATA: SUSPENSION DATA

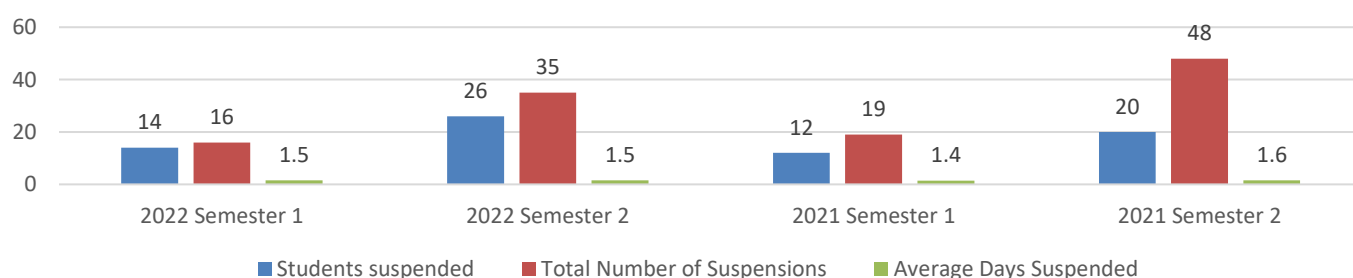
### SEMESTER 1 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2021 - 2022



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



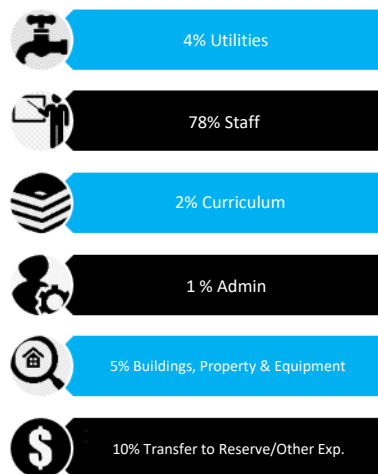
### SUSPENSION OVERVIEW 2021 - 2022



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

2022 - Minimum Expenditure Requirement = 93.5%: Achieved



**Total Expenditure**

2022 - Staffing \$2.668 Million

2022 – Total Operational Budget \$3.499 Million

### TOTAL OPERATIONAL BUDGET



**Funding from Government**

----- **Funds raised by the school** -----

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
<b>OVERALL ASSESSMENT</b> 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

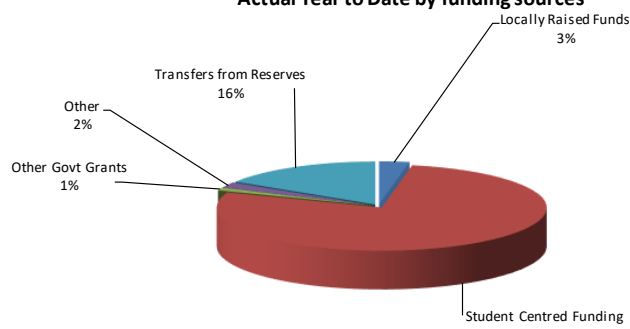
YELLOW
Received an overall rating of good or satisfactory



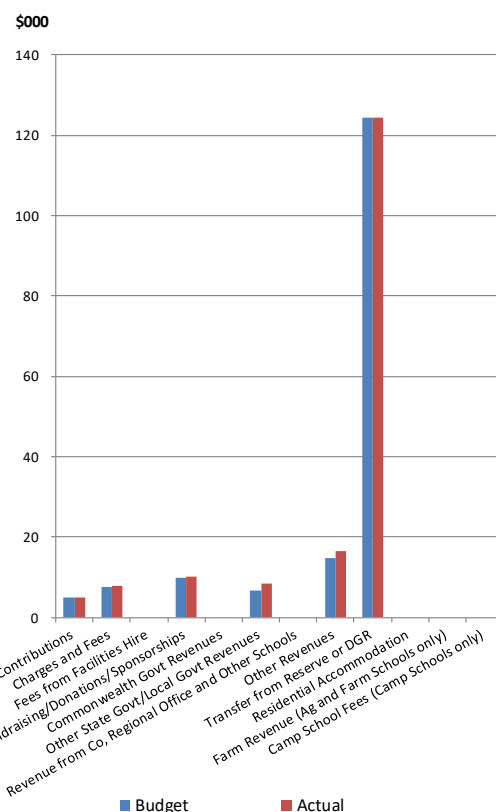
## FINANCE

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,034.00	\$ 5,025.75
2	Charges and Fees	\$ 7,643.00	\$ 7,777.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 9,784.00	\$ 10,070.30
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 6,650.00	\$ 8,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 14,672.54	\$ 16,373.95
9	Transfer from Reserve or DGR	\$ 124,362.00	\$ 124,362.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 168,145.54</b>	<b>\$ 171,909.00</b>
	<b>Opening Balance</b>	<b>\$ 75,920.00</b>	<b>\$ 75,920.18</b>
	<b>Student Centred Funding</b>	<b>\$ 600,169.00</b>	<b>\$ 600,169.20</b>
	<b>Total Cash Funds Available</b>	<b>\$ 844,234.54</b>	<b>\$ 847,998.38</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 844,234.54</b>	<b>\$ 847,998.38</b>

Actual Year to Date by funding sources

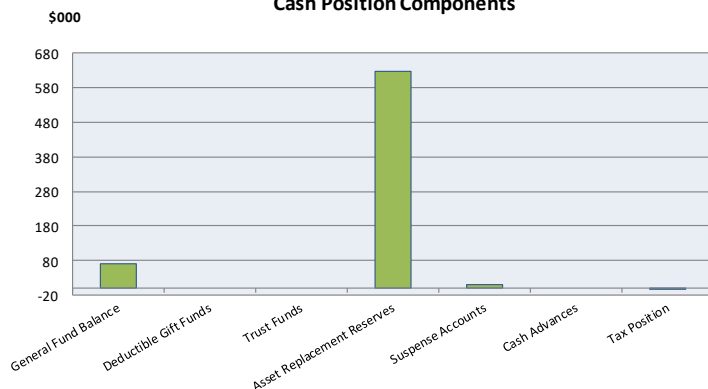


Locally Raised Revenue - Budget vs Actual

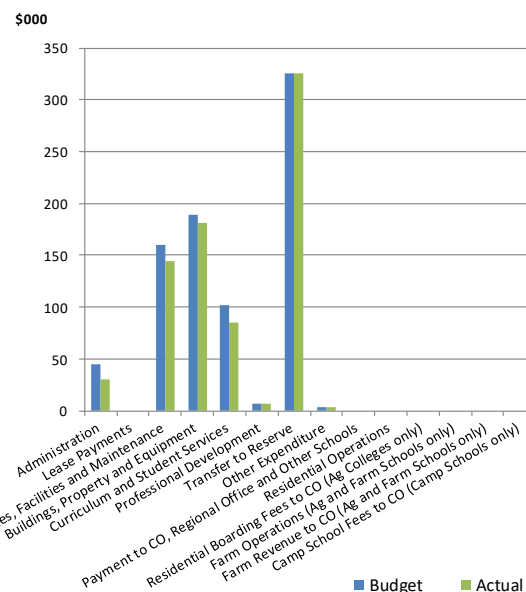


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 45,350.00	\$ 29,902.46
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 159,788.76	\$ 144,685.63
4	Buildings, Property and Equipment	\$ 188,777.00	\$ 181,612.23
5	Curriculum and Student Services	\$ 101,975.00	\$ 85,620.80
6	Professional Development	\$ 6,515.00	\$ 6,515.45
7	Transfer to Reserve	\$ 325,000.00	\$ 325,000.00
8	Other Expenditure	\$ 3,652.00	\$ 3,441.88
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 831,057.76</b>	<b>\$ 776,778.45</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 831,057.76</b>	<b>\$ 776,778.45</b>
	<b>Cash Budget Variance</b>	<b>\$ 13,176.78</b>	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

<b>Bank Balance</b>	<b>\$ 706,389.63</b>
Made up of:	
1 General Fund Balance	\$ 71,219.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 627,067.56
5 Suspense Accounts	\$ 9,959.14
6 Cash Advances	\$ -
7 Tax Position	\$ (1,857.00)
<b>Total Bank Balance</b>	<b>\$ 706,389.63</b>

## TARGET OVERVIEW

### ENGLISH

	Target
<b>English: Business Plan Targets</b>	
<ul style="list-style-type: none"> <li>70% of students will achieve a minimum of a "C" grade in Writing</li> </ul>	
<ul style="list-style-type: none"> <li>70% of students will achieve a minimum of a "C" grade in Reading</li> </ul>	
<ul style="list-style-type: none"> <li>All NAPLAN achievement will be at or above like schools (ICSEA alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>Align teacher judgements to grade allocation and NAPLAN achievement within and across schools</li> </ul>	
<ul style="list-style-type: none"> <li>The high progress/high achievement quadrant will be evident in NAPLAN</li> </ul>	N/A in 2022
<b>English: Operational Plan Targets</b>	
<ul style="list-style-type: none"> <li>70% of students to reach within 6 months of their reading age in November Y P-2</li> </ul>	** Below PAT Norms
<ul style="list-style-type: none"> <li>70% of students to reach within 6 months of their spelling age in November Y P-2</li> </ul>	
<ul style="list-style-type: none"> <li>50% of students to reach within 6 months of their reading age in November Y 3-6</li> </ul>	** Below PAT Norms
<ul style="list-style-type: none"> <li>50% of students to reach within 6 months of their spelling age in November Y 3-6</li> </ul>	
<ul style="list-style-type: none"> <li>Improve BrightPath median and mean scores each year in each year level.</li> </ul>	

### MATHEMATICS

	Target
<b>Mathematics: Business Plan Targets</b>	
<ul style="list-style-type: none"> <li>70% of students will achieve a minimum of a "C" grade in Numeracy</li> </ul>	
<ul style="list-style-type: none"> <li>All NAPLAN achievement will be at or above like schools (ICSEA alignment)</li> </ul>	
<ul style="list-style-type: none"> <li>Align teacher judgements to grade allocation and NAPLAN achievement within and across schools</li> </ul>	
<ul style="list-style-type: none"> <li>The high progress/high achievement quadrant will be evident in NAPLAN</li> </ul>	N/A in 2022
<b>Mathematics: Operational Plan Targets</b>	
<ul style="list-style-type: none"> <li>To have 90% of students scoring over 431 in OEA, with a target of 50% of students scoring 541 + at end of year testing.</li> </ul>	
<ul style="list-style-type: none"> <li>To have 70% of students achieving 50 points growth from pre to post testing in MTS Online Mental</li> </ul>	

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
<b>Science: Operational Plan Targets</b>	
<ul style="list-style-type: none"> <li>Maintain 60% of students working C grade or above</li> </ul>	

### HASS

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

### HEALTH & PHYSICAL EDUCATION

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

### TECHNOLOGIES









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

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

2020-2023 BUSINESS PLAN TARGET	DESCRIPTOR	RATING	EVIDENCE FOR ACHEIVEMENT
	All NAPLAN achievement will be at or above like schools (ICSEA alignment)	✓	
	Align teacher judgements to grade allocation and NAPLAN achievement within and across schools		<ul style="list-style-type: none"> <li>NAPLAN and RTP teacher judgements to grade allocation has improved significantly.</li> <li>Continue to align these more closely, aiming for WA Public schools, and green achievement.</li> </ul>
	Maintain 70% regular attendance		<ul style="list-style-type: none"> <li>Plan for and implement attendance improvement strategies to restore attendance to pre covid rates, which was achieving this target</li> <li>Review roles in attendance plan, with new level 1 school officer in 2023.</li> </ul>
	70% of students will achieve a minimum of a "C" grade in Writing, Reading & Numeracy		<ul style="list-style-type: none"> <li>Teaching and learning environments have been impacted due to pandemic.</li> <li>Continue working on better grade alignment, and further moderation work using BrightPaths in literacy and numeracy as a new area in 2023.</li> </ul>
	Increase the number of devices in classrooms	✓	
	Develop a replacement schedule for all technology over 3 years – ensuring updated resources	✓	
	The high progress/high achievement quadrant will be evident in NAPLAN		<ul style="list-style-type: none"> <li>This was achieved in previous years; however the longitudinal data shows a decline from 3 to 5 over time.</li> <li>This is a national trend, continue work with our stable cohort, attraction and retention of quality teachers</li> <li>Engage in the Teacher Quality program with DOE in 2023.</li> </ul>

## OUR TARGETS

2020-2023 BUSINESS PLAN TARGET	ACTIONS DEMONSTRATED	RATING	RECOMMENDATIONS FOR FUTURE IMPROVEMENT
	Increase STEM teaching through development of Maker Space and improved and updated technology ICT Lab.	✓	
	Principal to maintain a rating of high or above across the 6 domains of the Principal Performance Improvement Tool	✓	
	100% of National Quality Standard areas met	✓	
	Staff and student well-being surveys to maintain a rating of agree or above in all		<ul style="list-style-type: none"> <li>Audit has been conducted in 2022</li> <li>Action plan to be developed with key strategies for staff and students to be highlighted for 2023</li> </ul>
	Parent event attendance improves each year		<ul style="list-style-type: none"> <li>Parent attendance to be actively encouraged and restored to pre-covid levels</li> <li>Parents, family members and broader community actively encouraged to use all communication forms, and be present at school events</li> </ul>
	National Opinion Surveys reflect parent and community satisfaction	✓	
	All members of the community are familiar with the MPS Board	✓	
	Increased engagement by Indigenous families in our school community	✓	



# SUCCESSSES – 2022 STAFF, PARENTS and BOARD MEMBERS

## WHOLE SCHOOL

TEACHING & LEARNING	STEM	CULTURE & CARE	LEADERSHIP
Approaches to Reading and Writing. New whole school, decodable reading books, fiction and non-fiction, covered and accessioned ready for use in 2023.	New TV in undercover area displaying REACH values at break 1 & 2, use before school with pictorial slideshow.	George Walley –Elder, Board Chair, endorsement of our Culture Care Professional Learning Plan, Dual Naming of our school.	Building works – whole school improvement works to upgrade our learning and physical environment-shade sails, synthetic turf, ramps, doors and canteen upgrade.
Individual student success – celebrating these successes no matter how small.	ICT devices being increased each year ensuring students have best possible access to technology at school, ipads in all classrooms.	Koolbardi's lunch – an honour to host this annual event, this event is now a fixture on the NAIDOC calendar.	Creativity to support staff, students and parents during COVID-19. Thinking outside the box to ensure we meet the needs of all students.
Increase in EA FTE providing intensive levels of support in classes, ensuring a focus on improving student outcomes of all students.	3rd party user agreements, implemented across the school, and new students on enrolment, online with families for greater security and confidentiality of student data.	Fundraising has been school led, due to the pandemic, a reasonable amount of funds raised with minimal input and effort from staff, sausage sizzles, hamburger day, Mother's and Father's Day stalls.	Strong collegiality – through network and mentoring of professional associations and community groups. Professional Development well-being for all staff to be empowered to impact own well-being.
PBS, Zones of Regulation, 1,2,3 Magic – review of whole school approaches and common language refresher. Professional learning for all staff.	Digital technologies and use of technologies teaching across all year levels now embedded in whole school approach with specialist teacher.	Strong social and emotional relationships, parents, staff, students, community, (maintained and improved during COVID).	Attracting and retaining quality teachers, continuing to build capacity of 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.	Foodbank support, Gilberts & Sons, Spud Shed support for community breakfasts.	Improvements in target achievements – analysis of data collected to ensure revision of approaches in operational planning.

## STAFF

TEACHING & LEARNING	STEM	CULTURE & CARE	LEADERSHIP
Improvements in moderation, using common assessment task, bright paths to have a greater impact on teaching and learning program, commence Numeracy in 2023.	STEM room relocated due to classroom growth, and made accessible for classroom teachers to book time.	NAIDOC activities for a whole week, supported by all classroom teachers, inclusive of AEIO's, community elders, groups and parents.	Great support shown from Principal to all staff in lead up to School Review validation visit.
Building and maintaining positive teacher-student relationships, through PBS, REACH values and zones of regulation, and explicitly teaching these, with weekly lessons and reminders.	Design Process-students designed, trialed, and adapted to create in STEM learning, increasing use of technology in classrooms.	Sessions for students to learn more about Aboriginal Culture and engage in some hands-on learning with our cultural advisor, AEIO, Noongar Languages Teacher and cooking classes.	Whole school Literacy and Numeracy programs are cohesive, effective and benefit all students. Quality teaching is ensuring some continuity of delivery across the school.
"Fair" is not everybody getting the same thing-it is everybody getting what they need to succeed. It is a belief that is being fostered and embedded in all classes.	Math's investigations with a STEM focus, daily 10, students are engaged, focused, using inquiry-based learning.	Strong social and emotional relationships, parents, staff, students, community, (maintained and improved during COVID).	Supportive admin and staff team during lockdown at start of year, commencement of roof works, moving 10 classrooms day 1.







## BOARD

TEACHING & LEARNING	STEM	CULTURE & CARE	LEADERSHIP
Working together the board achieves goals for all our students.	Resources are allocated and used effectively, making sure our school stays abreast of technologies. Increasing the number of devices.	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.







## PARENTS

TEACHING & LEARNING	STEM	CULTURE & CARE	LEADERSHIP
Dedicated, passionate teachers, high quality, good communication and participation from all staff.	Current technologies for students to use at school.	Working together to make our school a better and safer place.	Community Involvement and our Principal.
Ensuring all our kids have an opportunity to learn, and do what they are good at.	My kids love Osmo and Dash!	Its staff are its strength, looking after and educating students from different backgrounds.	Great leadership, great teachers, staff very supportive and caring atmosphere.
Focus on outdoor sports activities.	The ICT lab, devices in classroom, interactive tv's and the new big screen in the undercover area. WOW!	Teaching Noongar languages and culture to our kids.	Strong leadership, the Principal, and the whole team.

## FOCUS FOR THE FUTURE

	RELATIONSHIPS & PARTNERSHIPS	LEARNING ENVIRONMENT	LEADERSHIP	USE OF RESOURCES	QUALITY TEACHING	STUDENT ACHIEVEMENT & PROGRESS
	Create culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways.				Embed the use of the Early Years Learning Framework and National Quality Standard and share how we identify and understand our impact.	Ensure all students are achieving year on year progress through evidence-based approaches.
	Understand our role as education professionals in student care and wellbeing.		Create a school culture that encourages and supports the professional growth of teachers.	Embed and continuously improve our sustainability practices, and care for country.		Ensure staff are familiar with the Quality Teaching Strategy and engage with its components.  An early year's literacy approach that includes planned and structured teaching of phonics.
		Understand what effective case management in schools is and enable all staff with student services responsibilities to meet this expectation.	Build an understanding of the complex and diverse teaching and learning needs of students, including students with disabilities.			
		Prioritise the focus of school networks on student attendance, quality teaching and staff development.  Provide principals with feedback and opportunities for professional growth using the Principal Professional Review.				
	Continue to take a stand against violence.  Develop approaches that strengthen our partnerships with parents and families.	Work to restore school attendance to pre-COVID-19 levels.				
			Promote and use student voice in decision making.			Use available data and evidence to identify targeted support for students.

# FOCUS 2022 – LEADERSHIP ACTION PLAN REVIEW

	LEADERSHIP	2020-2022 BUSINESS PLAN STRATEGIES	RATING	EVIDENCE	2023 – 2025 FOCUS for the FUTURE
	Provide high quality, evidence-based learning opportunities in the early years.	<ul style="list-style-type: none"> <li>Attract, retain and empower quality teachers in our early years</li> <li>Maintain and develop an action plan for early intervention practices, inclusive of human resources, diagnostic testing, TACK, AEDC, On Entry, Dianna Rigg</li> </ul>	✓	<ul style="list-style-type: none"> <li>Strong, quality teachers in ECE over 4 years</li> <li>Increased FTE in early years for intervention, 1.2 FTE over staffing requirements</li> <li>All testing in assessment framework/schedule</li> </ul>	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"> <li>Audit student and staff well-being</li> <li>Health and Wellbeing team to develop action plan, inclusive of COVID</li> <li>Principal self-reflect using the PPIT, Statement of Expectations and Personal Attributes of Leadership</li> <li>Principal to develop draft action plan</li> </ul>		<ul style="list-style-type: none"> <li>Audit has been conducted, action plan to be developed with key strategies for staff and students</li> <li>Student voice to play greater role in leadership</li> <li>Principal 360 in 2023</li> <li>Action plan to be developed in readiness for PPIT</li> </ul>	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"> <li>Work collaboratively with our School Board Chair to ensure our Aboriginal families are represented in the decision making of the school</li> <li>Work towards cultural proficiency in all aspects of our strategic and operational planning</li> <li>Principal to apply for Cultural Leaders Program</li> </ul>	✓	<ul style="list-style-type: none"> <li>School Board Chair/Elder and Principal collaborate in harmony</li> <li>Achieved cultural proficiency, now plan to maintain this through all projects and programs</li> <li>Principal was successful in CLP</li> </ul>	To be focused 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"> <li>Increase the opportunities for Aboriginal people through community connections, Mayor's Elders group, Koolbardies for meaningful employment opportunities at our school</li> <li>Continue to work in partnership with FISH, KARDAN and our community</li> <li>Workforce Management Plan - actions to increase FTE further</li> </ul>	✓	<ul style="list-style-type: none"> <li>Advocate for our community connections through Principal profile, Local Legend award</li> <li>Partnership with FISH remains strong and embedded</li> <li>Increase in aboriginal FTE from 5 to 9 staff in 2022.</li> </ul>	Remain committed to offering opportunities to Aboriginal people with 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"> <li>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.</li> </ul>	✓	<ul style="list-style-type: none"> <li>NSOS survey conducted in 2022</li> <li>Results to be shared in Annual report, open board meeting and staff meeting</li> <li>Survey of communication from wellbeing toolbox also conducted</li> <li>Plans to improve communication will be developed</li> </ul>	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"> <li>Support Aboriginal students to take on leadership positions in our school</li> <li>Attend Board meetings as school captains. Representatives to share the student voice in discussions that effect students and whole school decision making</li> <li>Student leadership meetings to be held regularly, and for students to contribute to the student well-being action plan</li> </ul>		<ul style="list-style-type: none"> <li>Leadership aspirants developed through student council; 2022 School Captain was Aboriginal</li> <li>Invite school leaders to open board meeting</li> <li>Meetings held regularly</li> </ul>	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.





MANDURAH  
PRIMARY SCHOOL

*Mandjoogoordap  
Kaadadjan Mia*

Motivate • Educate • Celebrate