

# 2023 Annual Report



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.

# Principal's Report

It is with a great sense of achievement and honour that I present the 2023 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 first year of our new 2023-2025 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 and families this year, delivering outstanding results in NAPLAN 2023, even with testing moving forward to Term 1.

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 core area of strength and recognition. 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 2024: 'Every Student, Every Classroom, Every Day, is a core belief of our school, led by senior teachers, student leaders – focusing on the whole child, strengthening and working towards reducing challenges and obstacles faced in a low ICSEA environment. These are part of a solutions-based focus, not something to dwell on - A way to move forward and strive to achieve the best we possibly can.

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. 2023 saw new members from our community and parent body join, with further new members to join in 2024.

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 150th birthday.

MPS established in 1872-2022 – 150 years, a huge achievement, along with another set of outstanding NAPLAN results in 2023..

I want to thank again parents, staff, students and the wider community of Mandurah for your unwavering support throughout this challenging school year. The continued capital works improvements, new play equipment and minor works projects have been amazing. 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 the beginnings of a staffing shortage. 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 further outstanding outcomes for our school. Our NAPLAN results are above the expected standard in Year 3 and Year 5 in four out of five areas. Staff and parents are to be commended for this effort.

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 2023 Annual Report:

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 elder's 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.

I would like to take this opportunity to acknowledge the amazing efforts of so many people associated with our school: our staff, Board members, parents and community members. Our board value and appreciate what you do each and every day.

Collectively everyone collaborates in the learning journey of our students, helping 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 2023, 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 2023 results are outstanding!

The school board has strategic oversight of the school's achievement targets which were set out in the new 2023-2025 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 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. You go above and beyond and are busy setting the lead for schools everywhere.

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 in 2023.

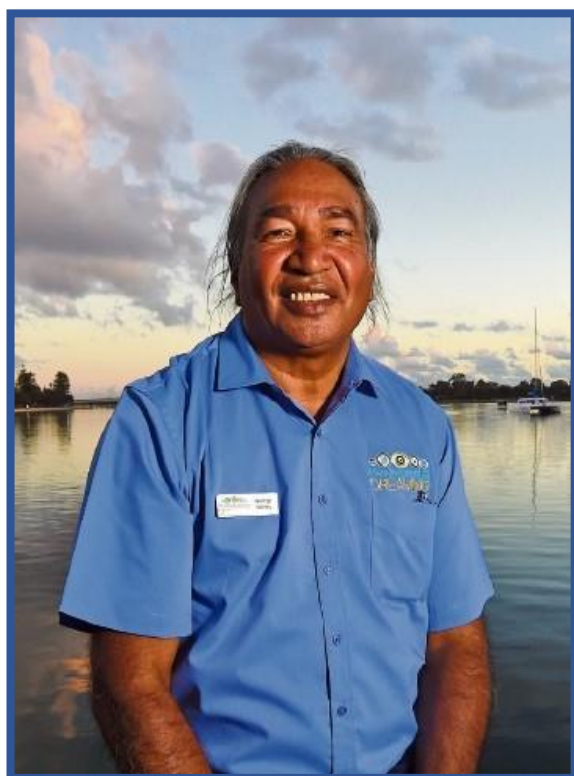
Together great things happen. Together great things are achieved. Together we continue to build a school community that values the individual aspirations and needs of our students. Together we prepare our students for an exciting world where a student from our school, Mandurah Primary School, can aspire 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 lifelong journey of learning.

Our school has achieved some outstanding NAPLAN results in 2023, with achievement exceeding the expected standard, in 8 out of 10 areas. The school staff, teaching and non-teaching are to be congratulated on this fantastic effort. They are also making improvements in the academic areas, the non-academic areas, are seeing significant improvements in the areas of student well-being, offering a safe and welcoming learning environment.

2023 has truly been an amazing year.

"Mandjoorgoordap Kaadadjan Mia" is the dual name of our school, founded in 1872, dual named in 2022.

I look forward to working alongside the staff and students a 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.

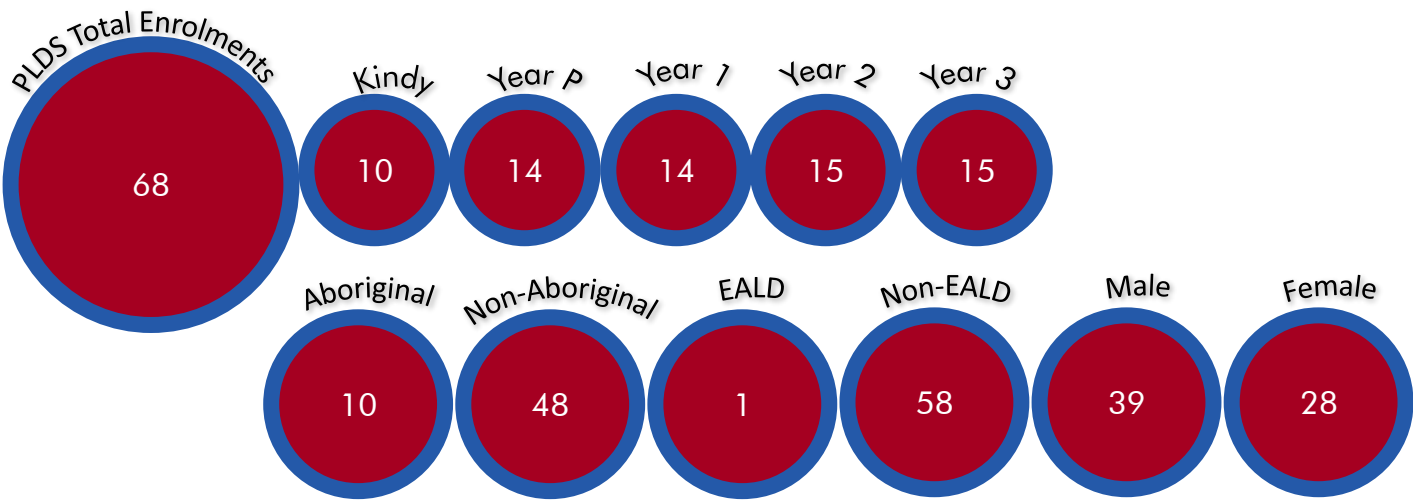
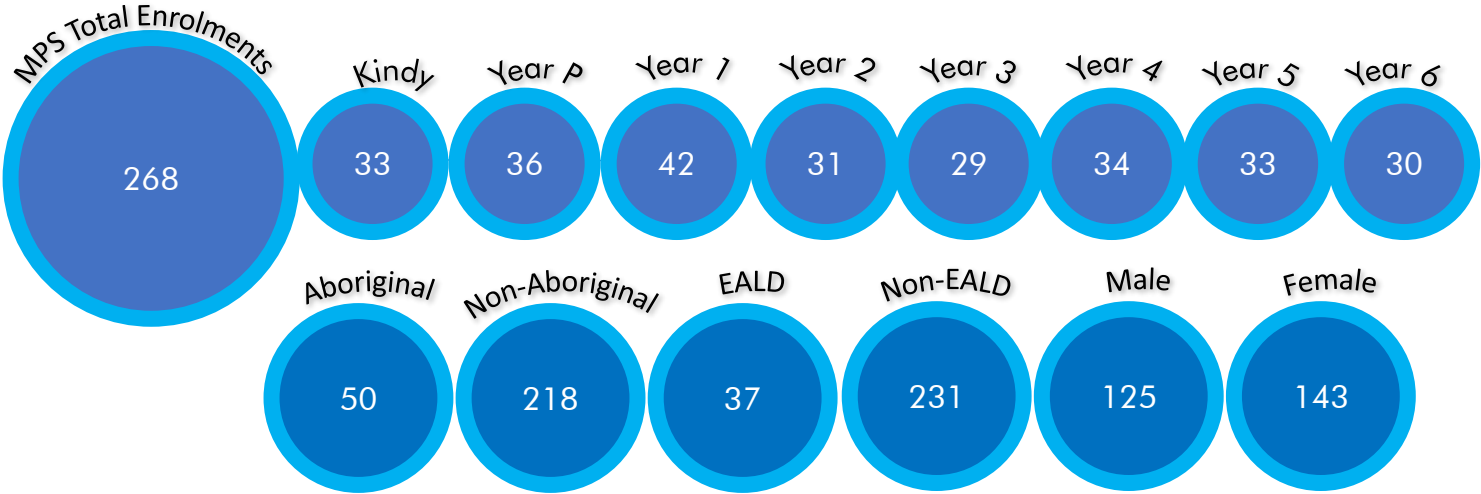
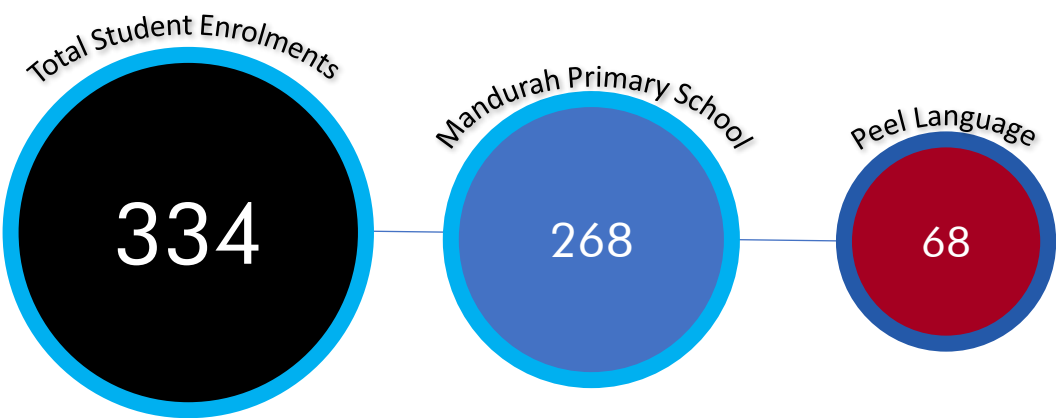
We offer quality education along with state-of-the-art technology in our classrooms. Outside, children in pre-primary and kindergarten enjoy their own outdoor play area and sandpits. Recent updates to school grounds include new netball and basketball court surfaces, fitness track equipment, oval playground 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.



# Student Numbers and Characteristics

(DATA AS AT 2023 SEMESTER 1)



# School Site Characteristics

(DATA AS AT 2023 SEMESTER 1)



Mandurah Primary School Site: Total Staff Count = 71

PLDS: 14 Staff

MPS: 44 Staff

P.HUB: 13 Staff

Mandurah Primary School: Total Head Count 44

Admin

Teaching

Clerical

Support Staff

4

Principal 1

Deputy Principal 2

MCS 1

3.6 FTE

1.0 FTE

1.8 FTE

0.8 FTE

16

Classroom Teachers

Specialist Teachers

12.6 FTE

10.0 FTE

2.6 FTE

3

School Officer Level 1 & 2

Library Officer Level 2

2.6 FTE

2.0 FTE

0.6 FTE

21

Education Assistants

Cleaners

Gardener

AIEO

Chaplain

21.0 FTE

10.4 FTE

2.26 FTE

0.5 FTE

0.4 FTE

0.6 FTE

PLDS : Total Head Count 14

Admin

Teaching

Non-Teaching Staff

1

Deputy Principal

0.4 FTE

6

Classroom Teachers

Specialist Teachers

6.0 FTE

5.0 FTE

1.0 FTE

7

Education Assistants

4.5 FTE

School Psych Hub: Total Head Count 13

Lead School Psychologist

Psychologists

1

1.0 FTE

12

9.05 FTE

# Our Motto



MOTIVATE

Yirapkadak



EDUCATE

Kaadatj



CELEBRATE

Kayi

# 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
Foster an inclusive culture where students, staff and parents feel welcomed, valued, appreciated, supported and cared for.	Create a school-wide culture that values collaborative practice, builds a sense of belonging and engages all learners.	Build effective school leadership that leads by example, develops a culture of trust, high quality relationships.
<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
Ensure a commitment to developing and applying the school's available resources in ways that maximise outcomes for students.	Embed a culture of collaboration, reflection and learning so that every student can make progress and achieve.	Maintain an unrelenting focus on improving student outcomes through effective classroom teaching, assessment and reporting.
<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 quotatives 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 focused on building capacity to deliver quality teaching.</li> </ul>



# REACH



# KIND



**R**

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

**Ricky Responsibility**

**E**

Equity is about being fair and considerate of others

**Elly Equity**

**A**

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

**Andy Achievement**

**C**

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

**Katie Care**

**H**

Honesty is about being truthful and cooperating with others

**Ollie Honesty**

**K**


Kindness is about being friendly, generous and considerate of others

**Kalli Kind**





# REACH Matrix

	<b>R</b> Responsibility	<b>E</b> Equity	<b>A</b> Achievement	<b>C</b> Care	<b>H</b> Honesty	<b>K</b> Kind
Always	<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>	<p>Speak nicely Care for everyone Use your manners</p>  <p><b>Kalli Kind</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>	<p>Acknowledge and celebrate your peers Share and take turns Be helpful</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>	<p>Look out for each other Show respect in the community</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>Use appropriate words</p>	<p>Make everyone feel safe Show empathy towards others</p>  <p><b>MANDURAH PRIMARY SCHOOL</b> MANDURAH • EUREKA • CELEBRATE</p>

# Kalli Kind

Kalli Kind was integrated into Mandurah Primary School's PBS Matrix in 2023. It was implemented and named in recognition of a former student Kalli Chamos.

Kalli Kind is a character who represents our school value of being kind. Being kind is being selfless, caring, compassionate and respecting one another.

This value is vital in order for our students to demonstrate our schools REACH expectations – Responsibility, Equity, Achievement, Care, Honesty.

Following the launch of Kalli Kind in 2023, Kalli Chamos visited the students of Mandurah PS at their final assembly.

Kalli spoke passionately about her time at Mandurah Primary School, and how the values she learnt from school have helped shape her and who she is today.

The students were thoroughly engaged and amazed by Kalli. Kalli's final reminder to students was 'treat others how you want to be treated' and she wrote a poem for the students about being - Kalli Kind.

## **KALLI KINDNESS:**

*We say thank you, We say please*

*We don't interrupt or tease*

*We don't argue, We don't fuss*

*We listen when our teachers and friends talk to us*

*We share our toys and take turns*

*Good manners aren't hard to learn*

*It's really easy when you find*

*Good manners means...*

**JUST BEING KIND!**



# Academic Results

DATA SOURCE – SCHOOLS ONLINE NAPLAN Comparative Performance - \*\* 2022 Comparative data not available \*\*

## NAPLAN Comparative Performance with Like Schools 2023

	YEAR 3	YEAR 5
Numeracy	1.8	1.4
Reading	1.5	1.6
Writing	1.6	1.2
Spelling	1.7	1.1
Grammar & Punctuation	0.4	0.6




## NAPLAN Comparative Performance with Like Schools 2021 to 2023 Year 3

	2021	2023
Numeracy	0.7	1.8
Reading	1.8	1.5
Writing	1.1	1.6
Spelling	1.3	1.7
Grammar & Punctuation	1.5	0.4

## NAPLAN Comparative Performance with Like Schools 2021 to 2023 Year 5

	2021	2023
Numeracy	0.6	1.4
Reading	0.0	1.6
Writing	-1.0	1.2
Spelling	-0.2	1.1
Grammar & Punctuation	-1.0	0.6

Mandurah Primary School students have outperformed Like Schools in all areas of NAPLAN in Years 3 & 5 in 2023. Along with this, Mandurah Primary School Students are performing above the expected level in Years 3 & 5 in: Reading, Writing, Numeracy and Spelling.

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

# Academic Results

In 2023, Mandurah Primary School received a certificate of commendation for its outstanding results in NAPLAN. Based on 2023 NAPLAN results in reading, writing and numeracy, Mandurah Primary School was acknowledged for its absolute performance, including mean scores and percentages of students achieving the Exceeding or Strong proficiency levels, and relative achievement taking into account the schools ICSEA.

Mandurah Primary School has been very proud of its performance in NAPLAN over many years and is committed to the continual improvement and focus on supporting students to reach their potential.





# Academic Results



Department of  
Education

Your ref:  
Our ref: D23/1741258  
Enquiries

Ms Natasha Upcott  
Principal  
Mandurah Primary School  
PO Box 1077  
MANDURAH WA 6210

Dear Natasha

In 2023, we have continued to focus on student achievement and progress, with our collective commitment to provide every student with a pathway to a successful future. At the heart of this is a focus on every student achieving growth in their learning, with implementation of quality teaching practices that result in students acquiring the foundational skills they need for future success.

As you know, NAPLAN results are one measure of foundational skills. In 2023 some important changes to NAPLAN came into effect, with results now reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing. I thank you for your efforts and coordination in supporting a smooth transition to the new NAPLAN arrangements this year.

Based on 2023 NAPLAN results in reading, writing and numeracy, I would like to commend Mandurah Primary School on the performance of your primary students. In determining the schools that have performed particularly well in 2023, consideration was given to the school's absolute performance, including mean scores and the percentages of students achieving the Exceeding or Strong proficiency levels, and relative achievement taking into account the school's ICSEA.

Enclosed is a certificate recognising the success of your school community in 2023. I also take this opportunity to thank you and your staff for the continued commitment and focus on supporting your students to reach their potential.

Warm regards

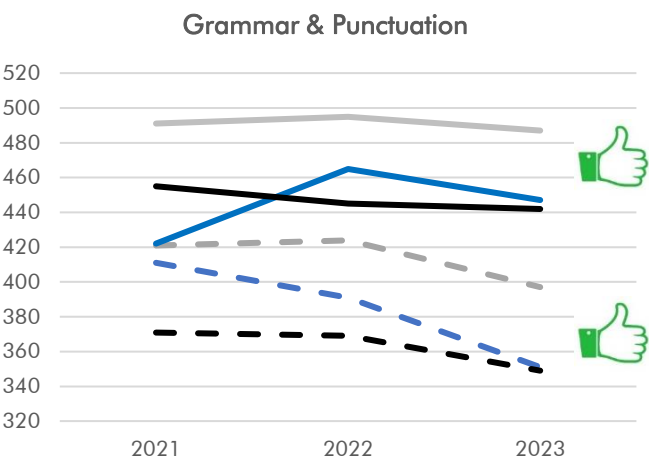
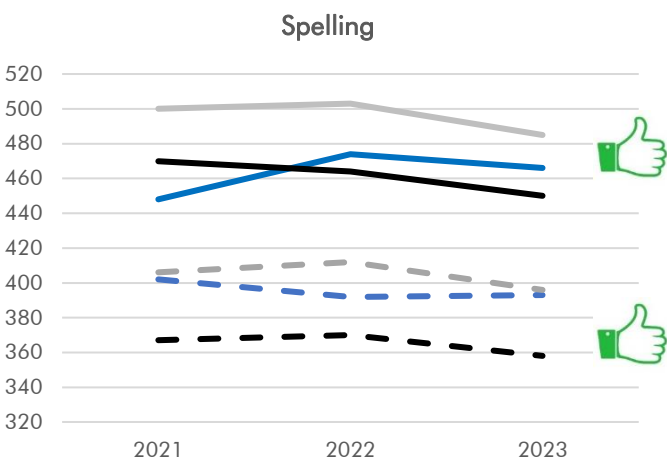
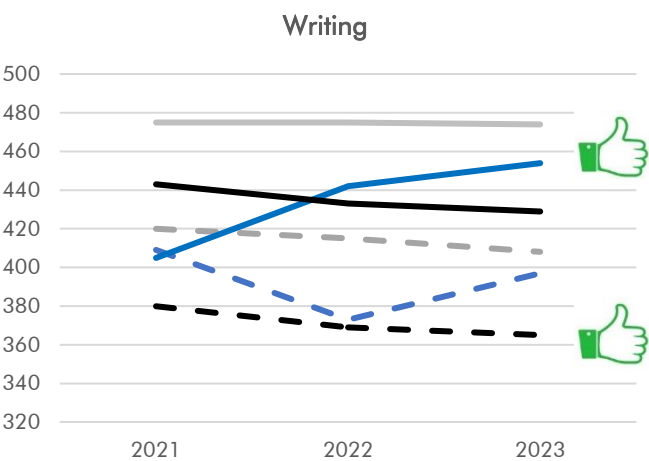
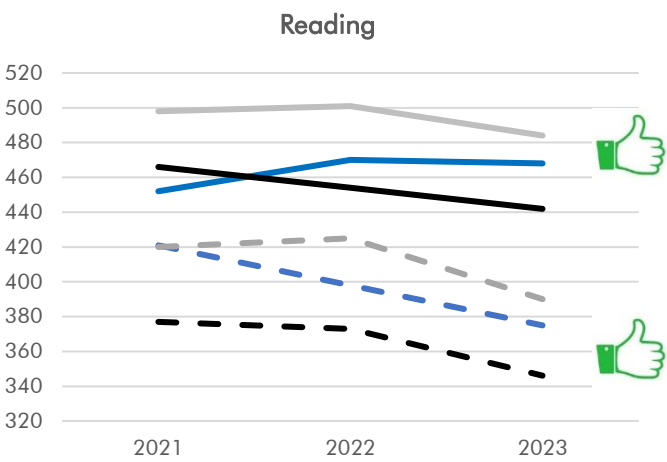
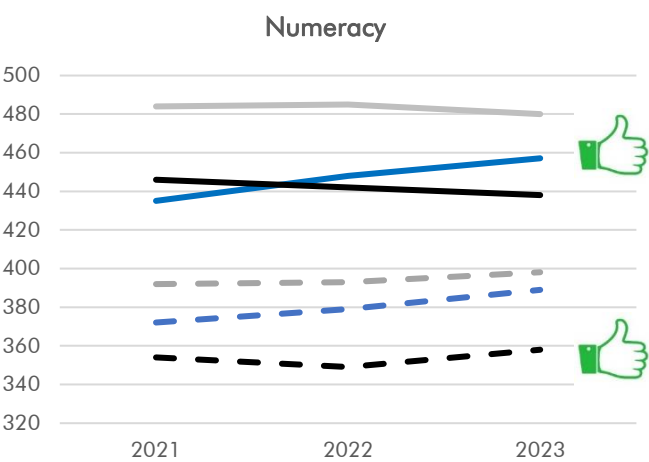
Lisa Rodgers  
**Director General**

Enc

# Academic Results

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

DATA SOURCE – SCHOOLS ONLINE NAPLAN PROFICIENCY BANDS SUMMARY



KEY:

Mandurah Primary School  
Students have outperformed like schools in all areas of NAPLAN in 2023. Our students are also closing the gap, moving closer to All WA Public Schools results in the areas of Reading, Spelling, Writing and Numeracy.

-----	Y3 Like School	-----	Y5 Like School
-----	Y3 All WA Public Schools	-----	Y5 All WA Public Schools
-----	Y3 Mandurah PS	-----	Y5 Mandurah PS

# Academic Results

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

DATA SOURCE – SCHOOLS ONLINE NAPLAN PROFICIENCY LEVELS

Numeracy				
Proficiency Level	Year 3			
	2023			
	NAPLAN Score Range	School	Like School	WA Public Schools
Exceeding	493 above	9%	5%	11%
Strong	378-492	45%	34%	50%
Developing	311-377	32%	33%	24%
NAS	310 below	14%	28%	14%

Numeracy				
Proficiency Level	Year 5			
	2023			
	NAPLAN Score Range	School	Like School	WA Public Schools
Exceeding	577 above	4%	3%	11%
Strong	451-576	43%	42%	53%
Developing	386-450	39%	29%	23%
NAS	385 below	14%	26%	12%

Reading				
Proficiency Level	Year 3			
	2023			
	NAPLAN Score Range	School	Like School	WA Public Schools
Exceeding	493 above	18%	6%	16%
Strong	378-492	32%	33%	45%
Developing	311-377	36%	35%	24%
NAS	310 below	14%	26%	14%

Reading				
Proficiency Level	Year 5			
	2023			
	NAPLAN Score Range	School	Like School	WA Public Schools
Exceeding	577 above	10%	9%	18%
Strong	451-576	55%	42%	51%
Developing	386-450	24%	27%	18%
NAS	385 below	10%	22%	11%

Writing				
Proficiency Level	Year 3			
	2023			
	NAPLAN Score Range	School	Like School	WA Public Schools
Exceeding	493 above	5%	2%	9%
Strong	378-492	64%	50%	65%
Developing	311-377	14%	29%	14%
NAS	310 below	18%	19%	10%

Writing				
Proficiency Level	Year 5			
	2023			
	NAPLAN Score Range	School	Like School	WA Public Schools
Exceeding	577 above	0%	4%	10%
Strong	451-576	58%	40%	54%
Developing	386-450	39%	28%	22%
NAS	385 below	3%	27%	12%

# Academic Results

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

DATA SOURCE – SCHOOLS ONLINE NAPLAN PROFICIENCY LEVELS

Spelling				
Proficiency Level	Year 3			
	2023			
	NAPLAN Score Range	School	Like School	WAP
Exceeding	493 above	19%	8%	15%
Strong	378-492	38%	35%	42%
Developing	311-377	19%	31%	28%
NAS	310 below	24%	26%	13%

Spelling				
Proficiency Level	Year 5			
	2023			
	NAPLAN Score Range	School	Like School	WAP
Exceeding	577 above	10%	12%	20%
Strong	451-576	52%	41%	48%
Developing	386-450	24%	23%	20%
NAS	385 below	14%	23%	11%

Grammar & Punctuation				
Proficiency Level	Year 3			
	2023			
	NAPLAN Score Range	School	Like School	WAP
Exceeding	493 above	0%	3%	8%
Strong	378-492	29%	26%	42%
Developing	311-377	33%	36%	30%
NAS	310 below	38%	35%	18%

Grammar & Punctuation				
Proficiency Level	Year 5			
	2023			
	NAPLAN Score Range	School	Like School	WAP
Exceeding	577 above	0%	4%	13%
Strong	451-576	41%	37%	46%
Developing	386-450	38%	32%	26%
NAS	385 below	21%	27%	14%





# Teacher Judgements

TARGET: 80% of students are to demonstrate Consistently/Often results for ABE in Semester 2 reporting

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

PRE-PRIMARY	
ATTRIBUTES	CONSISTENTLY/OFTEN
Participates responsibly	91%
Is enthusiastic about learning	85%
Sets goals and works towards them	59%

YEAR 1	
ATTRIBUTES	CONSISTENTLY/OFTEN
Participates responsibly	90%
Is enthusiastic about learning	85%
Sets goals and works towards them	82%

YEAR 2	
ATTRIBUTES	CONSISTENTLY/OFTEN
Participates responsibly	93%
Is enthusiastic about learning	90%
Sets goals and works towards them	86%

YEAR 3	
ATTRIBUTES	CONSISTENTLY/OFTEN
Works to the best of his/her ability	87%
Shows self-respect and care	93%
Shows courtesy and respect for the rights of others	93%
Participates responsibly in social and civic activities	87%
Cooperates productively and builds positive relationships with others	87%
Is enthusiastic about learning	83%
Sets goals and works towards them with perseverance	70%
Shows confidence in making positive choices and decisions	73%



**Above Expected** - more than 80% of students have reached the target



**Expected** - more than 65% of students have reached the target



**Below Expected** - less than 65% of students have reached the target

# Teacher Judgements

**TARGET: 80% of students are to demonstrate Consistently/Often results for ABE in Semester 2 reporting**

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

YEAR 4	
ATTRIBUTES	CONSISTENTLY/OFTEN
Works to the best of his/her ability	68%
Shows self-respect and care	77%
Shows courtesy and respect for the rights of others	80%
Participates responsibly in social and civic activities	77%
Cooperates productively and builds positive relationships with others	87%
Is enthusiastic about learning	65%
Sets goals and works towards them with perseverance	62%
Shows confidence in making positive choices and decisions	68%
YEAR 5	
ATTRIBUTES	CONSISTENTLY/OFTEN
Works to the best of his/her ability	82%
Shows self-respect and care	91%
Shows courtesy and respect for the rights of others	94%
Participates responsibly in social and civic activities	94%
Cooperates productively and builds positive relationships with others	94%
Is enthusiastic about learning	84%
Sets goals and works towards them with perseverance	84%
Shows confidence in making positive choices and decisions	90%
YEAR 6	
ATTRIBUTES	CONSISTENTLY/OFTEN
Works to the best of his/her ability	66%
Shows self-respect and care	81%
Shows courtesy and respect for the rights of others	71%
Participates responsibly in social and civic activities	77%
Cooperates productively and builds positive relationships with others	71%
Is enthusiastic about learning	71%
Sets goals and works towards them with perseverance	71%
Shows confidence in making positive choices and decisions	74%



**Above Expected** - more than 80% of students have reached the target



**Expected** - more than 65% of students have reached the target



**Below Expected** - less than 65% of students have reached the target

# Academic Results




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

DATA SOURCE – REPORTING TO PARENTS: C GRADES OR BETTER

PRE-PRIMARY	
ATTRIBUTES	SATISFACTORY OR BETTER
English - Reading	60%
English - Writing	55%
Mathematics	82%
Science	62%
Humanities & Social Sciences	100%
Health	100%

Year 1	
ATTRIBUTES	SATISFACTORY OR BETTER
English - Reading	62%
English - Writing	53%
Mathematics	78%
Science	76%
Humanities & Social Sciences	95%
Health	92%

Year 2	
ATTRIBUTES	SATISFACTORY OR BETTER
English - Reading	50%
English - Writing	57%
Mathematics	64%
Science	64%
Humanities & Social Sciences	82%
Health	78%

-  **Above Expected** - more than 70% of students have reached the target
-  **Expected** - more than 55% of students have reached the target
-  **Below Expected** - less than 55% of students have reached the target

# Academic Results

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

DATA SOURCE – REPORTING TO PARENTS: C GRADES OR BETTER

YEAR 3	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	57%
English - Writing	57%
Mathematics	54%
Science	50%
Humanities & Social Sciences	61%
Health	78%

YEAR 4	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	58%
English - Writing	65%
Mathematics	65%
Science	65%
Humanities & Social Sciences	65%
Health	84%

YEAR 5	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	75%
English - Writing	69%
Mathematics	69%
Science	72%
Humanities & Social Sciences	75%
Health	81%



**Above Expected** - more than 70% of students have reached the target



**Expected** - more than 55% of students have reached the target



**Below Expected** - less than 55% of students have reached the target



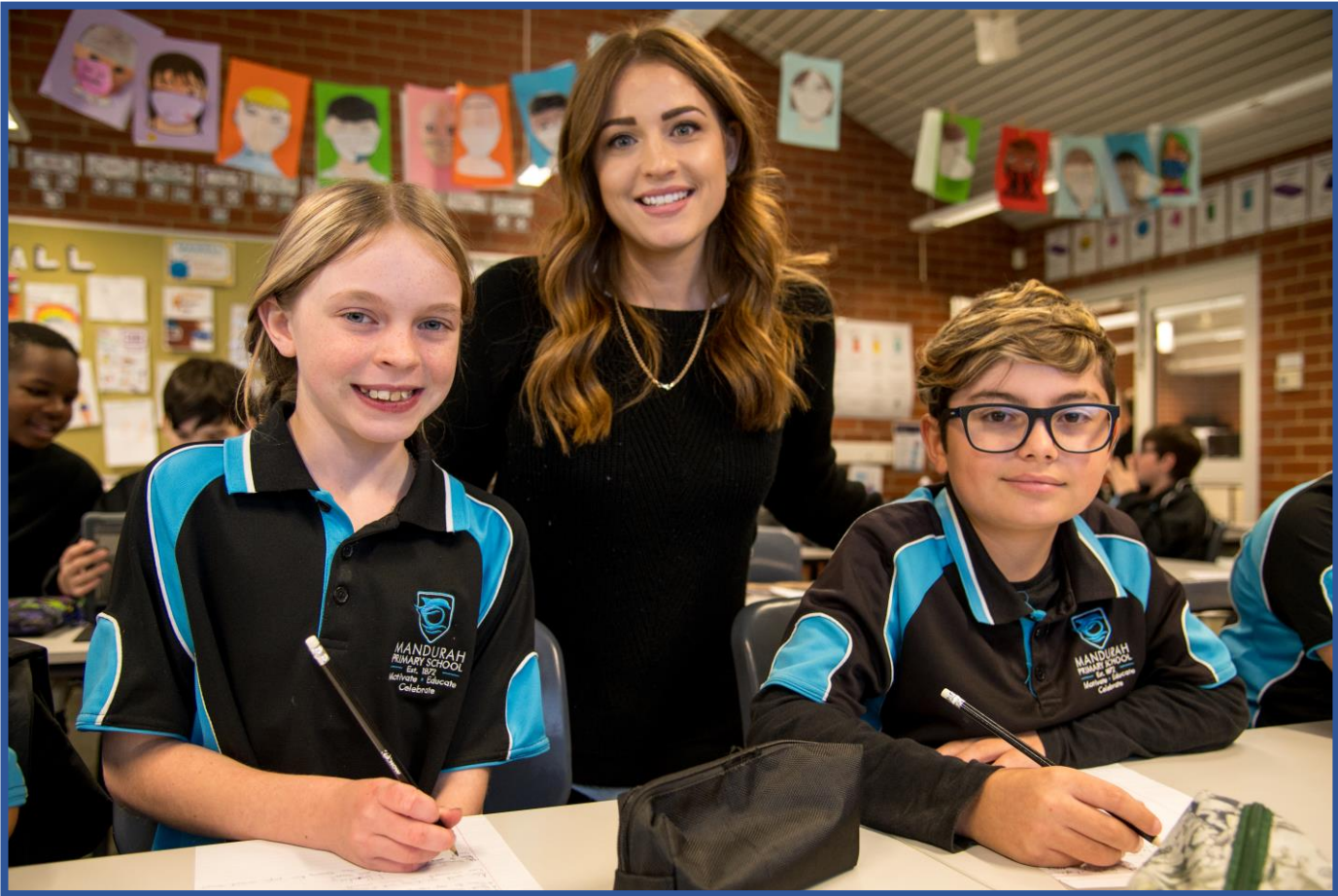
# Academic Results

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

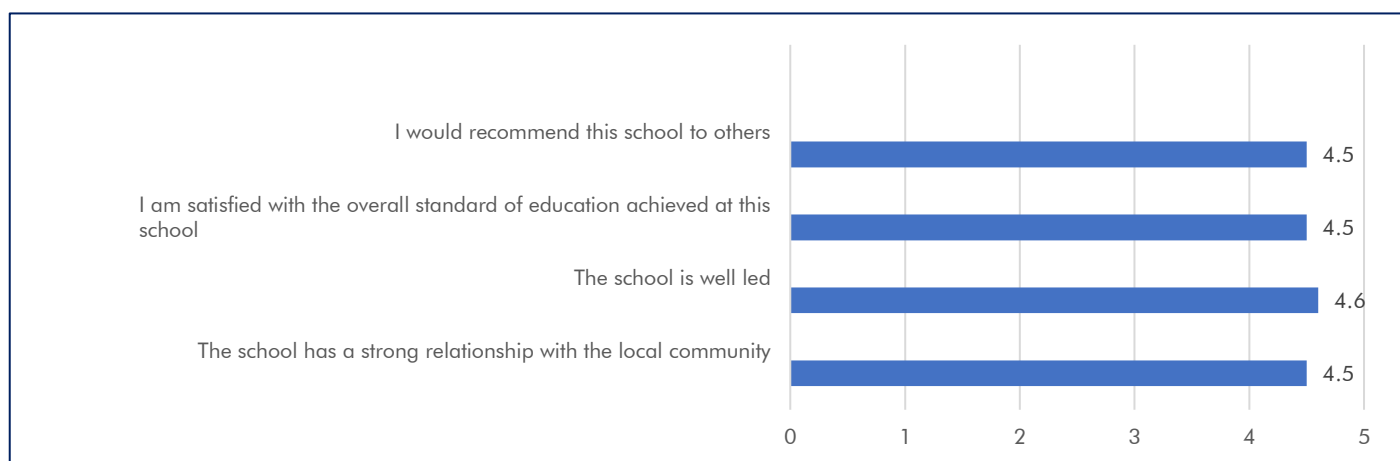
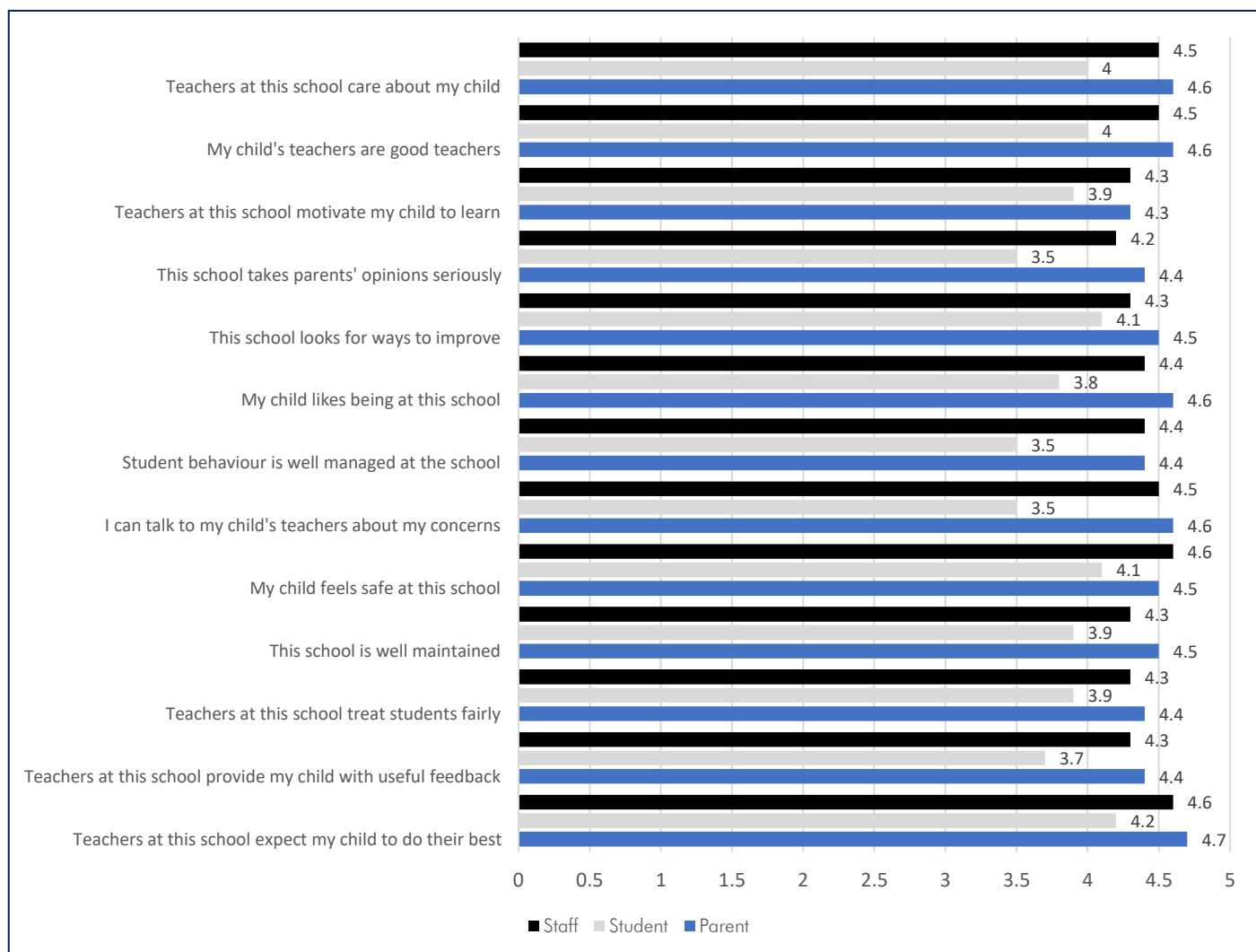
DATA SOURCE – REPORTING TO PARENTS: C GRADES OR BETTER

YEAR 6	
ATTRIBUTES	C GRADE OR BETTER
English - Reading	59%
English - Writing	57%
Mathematics	50%
Science	62%
Humanities & Social Sciences	59%
Health	81%

- **Above Expected** - more than 70% of students have reached the target
- **Expected** - more than 55% of students have reached the target
- **Below Expected** - less than 55% of students have reached the target



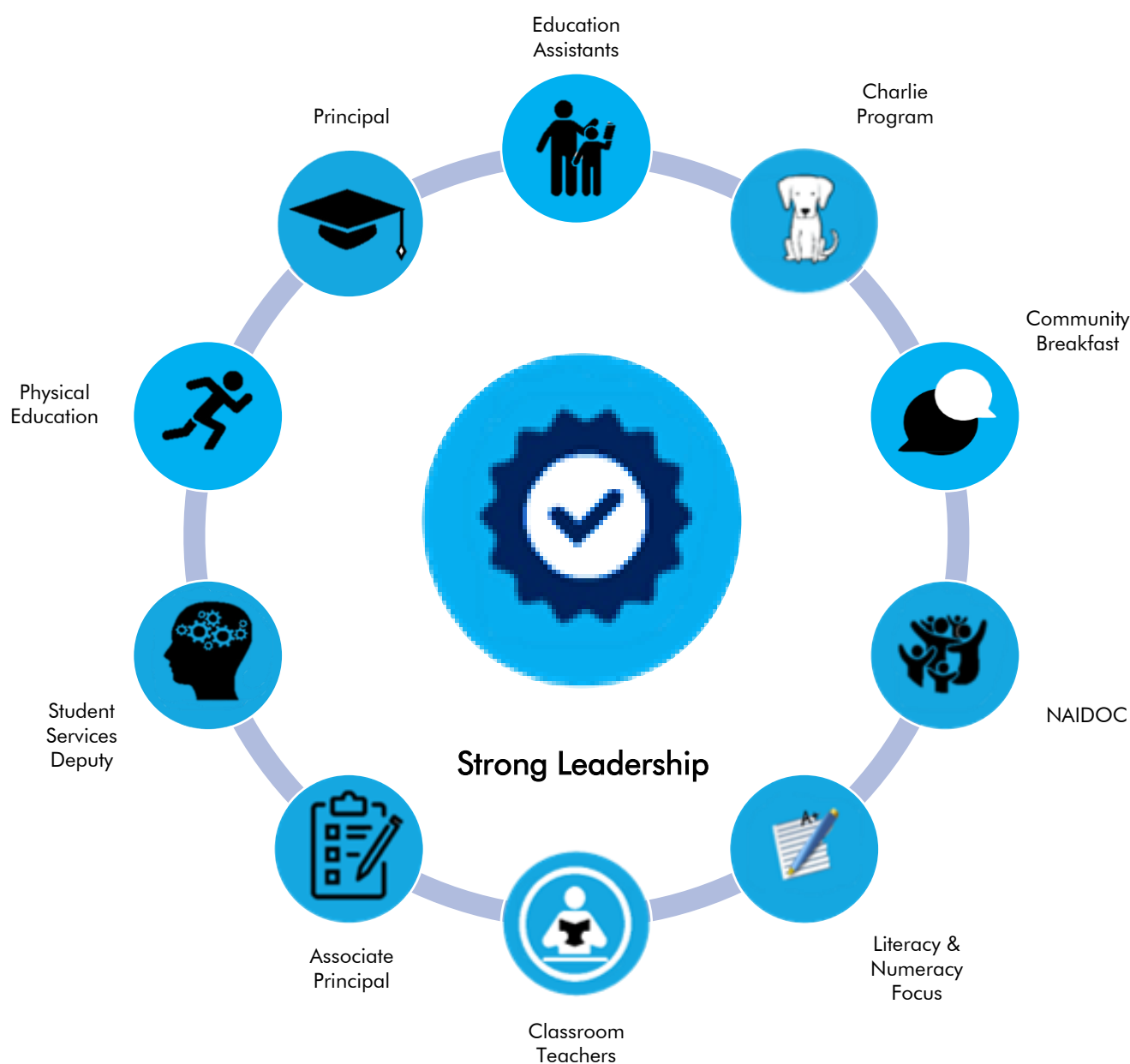
# School NSOS – Staff, Student and Parent Perspectives and Feedback



# School NSOS – Staff, Students and Parents Perspectives and Feedback

Based on NSOS Surveys in 2023:

These are the Top 6 roles and programs that have the greatest impact in our school



# School NSOS – Staff, Students & Parent Perspectives and Feedback

What do you believe makes our school successful?

## STAFF:

- A clear vision and direction
- A community feel at school
- Dedication of the staff, and determination to improve the wellbeing of the tiny humans
- Having driven staff that want to be there and want the students to be the best that they can be
- High expectations, care, REACH values consistent
- Leadership, student welfare, common goals and direction from staff and most importantly relationships
- Prioritising student learning, building positive relationships, SEL
- Staff relationships, good programs and strong leadership
- The community collaboration, PBS school, Charlie program, strong EA support and admin staff

What do you believe makes our school successful?

## STUDENTS:

- By being kind and helping others do the right things and make everybody feel safe
- Community connection and Charlie the Education Assistance Dog
- I like sport with Mr Wrigley
- I think what makes our successful is that we have responsible leaders
- Teachers teaching kids to be successful
- The effort the staff put into our school
- I like the new playgrounds
- I think the fact we have good leadership roles for kids is good
- I've made really good friendships at this school
- You help kids in need

What do you believe makes our school successful?

## PARENTS:

- Everyone staff, parents, students always have respectful approaches towards each other and always lend a hand when needed.
- Their mission is to improve students in every aspect is very clear and impressive. Congratulations!
- FOCUSED BOARD TEAM – Very impressive!
- MPS is always ready to take opinions from students parents and local community to achieve their goals and objectives at the highest level.
- ANNUAL REPORTS – impressive! I like the layout of the report and the areas where they represent the child's annual performance. Valuable comments by each concerned teacher are really helpful to child understand your child's abilities. I really like this concept.
- MPS always brings new ideas and perspectives into the school to improve overall learning outcomes



# School NSOS – Staff, Students & Parent Perspectives and Feedback

What do you believe the school needs to work towards improving in 2024?

## STAFF:

- Parent / teacher communication
- Professional development in Maths and Literacy (Evidence Based programs)
- Purchase more decodable books
- Resources, professional learning

What do you believe the school needs to work towards improving in 2024?

## STUDENTS:

- Nothing really, I think the school is perfect the way it is
- Play equipment in the playground
- Security and more cameras for the school
- Better parking (More at the front where the gate is near Room 20 and 16) Forrest Street
- Eating area because its dirty
- Fix the old sign up. Pick up all the leaves. Use more fruit trees.
- I think in the future we need to improve the canteen
- Kindness
- More fundraising
- ICT room

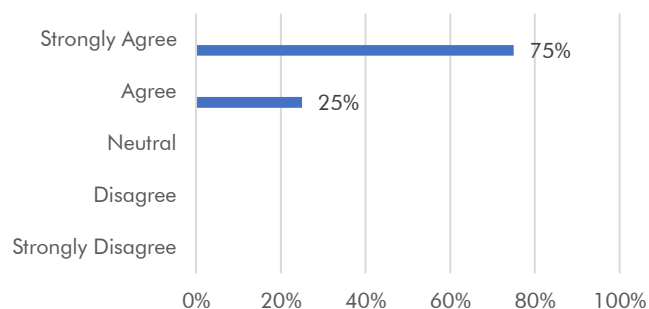
What do you believe the school needs to work towards improving in 2024?

## PARENTS:

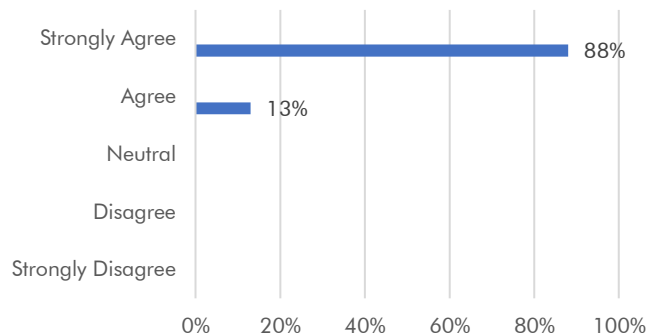
- Parking, shade and further improvements to buildings
- School surrounds
- I cant think of anything, maybe parking, however the improvements in road safety are amazing!
- I think the gardens could look better
- I would like to see crossing guards in attendance

# School NSOS – Board Perspectives and Feedback

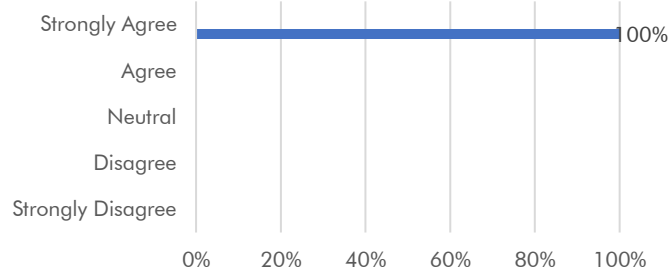
**The Board understands school budgets and endorses them with confidence**



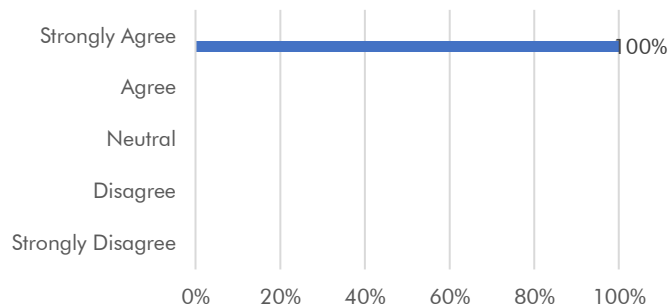
**Board Meetings focus on important issues**



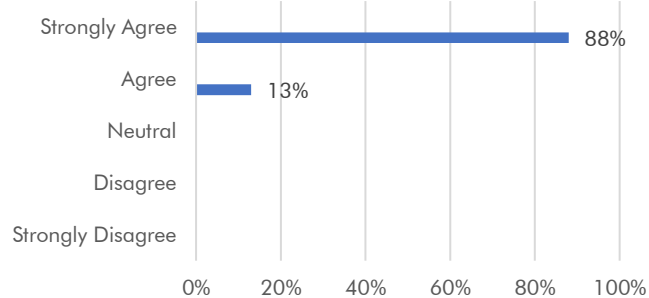
**Board Members are able to express their opinions freely and are encouraged to participate in meetings**



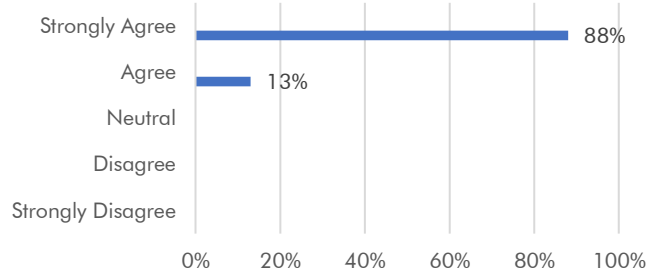
**School Board minutes are a true and accurate record of meetings and endorsed by the council**



**The Board has sufficient diversity of relevant experience and perspective**



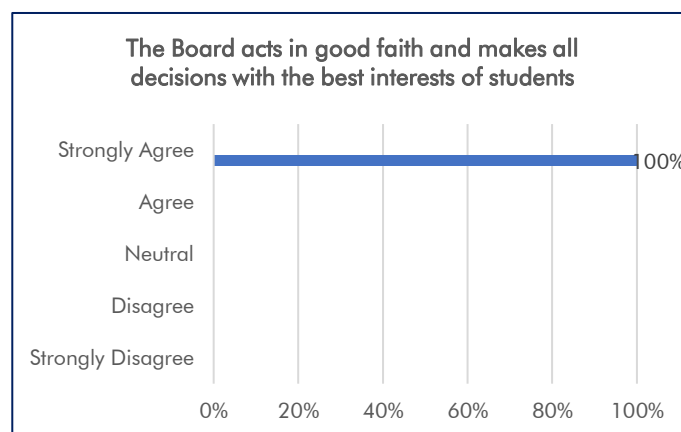
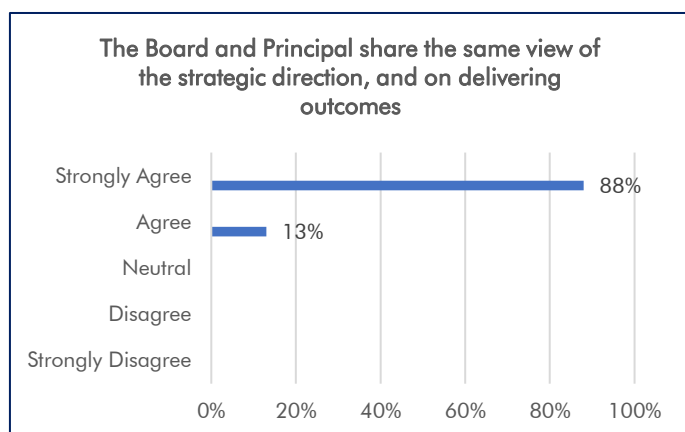
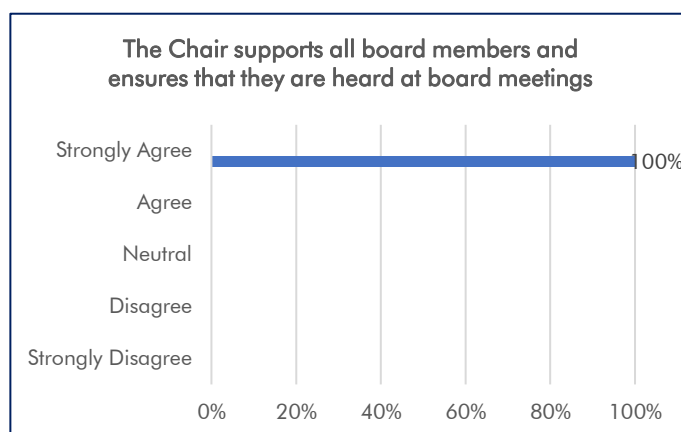
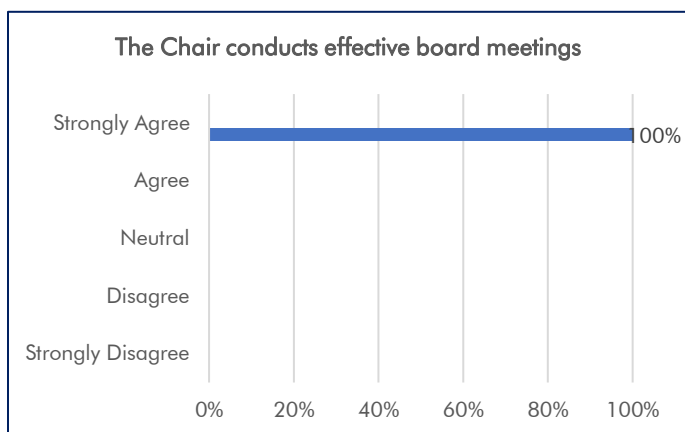
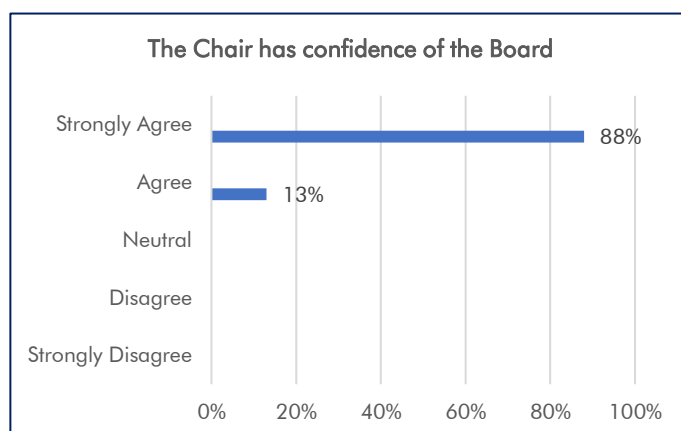
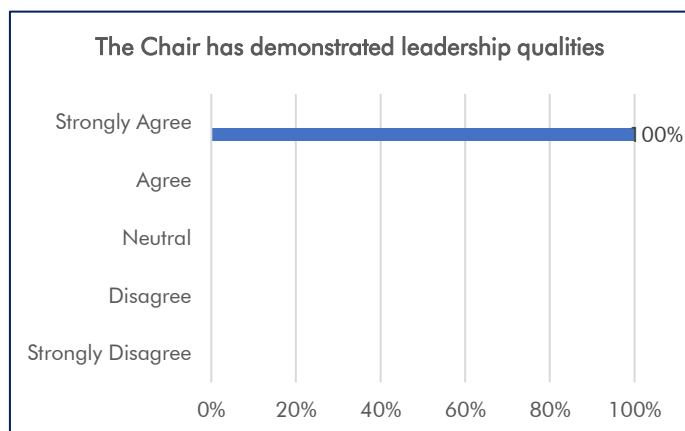
**The Board is of a size that is sufficient to enable it to have the necessary knowledge, skills and experience**



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

- I love the continuous improvement
- Professionalism, friendliness and a strong desire to educate the students in a safe, fun and informative manner
- The infrastructure that has been invested in the school with the new playgrounds and purchase of devices, upgrade of classrooms and the improved look of the whole school. This has been able to be done with great financial planning/foresight from the school. Another is the fantastic NAPLAN results which is great reflection of the school's hard work by staff and parents
- The morning tea for board members in the school Library. Loved the personal feel.
- The school culture, values, standards and the community collaboration is outstanding
- The way in which we all come together to improve outcomes for the kids.
- The way our board chair conducts the meetings. He and the Principal have a real lovely synergy.

# School NSOS – Board Perspectives and Feedback



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

- Continued growth in the direction that has been already outlined
- Ensure that board members are able to commit the time and attend meetings
- Have a dinner to spend more quality time together, as we have some members.

# School Success for 2023

## PERFORMANCE MINING

### Mandurah Primary School & Performance Mining Collaboration

Performance Mining is an emerging industry leader that specialises in Plant hire, Maintenance services, and Contract services throughout Western Australia and South Australia. The company has recently expanded its reach into the education sector and local community of the Peel region by donating iPads to Mandurah Primary School, with the intention of enhancing learning and technological capacity for students in the classroom.

The company's core values of investing in the future align with its commitment to giving back to the community. Jarrod Seymour, Managing Director of Performance Mining, explains that as an emerging company deeply rooted in the Peel region, they are dedicated to actively supporting their local community and nurturing future leaders and workforce employees. The iPad donations are a tangible representation of their commitment to this pledge.

Through the donation of iPads to students, Performance Mining actively contributes to preparing these young minds for future careers that rely on digital literacy. This initiative directly benefits the students and highlights Performance Mining's role in promoting educational growth and empowering the leaders/workforce of tomorrow. It serves as a clear demonstration of Performance Mining's continuous commitment to both its current clients and the broader community.

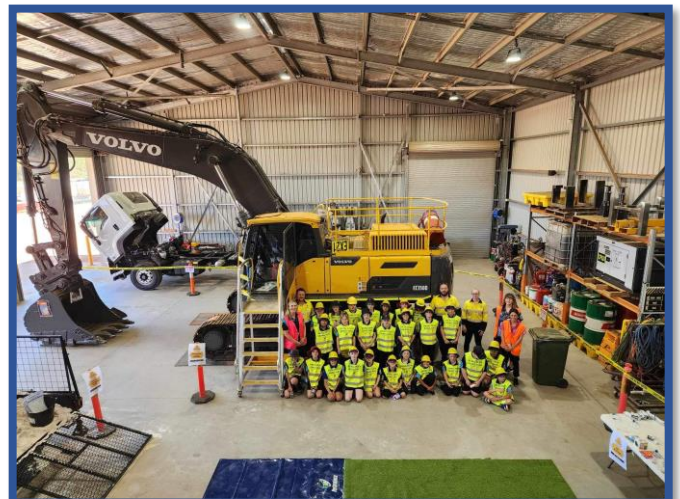
Mandurah Primary school is proud to partner with Performance Mining and are very grateful for their donation of 10 iPads and accessories to assist students. The donation means that each student from Year 4 – 6 can work independently with their own device in the classroom.

"Technology is playing such a large role in the way students learn and the way teachers teach in the classroom. Our staff at Mandurah Primary School are committed to embracing technology, utilising it to inspire and maximise learning. The donation of these iPads ensures students can work and learn with their own device. This ensures the students at Mandurah Primary School are being prepared for the technical skill set they will require for success in the future in this world that is constantly changing and evolving" Natasha Upcott, Principal, Mandurah Primary School.

In November, Room 17 visited Performance Mining, gaining insights into our natural resources, including metals, minerals, and the machinery that supports the industry. The excursion featured STEM-based activities, including a Gold Scavenger Hunt and large-scale Transformers built by Pinjarra Engineering. Students also had the chance to operate a life-like digger and up close explore a 35-ton excavator used for mining projects.

This hands-on experience provided students with a clearer understanding of potential career pathways for their future. The excursion emphasised the significance of mining in our economy, aligning with our HASS curriculum. It also inspired students to consider STEM careers through interactive activities.

Overall, students found the trip both informative and enjoyable, deepening their understanding of the mining industry and igniting their interest in STEM and mining careers.



# School Success for 2023

## DEADLY KOOLANGAK CHEF PROGRAM

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This year students from, Year 3-6 were lucky enough to participate in the Deadly Koolangak Chef Program for another year. The program aligns with Department of Education's Healthy Food and Drink Policy. The chosen classes get to participate in the program twice a term on a Wednesday. Ten students from each class cook a meal for their whole family which they get to take home for dinner. All the food and equipment are supplied from Murdoch University, the Ngangk Yira Research Centre for Aboriginal Health, and Social Equity.

In the program students learn about healthy foods, healthy cooking and healthy eating. The benefit of the program is to encourage families to start healthy eating habits. Each student has their own cooking station with a gas cooker and a tub that has all their cooking equipment. Students also learn about working safely in a kitchen and how to store food properly.

In the future the program would like to have family involvement. Where parents are cooking with their child because there is proven benefit of community participation in encouraging healthy eating habits. The program has been well reciprocated with positive feedback from students, staff, and families. Students are trying new foods and gaining confidence in the kitchen. It has been great having the program at the Mandurah Primary School for the past 2 years.

Students who have participated in the program will complete an evaluation on the program and will be supported by the DKCP. School staff will also complete an evaluation regarding their experiences of the program. At the end of term 4 Aboriginal students who also participated on the program are participating in an art project with a local elder Gloria Kearing.

Overall, the program has been a great success and the school community looks forward to participating in 2024.



## NOONGAR LANGUAGE CLASSES

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At Mandjoogoordap Kaadadjin Mia (Mandurah Primary School) students from Kindy to Year 6, are engaging in Noongar language lessons for an hour each week. Choosing Noongar as the school language, students and the school community gain further understanding of the Noongar culture and they are showing respect to the Binjareb people, the first people of the area that the students live and learn on.

Noongar language was originally an oral language and has different dialects. In schools today there is one standard of orthography being used to make sure there is consistency. This was decided in 1997 at a meeting in Maaribank, where approximately 200 Noongar people met. Noongar language is being revitalized across many schools in the southwest and to have consistency across the Education Department is fundamental. Mandurah Primary school has become more of a culturally proficient school which is shown with the dual naming of the school.

Students are engaging in language through song, story, dance, drama, and games. Students are learning to understand the connectedness between people, country, animals, and plants. It is exciting to share language and for the students to know that natural things in our environment already had a name, and when we call it by its original name, we are starting to revitalize Noongar language and culture.

Each semester the students learn up to 20 Noongar words which they put into a sentence. They are confidently responding to class instructions and conversations in class and on break times. Students from year three to six are reported on for their communication and understanding of the topic that has been taught. It is exciting to see students engage in the lessons with so much interest and respect.



# School Success for 2023

## NAIDOC CELEBRATIONS & KOOLBARDIES LADIES TALKING GROUP 2023

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Mandurah Primary School holds NAIDOC activities in Week 5 of Term 3 each year. The timing of our NAIDOC is planned and supported by all local surrounding schools. This enables NAIDOC celebrations to occur at all schools without crossover and gives Aboriginal and Islander Education Officer's (AIEO) an opportunity to visit from across the Peel region and support all local primary schools.

In 2023, NAIDOC began with the "Koolbardies Ladies Talking group". This is a well-established local group of ladies who meet monthly and have run since 2018. Approximately 50 ladies attend and discuss local issues and supports available. This year we had Delvene Cornwall, daughter of Terry Cornwall, who lit fire and led a spiritual healing.

The Wadumbah Aboriginal Dance Group performed traditional dances for an hour which was a real treat for the ladies, staff and students.

The interaction between the dances and audience was enlightening and kept all intrigued and engaged.

NAIDOC celebrations continued on the Wednesday morning with Community breakfast featuring foods like kangaroo hamburgers, emu chorizo sausages and lemon myrtle waffles. These foods accompanied the regular breakfast treats made by staff. Students and parents were overheard saying that NAIDOC community breakfast was a great time to try different indigenous foods.

Finally the week ended with a day of Activity rotations for all classes. Students made badges, dot painted wooden animals, threw boomerangs, learnt language and enjoyed class activities based on the theme "For Our Elders". Students completed the week eager to share their badges and knowledge with their parents.



## CHAPLAINCY PROGRAM

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In 2023, Mandurah Primary School welcomed Avram Iancu, 'Mr Avi', to its community as the school chaplain. Mr Avi joined the school through its new collaboration with Scripture Union, Australia's largest School Chaplaincy support agency.

Mr Avi helps provide social and emotional support to the school community. He helps students find a better way to deal with life issues that may arise across the year, provides a caring presence for those in crisis, and those who just need a friend.

The Chaplaincy program at Mandurah Primary School has helped many families over the year by providing food hampers for those in need, sourcing food for the breakfast club which is run each morning and has also assisted families in the provision of school uniforms, stationery, school bags, drink bottles and hats.

Mandurah Primary School looks forward to continuing this partnership into 2024, and supporting its wider school community.

# School Success for 2023

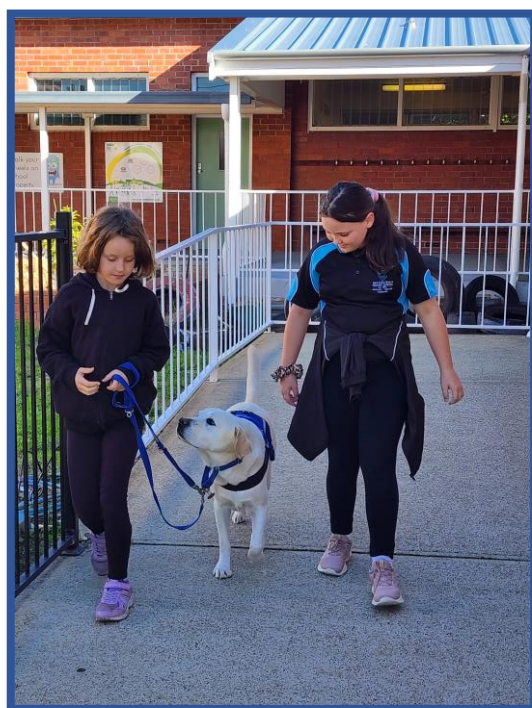
## CHARLIE PROGRAM

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 2023 will be last year Charlie will be visiting us due to his retirement.

The program has won a state-wide Bendigo Bank award for best community program. The RSPCA proudly presented Charlie as a bronze winner in the category of Animal Awards in 2021.

Charlie has been an integral member of our staff since he arrived, and he will be sadly missed. In 2023, Charlie began his transition to retirement, and in Term 4 said his final goodbyes over a series of events held to celebrate his achievements. Charlie has had an incredible bond with students, staff and the community which has allowed everyone who meets him to find comfort in the challenges that they face.





# School Success for 2023

## LIBRARY

In 2023, the Mandurah Primary School Library has undergone a major overhaul to create a welcoming and creative environment for students to browse books.

By upgrading to a new, cordless scanning device, we have been able to complete the huge task of stocktaking our entire collection, weeding out old and unused books and have added over 1000 library and home reading titles to our school collection.

Parts of the library have been re-genrefied and categorised by series in coloured tubs. This has meant students have easily been able to search for their favourite series or characters and given them more independence while searching for books.

The Library lunch program has been a successful way to increase an interest in reading and borrowing books, but more importantly, it's building community and bringing students together to chat, play games, find books and form relationships. The Library lunch program has created a safe and creative space for students, both regular and new at each session.

With more library funds going to creative, rotational displays, a new reading corner and a huge addition of books, this year has seen students increase their borrowing by 32%. They are engaged during library sessions and are further developing a love of the library space and reading.





# School Success for 2023

## BOOK CLUB & BOOK FAIR

Every term, students, staff and families have the opportunity to order from our school book club. This year has seen us double our book club sales versus last year. Each order placed gives rewards directly to our school.

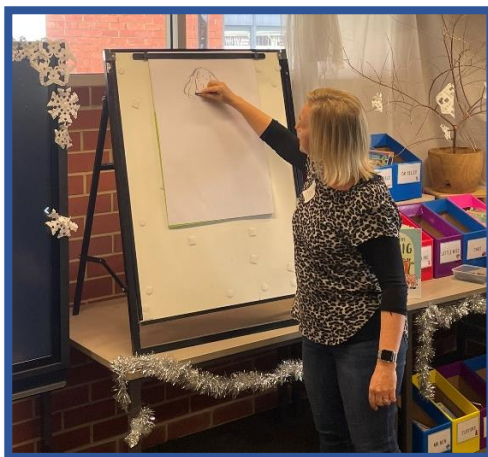
In term 4 we held our annual Book Fair, which was the biggest fair at MPS to date. With the support of our families and staff members, we sold just under \$3000 of Book Fair items. This saw us gain \$800 worth of books in commission for our library. The combined sales from the fair and book club throughout the year has meant over \$1500 worth of books for our students, which is a massive achievement.

## HIGHLIGHTS FROM 2023 IN THE LIBRARY

As part of National Simultaneous Storytime, students across the school joined with the rest of the country in reading "The Speedy Sloth" by Rebecca Young. Classes enjoyed a special rendition of the story in the Library with Mrs Murphy dressed up as a speedy sloth.

In term 2, Mandurah Primary School had the privilege of hosting some sessions with a visiting illustrator, Karen Blaire. Students were given an opportunity to learn the process of illustrating books, as well as a hands on experience of using charcoal to draw their own pictures with Karen.

We were lucky enough to have a number of community members volunteer their time to cover hundreds of books throughout the year, as well as make library bags for students. In term 3, Mandurah Primary School hosted a sewing workshop with Kerry Davies. Parents and community members gave their time to learn to sew library bags for students in our school.



# School Success for 2023

## ROAD SAFETY AWARENESS

Mandurah Primary School has been developing its Health curriculum through the support of SDERA's (School Drug Education and Road Aware) CHAT program. CHAT (Changing Health Acting Together) is an award-winning whole school approach initiative that schools in Western Australia are currently implementing to achieve better health and wellbeing outcomes for their school community. Best practice research indicates clearly that a whole school approach to any health-related issue where schools, parents and communities work together can produce the best health outcomes.

This CHAT process prompts schools to assess what they are already doing, acknowledges and celebrates current success and empowers the school community to build on existing best practice.

CHAT offers intensive, step-by-step support to develop a best practice whole-school approach to resilience, drug and road safety education. It provides opportunity to examine the broader, holistic notion of student wellbeing.

## SCHOOL SPORT 2024

Mandurah Primary School welcomed Chris Wrigley to its teaching staff this year as the Physical Education Specialist for 2023. Mr Wrigley has been integral in developing our students love for sport and recreation.

In 2023, in collaboration with the Sporting Schools Grants available, Mr Wrigley has facilitated specialist classes and incursions focusing on skill development in Cricket, AFL and Basketball. Students have been actively engaged in the programs provided by the variety of visiting coaches.

The athletics carnival of 2023 also brought together a collaboration between Mandurah Primary School and Halls Head College. In 2023, Year 11 and 12 students who were involved in Physical Education studies, assisted school staff and Mr Wrigley in the running of the carnival.

The visiting students ran each of the events held on the day, providing an opportunity for staff to talk with parents throughout the day whilst supervising students in each year group. The addition of the students from Halls Head provided students with extra support and knowledge of the events being held.

The collaboration was a real success between the two schools. Halls Head College Staff were impressed with the opportunity it gave its students to thrive in a workplace environment, and Mandurah Primary School staff were excited with the opportunity it provided to foster relationships with its school community further.

As part of the CHAT program and Road Awareness, Mandurah Primary School students actively promoted Road awareness this year through Walk Safely to School Day, Ride Safely to School Day and Be Seen – Be Safe Road Awareness Christmas Parade.

Each student at Mandurah Primary School was provided with a high visibility vest that students wear and use when on excursions or when travelling to and from school.

Students also have a dedicated Health specialist in 2023 who provides specialist education in all areas of the Health curriculum including resilience, drug and road safety education.





# School Success for 2023

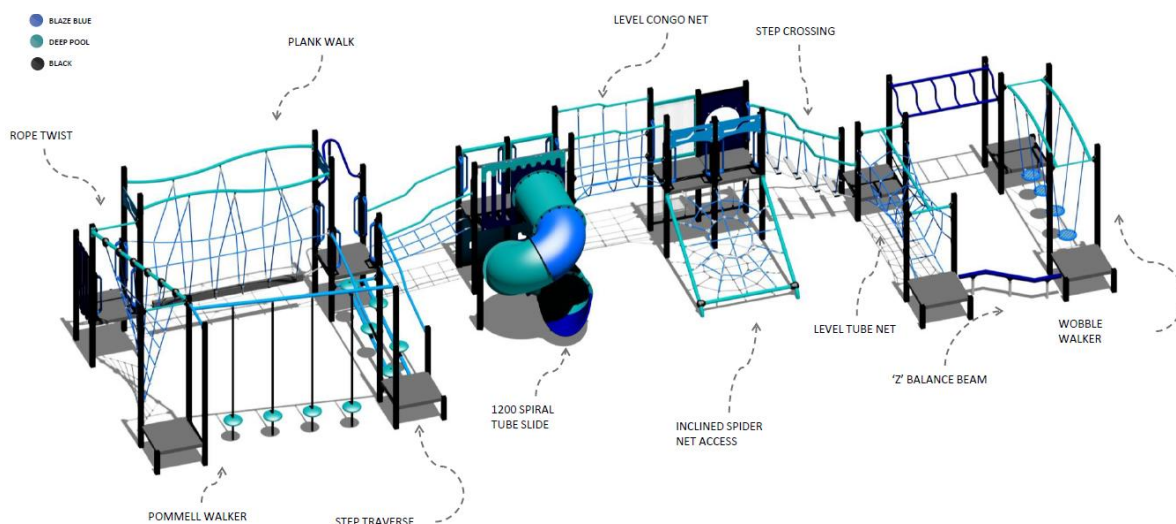
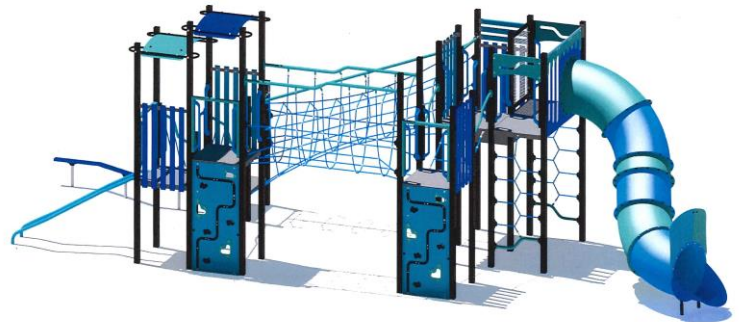
## NEW PLAY EQUIPMENT

Mandurah Primary School has invested in new play equipment designed to suit both junior and senior students across the school.

The new equipment was bought and built in two stages across the year, with the senior play equipment installed in Semester 1. The senior equipment included climbing frames, balance beams and a long tubular slide. The equipment cost \$78 000 and has been well enjoyed by students at the school since its installation.

In Semester 2, the junior equipment was purchased and built. At a cost of \$108 000, the extensive equipment includes a slide, climbing frames, tunnel, balancing beams, hanging frames, monkey bars and a sand pit. The equipment spans a space of 19m and is covered for student use all year round.

Students have enjoyed the new equipment and have been engaged in play at break times. The investment in new play equipment brings students at Mandurah Primary the latest and safest playground currently on offer.



# School Success for 2023

## COMMUNITY BREAKFAST

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Community breakfast at Mandurah Primary school is organised and run by all staff on the Wednesday morning of Week 5 each term. Staff begin arriving at school at 7:30am to cut up fruit, prepare sandwiches and set up cooking stations.

This year the timing of each Community Breakfast was scheduled so both Kindergarten classes could attend on their alternate Wednesdays. We have parents and students waiting at the gates at 8am due to its popularity.

Mandurah Primary School seeks support from local businesses and a major sponsor this year is the Barragup Spud Shed. We receive \$100 each term to use at Spud shed for foods that support our community event. The Spud Shed have sponsored this event since its inception, and we are very grateful for this ongoing support. We also organise a local coffee van "Ian" who comes to support our event and the hot beverages are enjoyed by all.

School staff prepare foods such as a sausage sizzle ( cut in half), fruit and veg, waffles, pancakes and in Term 3 we have a special NAIDOC themed breakfast.

All foods are created and organised by the staff to support students' wellbeing. All products given to students and the community follow our healthy eating guidelines with 80% of what is available being fresh foods such as fruit and vegetables. We also use foods grown in the school garden such as corn and potatoes where possible. Our Year 6 students have begun to coordinate a table for foods from the crunch and sip menu for students and parents to try.



## BREAKFAST CLUB

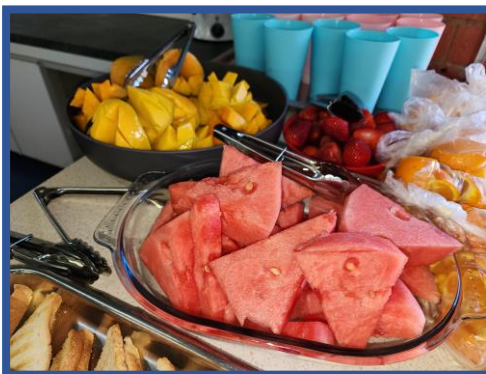
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Breakfast is often called 'the most important meal of the day', and for good reason. It gives you the energy you need to get things done and helps you focus at work or at school. For this reason, Mandurah Primary supports its community by providing breakfast each morning.

Breakfast Club is open from 8:30am – 8:50am and provides a variety of breakfast foods including cereal, toast, fruit, toasted sandwiches, juice, milo and yoghurt.

The Breakfast Club at Mandurah Primary School is well supported by staff who set up and prepare food each morning from 7am. Local businesses and charities help supply the produce for the community to consume.

Over 30% of our students and their families are served each morning at Breakfast Club, and it is often one of the most talked about successes at the school.





# School Success for 2023

## STAFF WELLBEING AT MANDURAH PRIMARY SCHOOL

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Wellbeing for staff, students and families continues to be a focus at Mandurah Primary School. This year many staff have indicated that it seems harder than pre COVID. Knowing that we need to support all staff, we make sure that during the year we support and acknowledge our staff in many different ways.

In semester 2 this year we secured the services of Avram Icanu, a well-established Chaplain - supporting both staff and students 3 days a week. Some of his roles include Pastoral care of students, families and staff, Breakfast club, donations, Christmas hampers and support, R2R (drumbeat program middle school) and Your Move Champion.

The school's wellbeing team organised the following acknowledgement days- EA day, Administration team day, Cleaners day, World Teacher's day, Principal day and Deputy Principal day. These days acknowledge and support all the different teams that run our school. For without their support our school would not run harmoniously. On top of this, the wellbeing committee also organised RUOK day, Crazy Hat day and Crazy sock day – all initiatives aiming to bring staff together and enjoy each other's company. A highlight from these days was the morning teas provided and on World Teachers Day, each teacher received a citation about their personal contributions to our school community.



## EDUCATION ASSISTANT APPRECIATION DAY

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Each year Mandurah Primary School celebrates the amazing contribution our Education Assistants make to the school. Gifts, a morning tea and acknowledgments are made by teaching staff, students, administration staff and the wider school community. Below are some comments from the Education Assistants about their time in 2023 at Mandurah Primary School:

*2023 has been another fantastic year full of programs that I've facilitated and been a part of. The final year of the Charlie Program has allowed me to build strong relationships with students at risk. These students that needed the extra support with their social and emotional skills have left the program with developed skills. DRUMBEAT has run for another successful year which has been full of laughs while learning the importance of relationships through drumming. Breakfast club has been a very rewarding start to the day for our children even if it does mean coming in well before the kids to make sure they have a healthy start to the day. Supporting student's everyday with their emotions and seeing them grow and blossom into better regulated students is the reason I love my job. - Kristy Fissioli*

*I absolutely have the best job in the world, I have been fortunate enough to work across many classes and have been a part of many success stories for our children. Having the opportunity to work one on one with the literacy programs that are run within the classrooms have meant that they have met their educational objectives that have been set. I have also been able to assist breakfast club by collecting fresh fruit and bread donations from a local supermarket so that our students can have the best start to the day as when tummies are full brains are ready to learn. I can't wait to see what 2024 will bring all the amazing new smiling faces and connections that I will make. - Karena Boothey*

*My role in kindy brings me utter joy! I love helping to create a happy, safe and positive classroom environment and to start building relationships with students and their families to begin their school journey. From seeing our little 3 and 4 year olds begin their school life not knowing how to hold a pencil, line up or follow more than one instruction to being able to write their own name, be confident and feel safe and happy in the school environment. I love being a part of helping our little people grow and celebrate all their achievements with them. I love, love, love my role at MPS and I'm very grateful to be able to help make a difference. - Alison Deegan*

# Non-Academic Data



100% Achievement

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

DATA SOURCE – NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS: AUDIT 2023

QA1	Educational program and practice		
<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
QA2	Children's health and safety		
<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
QA3	Physical environment		
<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

# Non-Academic Data



100% Achievement

TARGET: 100% of National Quality Standard areas met

DATA SOURCE – NATIONAL QUALITY STANDARD FOR WA PUBLIC SCHOOLS: AUDIT 2023

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



# Social-Emotional Wellbeing: Primary

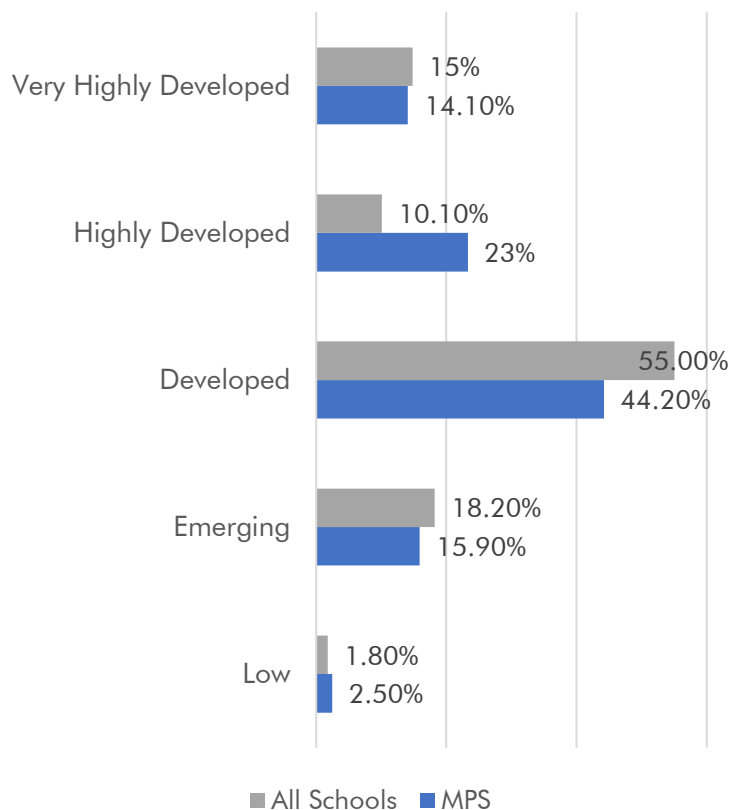
**TARGET:** Foster a culture of inclusivity through the development of social and emotional wellbeing of students and staff

DATA SOURCE – ACER PAT SEW REPORT

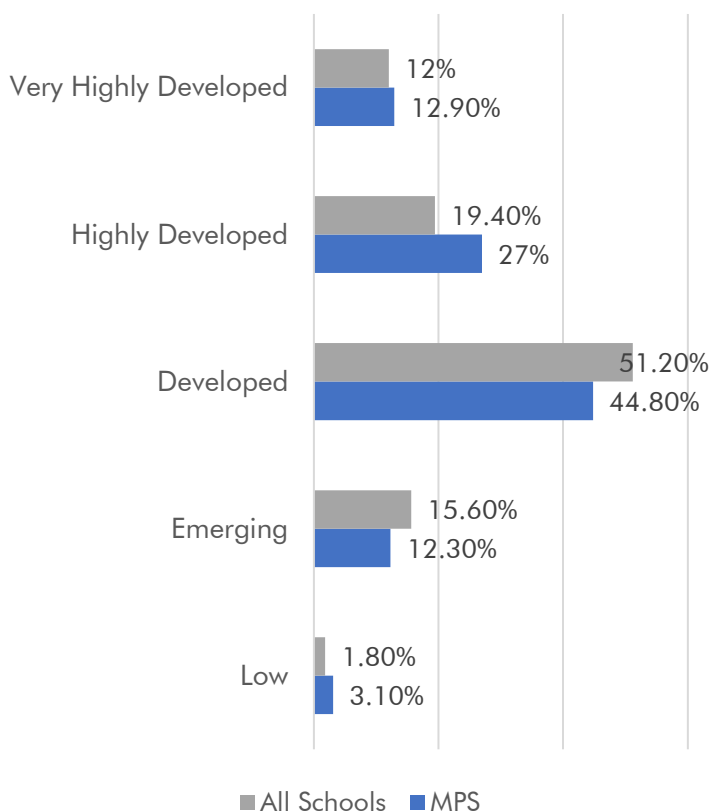
In 2023, students across Mandurah Primary School participated in the Social-Emotional Wellbeing (SEW) Survey: Primary, an initiative to help support and monitor our students wellbeing at school.

The overall social-emotional wellbeing report provides a comparison of all students from MPS and all schools, as distributed across each of the five developmental levels. These five levels are then broken down into three categories: Overall Social Emotional Wellbeing, Feelings & Behaviours and Internal Strengths.

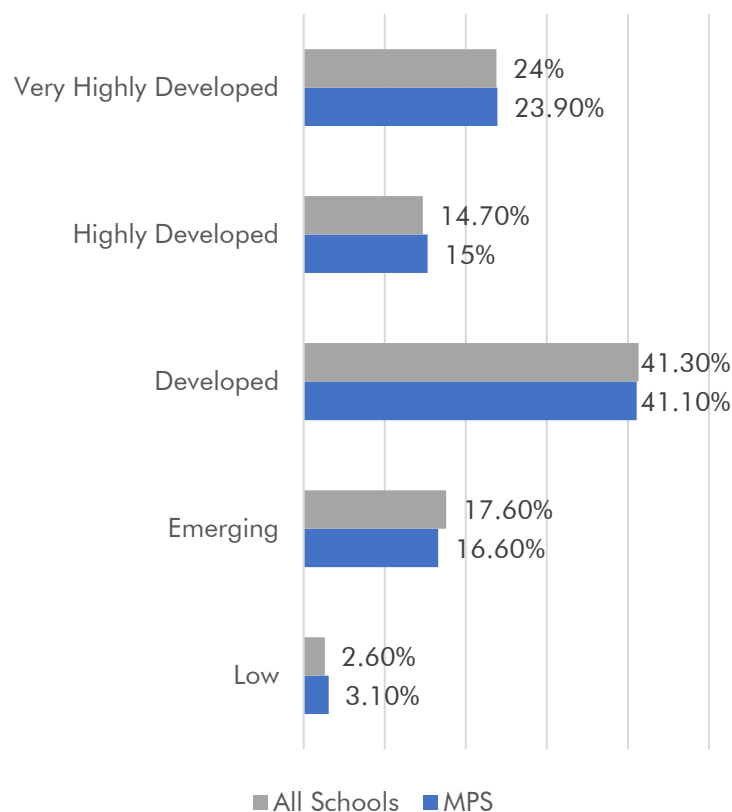
## Internal Strengths



## Overall Social-Emotional Wellbeing



## Feelings & Behaviours



# On Entry Assessment

**TARGET:** On Entry Assessment Results to match or exceed state performance summary

DATA SOURCE – SAIS DASHBOARD: ON-ENTRY PERFORMANCE SUMMARY PROFILE

## On-Entry Performance Summary Profile Module 1

	Reading	Writing	Numeracy
WA Public Schools	450	210	435
Like Schools	428	176	401
MPS	434	141	432

On Entry Performance for 2023 shows that Mandurah Primary School students are outperforming like schools in reading and numeracy. Mandurah Primary School students are also very close to matching all WA Public schools in numeracy.

# Year 1 Phonics Initiative

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

DATA SOURCE – NATIONAL YEAR 1 PHONICS CHECK

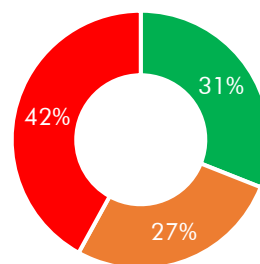
In 2023, the Phonics Initiative was released by the Department of Education, requiring all public schools with primary aged students to provide an early years literacy approach that includes planned and structured teaching of phonics, informed by the Western Australian Kindergarten Curriculum Guidelines and Pre-primary to Year 2 English curriculum.

At Mandurah Primary School, our students have been accessing a quality-assured set of Department-endorsed resources, including evidence based instructional practices, curriculum aligned phonics programs and assessment tools to monitor, assess and support early intervention using Promoting Literacy Development (PLD).

In 2023, our Year 1 students have undergone a phonics assessment by Term 2, which identifies their progress against the Department's expected proficiency. This year's phonics results found that 20% of Year 1 students at Mandurah Primary School were *fluent*, 10% were *developing*, and 70% *struggling*. Mandurah PS Year 1 students demonstrated results below those of other schools in our network.

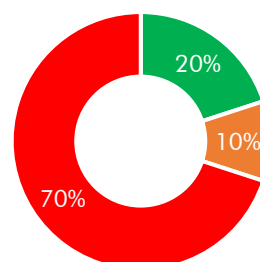
## Year 1 Phonics Results: MSN

■ Fluent ■ Developing ■ Struggling



## Year 1 Phonics Results: MPS

■ Fluent ■ Developing ■ Struggling



# Wellbeing & Engagement Census 2023

**TARGET:** Foster a culture of inclusivity through the development of social and emotional wellbeing of students and staff

## DATA SOURCE – SA Wellbeing & Engagement Census 2023

In 2023, Mandurah PS students in Year 4 participated in the Wellbeing and Engagement Census. The survey responses from our students show results alongside All South Australian Public School Students. The aim is to provide a point of comparison.

The census describes our students views about their social and emotional wellbeing, their engagement at school and their experiences outside of school.

### Emotional wellbeing

		MPS	All SA Schools
Happiness	😊	62% 27% 12%	49% 37% 14%
Optimism	😊	59% 26% 15%	42% 39% 19%
Satisfaction with life	😊	62% 31% 7%	39% 38% 23%
Emotion regulation	😊	59% 22% 12%	34% 40% 26%
Absence of sadness	😊	52% 30% 18%	46% 35% 18%
Absence of worries	😞	35% 31% 35%	36% 36% 28%

### Health & Wellbeing out of school

		MPS	All SA Schools
Overall Health	😐	21% 55% 24%	28% 48% 23%
Body Image	😊	46% 32% 21%	38% 31% 30%
Nutrition - breakfast	😊	86% 11% 3%	62% 11% 27%
Sleep	😞	46% 27% 27%	53% 23% 25%
Music and Arts	😊	48% 26% 26%	44% 16% 39%
Sports	😞	29% 21% 50%	49% 17% 34%
Organised activities	😐	59% 24% 17%	75% 10% 15%

# Wellbeing & Engagement Census 2023

**TARGET:** Foster a culture of inclusivity through the development of social and emotional wellbeing of students and staff

DATA SOURCE – SA Wellbeing & Engagement Census 2023

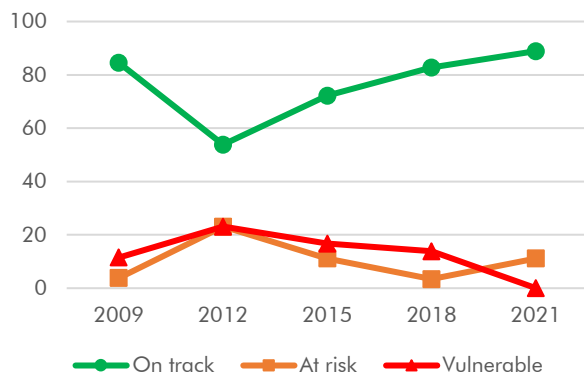
Engagement with school			
		MPS	All SA Schools
Important adults at school	😊	83% 14% 3%	58% 39% 3%
Connectedness to adults at school	😊	76% 16% 8%	58% 31% 11%
Emotional engagement with teachers	😊	77% 23%	65% 31% 4%
School climate	😊	58% 38% 4%	32% 42% 26%
School belonging	😊	69% 23% 8%	39% 37% 25%
Peer belonging	😊	52% 33% 15%	48% 35% 17%
Friendship intimacy	😊	78% 11% 11%	66% 22% 11%
Absence of physical bullying	😐	66% 28% 7%	68% 26% 6%
Absence of verbal bullying	😊	63% 30% 7%	51% 36% 13%
Absence of social bullying	😊	59% 33% 7%	57% 33% 10%
Absence of cyber bullying	😊	78% 7% 15%	77% 17% 6%

Learning Readiness			
		MPS	All SA Schools
Perseverance	😊	50% 42% 8%	38% 44% 18%
Cognitive engagement	😊	48% 37% 15%	42% 41% 16%
Academic self concept	😊	76% 20% 4%	56% 32% 12%

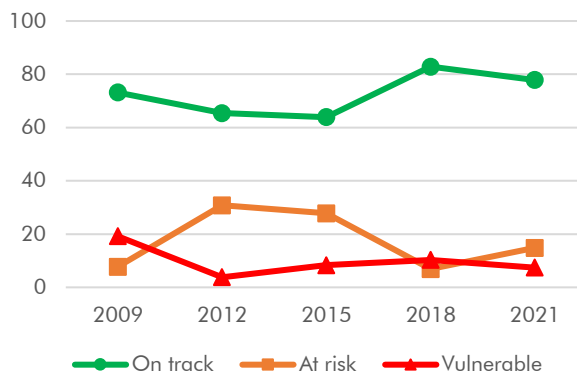
# Non Academic Data

DATA SOURCE – AUSTRALIAN EARLY DEVELOPMENT CENSUS

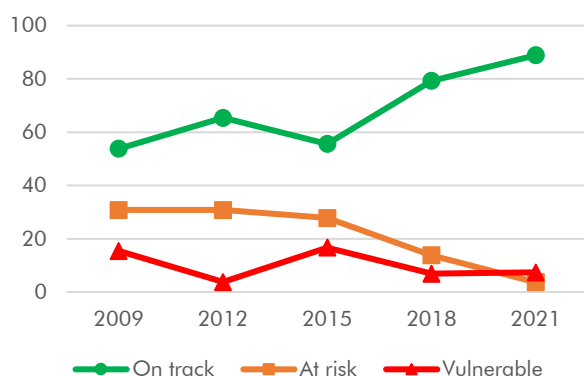
### Physical Health and Wellbeing



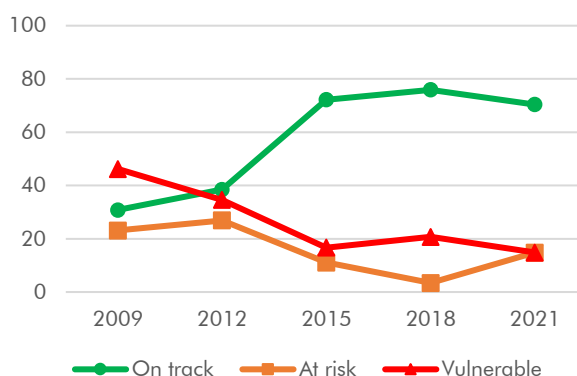
### Social Competence



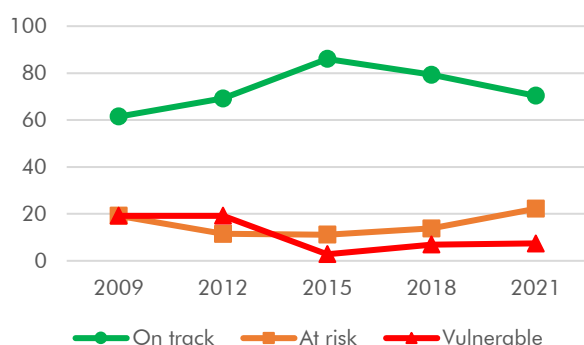
### Emotional Maturity



### Language and Cognitive Skills



### Communication Skills and General Knowledge



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.

Future AEDC data will be collected in 2024.



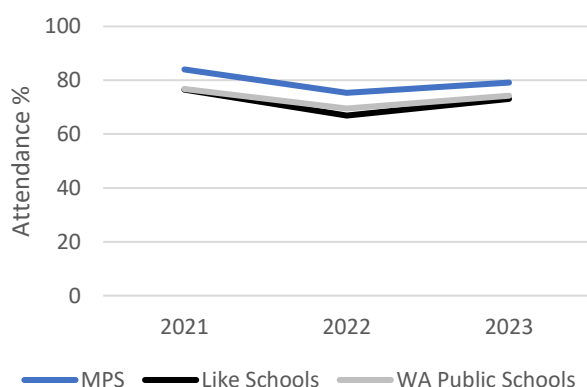
# Non Academic Data: Attendance

**TARGET:** Maintain 70% regular attendance

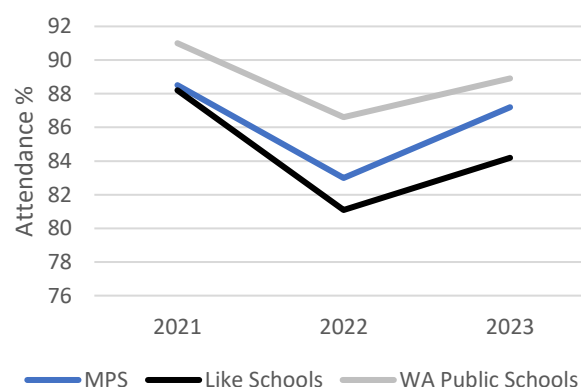
SEMESTER 1 ATTENDANCE RATES 2023

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	89.6%	90.6%	92.4%	83.9%	76.5%	76.8%	88.5%	88.2%	91.0%
2022	85.0%	85.6%	88.3%	75.3%	66.9%	69.5%	83.0%	81.1%	86.6%
2023	89.1%	88.2%	90.3%	79.1%	73.1%	74.3%	87.2%	84.2%	88.9%

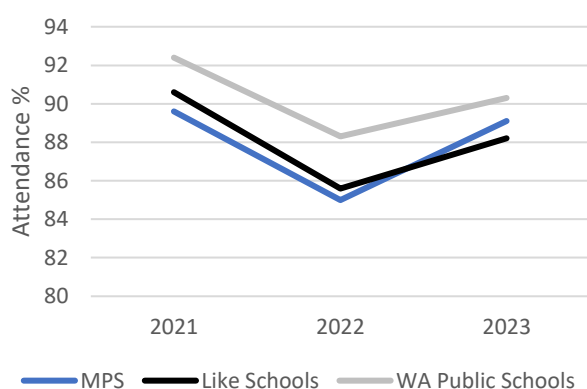
ABORIGINAL ATTENDANCE 2021 - 2023



TOTAL ATTENDANCE 2021 - 2023



NON-ABORIGINAL ATTENDANCE 2021 - 2023



# Non Academic Data: Attendance

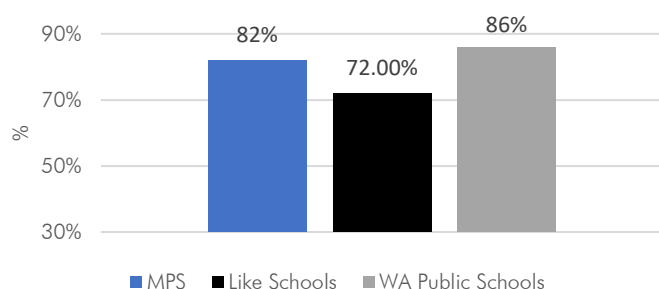
**TARGET:** Maintain 70% regular attendance

## SEMESTER 1 ATTENDANCE RATES 2023

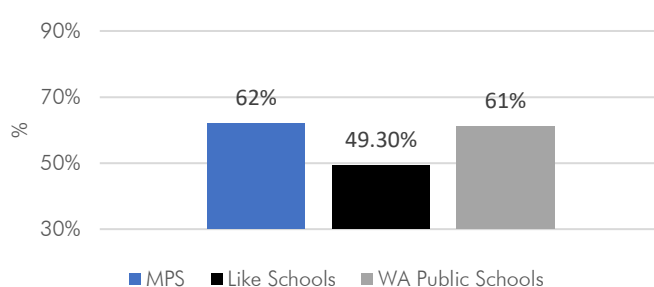
	Attendance Category				
	80% or better Attendance	Regular (90% or better)	At Risk		
			Indicated (80-89%)	Moderate (60 – 79%)	Severe (Below 60%)
2021	81.0%	67.5%	13.5%	13.0%	6.0%
2022	73.2%	43.5%	29.7%	18.7%	8.1%
2023	82%	62.0%	20.0%	14.1%	3.9%
Like Schools 2023	72.7%	49.3%	23.4%	16.6%	10.7%
WA Public Schools	86.0%	61.0%	25.0%	10.0%	4.0%

RATING SYSTEM					
Well above expected performance	Above expected performance	Within expected performance	Below expected performance	Well below expected performance	Insufficient data or not applicable

### 80% or BETTER ATTENDANCE 2023

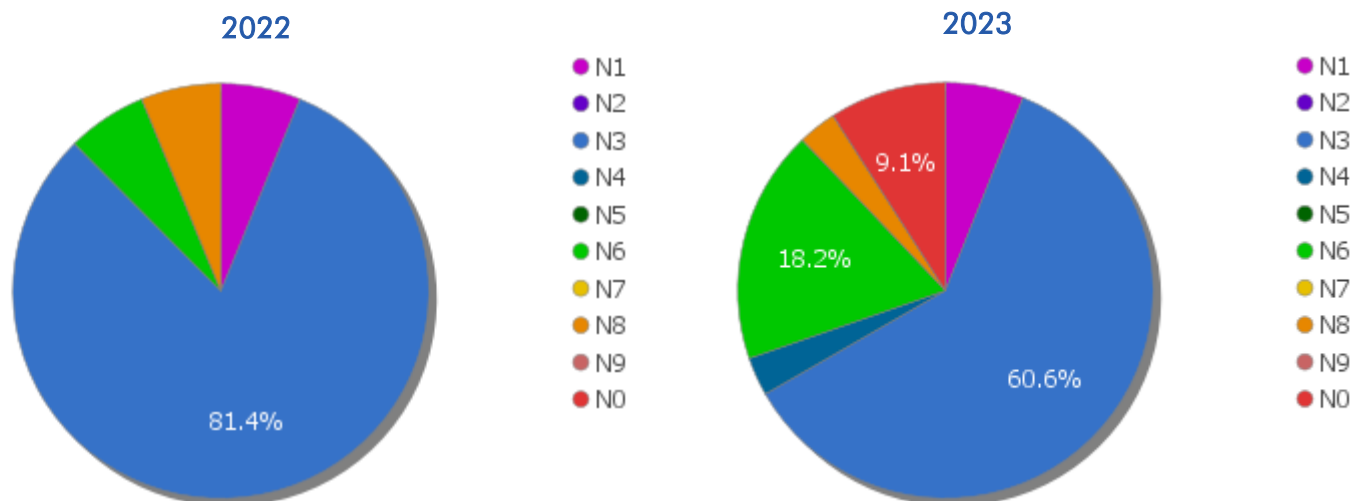


### REGULAR ATTENDANCE 2023

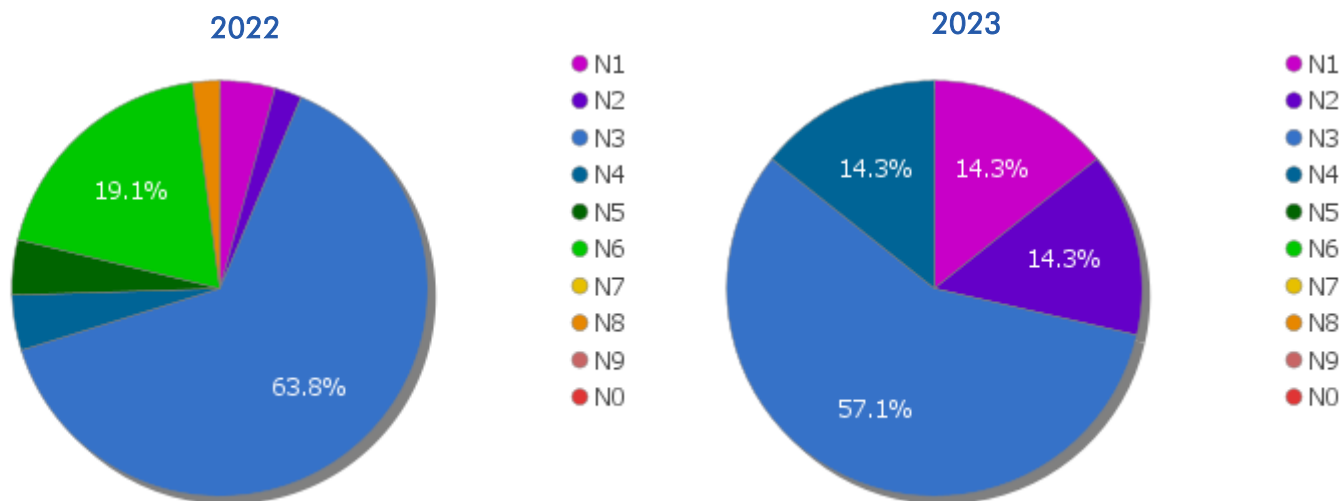


# Non Academic Data: Suspension Data

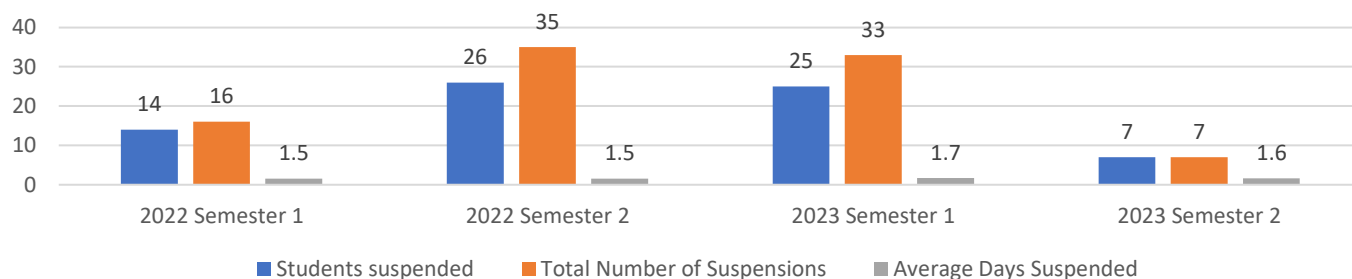
SEMESTER 1 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2021 - 2022



SEMESTER 2 NUMBER AND PERCENTAGE OF SUSPENSIONS BY SUSPENSION CATEGORY 2021 - 2022



SUSPENSION OVERVIEW 2022 - 2023



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

# Finance

2023	
Minimum Expenditure Requirement	95.7%: Achieved
Staffing	\$3.043 Million
Total Operational Budget	\$3.95 Million

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.

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	71,220	71,220
Carry Forward (Salary):	62,056	62,056
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,428,592	3,428,592
Locally Raised Funds:	397,874	400,135
<b>Total Funds:</b>	<b>3,959,742</b>	<b>3,962,002</b>
<b>EXPENDITURE</b>		
Salaries:	3,043,856	3,043,856
Goods and Services (Cash):	750,782	655,510
<b>Total Expenditure:</b>	<b>3,794,638</b>	<b>3,699,366</b>
<b>VARIANCE:</b>	<b>165,103</b>	<b>262,636</b>

## 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	Excellent

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.

RATING SYSTEM			
Received an overall rating of excellent	Received an inadequate rating in one or more finance audit categories	Received an overall rating of inadequate	Received an overall rating of good or satisfactory

# Our Targets



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



100% of students at or above the National Minimum Standard for Literacy and Numeracy.



On Entry results to match or exceed state performance summary comparison.



Maintain 70% regular attendance, whilst continuing to exceed state percentage for ATSI students.



Embed the use of digital technology into teaching practice as a tool to enhance student learning.



Improve the School National Opinion Surveys increasing the percentage of stakeholder responses.



All NAPLAN achievement will be at or above like schools (ICSEA alignment) trending towards the state average.



Foster a culture of inclusivity through the development of social and emotional wellbeing of students and staff.



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.






Technology devices, apps, hardware, software and infrastructure to be reviewed, updated and replaced as per ICT replacement schedule.






# Our Targets

## 2023 RELATIONSHIPS & PARTNERSHIPS




MILESTONE	PROGRESS ACTIONS	RATING	RECOMMENDATIONS for ACTIONS in 2024
Have a strong, effective school board that works to support the school priorities.	<ul style="list-style-type: none"> <li>Succession planning for new members, ensuring staggered start dates, not all leaving at once.</li> <li>NSOS Board effectiveness survey</li> <li>Record attendance at open board meeting</li> <li>Attracted two new parent members</li> </ul>		<ul style="list-style-type: none"> <li>Move a motion to create a new community-based position, for Inaugural IPS board chair, through constitution.</li> <li>NSOS annually to provide feedback on board effectiveness.</li> <li>Update Board Chair and Principal training, board member induction and Kahoot for all board members.</li> <li>Continue to hold open board meeting, following Term 3 Community Breakfast.</li> </ul>
Community, student, and staff views are sought when reviewing school performance and effectiveness.	<ul style="list-style-type: none"> <li>Student voice is playing a larger part in school decision making, School leaders attended open board meeting.</li> <li>NSOS every two years</li> <li>Continue with board, culture, and gate survey</li> </ul>		<ul style="list-style-type: none"> <li>NSOS action plan to be developed, in conjunction with student and staff health and well-being (SEW data)</li> <li>Share school performance at open board meetings, community breakfast, NAIDOC, to ensure all stakeholders are given opportunity to provide feedback on strategic direction</li> </ul>
All staff will have access where needed, to appropriate services to support their health and well-being	<ul style="list-style-type: none"> <li>Development of Well-being wall</li> <li>Creation of MPS monthly well-being newsletter, sent by staff for staff.</li> <li>EAP service provider displayed on wall.</li> <li>Luke George Positively you professional learning over 12 months</li> </ul>		<ul style="list-style-type: none"> <li>SEW survey every year, action plan to be developed, strategies to be implemented by individuals, well-being team, admin, and whole site.</li> <li>IKON links prominently displayed.</li> <li>Jenny Cole, professional learning, building capacity of staff to have difficult conversations with parents.</li> </ul>

## 2023 LEARNING ENVIRONMENT




MILESTONE	PROGRESS ACTIONS	RATING	RECOMMENDATIONS for ACTIONS in 2024
Student attendance data is monitored, analysed, and acted on to support improved attendance, guided by whole school attendance plan	<ul style="list-style-type: none"> <li>Reviewed whole school policy, procedures, and roles, resulting a streamlined process to improve attendance.</li> <li>Redefined case management approach</li> <li>Did not meet 70% regular attendance, however outperformed WA public schools and like school in regular attendance in Sem 1</li> </ul>		<ul style="list-style-type: none"> <li>Admin meetings Thursday, to review updated attendance data inclusive of X, severe non-attendance, case reviews and possible interventions.</li> <li>Re engagement actions, to be detailed in S:drive, Integris for communication with all stakeholders.</li> <li>Classroom teachers to actively engage students, building relationships with parents, carers, and families, to support attendance at school.</li> <li>Build community relationships, strengthening partnerships, interventions, and services to support at risk families.</li> </ul>
Develop effective processes to meet the needs of students at educational risk, including a differentiated curriculum and intervention	<ul style="list-style-type: none"> <li>Employ additional Education Assistant FTE, approx. 1.8 FTE over allocation.</li> <li>Intervention programs implemented in k-2, however, focus also on 3-6 through</li> </ul>		<ul style="list-style-type: none"> <li>Continue with additional FTE in K-2, 3-6, thru SCFM if funds are available.</li> <li>EALD progress maps professional learning, and differentiated curriculum uses for EALD students.</li> <li>Continue data collection and analysis of student progress for EALD, Aboriginal, SAER students</li> </ul>
Student voice has a strong place in school decision making	<ul style="list-style-type: none"> <li>Student voice is playing a larger part in school decision making, School leaders attended open board meeting.</li> </ul>		<ul style="list-style-type: none"> <li>Student leadership group to have greater say in school decision making through leadership meetings, surveys, community breakfast, open board meeting and additional opportunities to be planned based on health and well-being action plan.</li> </ul>

# Our Targets

## 2023 LEADERSHIP




MILESTONE	PROGRESS ACTIONS	RATING	RECOMMENDATIONS for ACTIONS in 2024
School leaders build staff capacity for effective teaching of Aboriginal students	<ul style="list-style-type: none"> <li>MOU to be maintained, in first nation's history, truth telling and culture sharing through FISH</li> <li>Aboriginal Leadership with governance structures is highly valued, Aboriginal Elder, Noongar Leader as Board Chair</li> <li>Cultural Standards framework to be embedded in teaching and learning.</li> </ul>		<ul style="list-style-type: none"> <li>Re-engage in cultural understanding through standards framework review, action plans, induction, and on-country experience.</li> <li>Investigate, refine, and improve HASS scope and sequence, inclusive of culture, ensuring effective teaching and learning opportunities and improved outcomes for aboriginal students.</li> <li>Noongar language is strong cultural focus across all year levels</li> </ul>
Leadership opportunities are evident throughout the school	<ul style="list-style-type: none"> <li>Curriculum Leadership roles have been developed and are beginning to be embedded, in English.</li> <li>Distributed leadership, middle leaders are developing in curriculum, PBS, Well-being, and Student services.</li> </ul>		<ul style="list-style-type: none"> <li>Plans to further develop leadership roles, label, and define for all staff roles and reporting structures.</li> <li>All staff, teaching and non-teaching have opportunities to lead, and can be negotiated based on strength, interest, and time through leadership coaching conversations.</li> </ul>
Leadership roles are clearly defined, all staff understand processes in place to access support and from whom	<ul style="list-style-type: none"> <li>Leadership roles are clearly defined in Leadership Plan.</li> <li>Distributed leadership, middle leaders are developing in curriculum, PBS, Well-being, and Student services.</li> </ul>		<ul style="list-style-type: none"> <li>Plans to further develop leadership roles, label, and define for all staff roles and reporting structures.</li> <li>All staff, teaching and non-teaching have opportunities to lead, and can be negotiated based on strength, interest, and time through leadership coaching conversations.</li> </ul>

## 2023 USE OF RESOURCES




MILESTONE	PROGRESS ACTIONS	RATING	RECOMMENDATIONS for ACTIONS in 2024
The members of the finance committee work collaboratively to analyse, review, and make recommendations for all financial planning	<ul style="list-style-type: none"> <li>Finance committee membership is made up of teaching, non-teaching staff.</li> <li>Regular meetings are scheduled, held, agenda, minutes are shared across whole school.</li> <li>Actions and recommendations are implemented through collaborative decision making</li> </ul>		<ul style="list-style-type: none"> <li>Retain actions and review page, at end of minutes, which allows actions to be detailed and followed up at commencement of next meeting.</li> <li>Adjust timetabling to ensure all member can attend.</li> <li>Continue finance induction for new staff and finance committee members.</li> </ul>
Investment in school facilities, fittings, and grounds to create an environment that is welcoming and adaptive to the changing needs of students	<ul style="list-style-type: none"> <li>Investment in new playground equipment and shade, totalling \$220,000.</li> <li>School colours have been used to support aesthetics of the school environment.</li> </ul>		<ul style="list-style-type: none"> <li>Reserve planning to be developed around further occ health and safety improvement to the learning and physical environment.</li> <li>Updated facilities inclusive of blinds, reverse cycle air con, carpeting in remaining rooms to ensure comfort and aesthetics.</li> </ul>
Workforce planning to be inclusive of all leave types, to ensure continuity of teaching and learning, value adding to the experiences of students.	<ul style="list-style-type: none"> <li>2023 Workforce plan is developed, and actions are reviewed to ensure staffing levels remain strong, within SCFM budgets and on target.</li> <li>LSL plans are well developed and managed effectively by Senior Leadership team</li> </ul>		<ul style="list-style-type: none"> <li>In 2024 review and development of a new workforce action plan, develop the sustainability of attracting and retaining staff, over the permanent staffing requirements, to future prof, transition to newly developed leadership roles.</li> <li>Continuity of teaching and learning remains at the forefront of workforce planning, with plans to reduce staff absences, and leave % returning to pre-covid levels.</li> <li>teaching and learning planning is aligned o whole school approaches to minimise teaching gaps, whilst permanent staff are on approved leave.</li> </ul>

# Our Targets

## 2023 TEACHING QUALITY

MILESTONE	PROGRESS ACTIONS	RATING	RECOMMENDATIONS for ACTIONS in 2024
Support for staff to engage in professional learning to build knowledge and skills in line with strategic and operational planning.	<ul style="list-style-type: none"> <li>Professional capacity building, aligning with strategic and operational plans: Well-being, Reading, Writing and year 1 phonics programs.</li> <li>Professional learning aligned to leadership opportunities, through coaching conversations, in managing challenging people and conversations.</li> <li>Trade-off PL catered for individualised, performance management linked outcomes, ranging from Senior First aide to PBS to Dianna Rigg.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop and engage all staff, teaching and non-teaching in Professional capacity building, aligning with strategic and operational plans.</li> <li>A targeted approach to Professional learning trade off, where staff are engaging in whole school approaches inclusive of Talk for reading, EALD progress maps.</li> <li>Professional learning, capacity building of teachers to manage challenging conversations with parents, Jenny Cole, PD Day T2.</li> </ul>
Develop a shared understanding of what 'good' teaching at Mandurah Primary School looks like	<ul style="list-style-type: none"> <li>Investigate Impact for Teaching, quality leadership and excellence through Network and professional learning.</li> <li>Givens document to be shared, refined, and reviewed, with a focus on improving outcomes for students, aligned with rigorous data analysis.</li> </ul>		<ul style="list-style-type: none"> <li>Develop school-based policy of what good teaching looks like at MPS, based on quality teaching.</li> <li>Engage in moderation through bright paths, collaboration with like and unlike schools, development of good practice.</li> <li>Investigate and visit schools of excellence and/or quality teaching to gain insight an build capacity to further develop good practice.</li> </ul>
School leaders will facilitate reflective conversations with teachers about their classroom practice	<ul style="list-style-type: none"> <li>Teachers are working alongside school leaders to reflect and discuss their aspirations and impacts on teaching and learning, improving outcomes for students.</li> </ul>		<ul style="list-style-type: none"> <li>Professional learning for school-based coaches, leaders, and all teaching staff to refresh and re-establish growth coaching and feedback processes and practices.</li> <li>Revisit peer observation, collaborative DOTT and specialist and support timetable to facilitate conversations, shared planning, and feedback time.</li> </ul>

## 2023 STUDENT ACHIEVEMENT AND PROGRESS

MILESTONE	PROGRESS ACTIONS	RATING	RECOMMENDATIONS for ACTIONS in 2024
A clear, whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements.	<ul style="list-style-type: none"> <li>A well-established whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements is embedded in practice.</li> </ul>		<ul style="list-style-type: none"> <li>Maintain accuracy and timeliness of assessment schedules, adherence to termly planners, with sufficient supports, collaborative DOTT and planning sessions, to ensure fair and valid teacher judgements, alignment in NPALAN comparisons is maintained and improved.</li> </ul>
Teachers will utilize a variety of quality assessment tools to ensure the consistency of judgements and evaluate the appropriateness of teaching and learning programs.	<ul style="list-style-type: none"> <li>Continued use of operational scope and sequence, term planners, assessment schedules to minimise the variance between teachers' judgements.</li> <li>Maintain rigorous data analysis of students results, through Bright path and student handover information.</li> </ul>		<ul style="list-style-type: none"> <li>Provide student handover information through access to s:drive, thumb drive, email and hard copy, depending on use</li> <li>An area of targeted improvement over time, continue to work to refine and embed consistency of implantation, and ensure sharing with new staff.</li> </ul>
Induction of all staff to understand and implement assessment framework. Supports are being developed to ensure fair and valid teacher judgements.	<ul style="list-style-type: none"> <li>Processes and practices for Induction have been explore, with the recent addition of new staff, which hadn't occurred for nearly a decade.</li> <li>Induction survey held in term 4, 2023.</li> </ul>		<ul style="list-style-type: none"> <li>Feedback for Induction survey indicates process and practices are sound.</li> <li>Further improvements and refines needed will be developed.</li> <li>Induction survey to be repeated to track change and strength of processes.</li> </ul>

# Target Overview

English: Operational Plan Targets	
70% of students to reach within 6 months of their reading age in November Y P-2	57%
70% of students to reach within 6 months of their spelling age in November Y P-2	47%
50% of students to reach within 6 months of their reading age in November Y 3-6	62%
50% of students to reach within 6 months of their spelling age in November Y 3-6	62%
Improve BrightPath median and mean scores each year in each year level.	64%

Mathematics: Operational Plan Targets	
50% of MPS students to match Public School Median score in Numeracy OEA	50%
70% of MPS students to outperform ICSEA Decile Median score in Numeracy OEA	66%
To have 70% of students achieving 50 points growth from pre to post testing in MTS Online Mental	66%

Science: Operational Plan Targets	
Maintain 60% of students working C grade or above	65%

HASS: Operational Plan Targets	
PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports	92%
Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports	65%
CAT: PP – 2: 70% of students reaching satisfactory grade	70%
CAT: Y3 – Y6: 70% of students reaching C grade	68%

Health and Physical Education: Operational Plan Targets	
PP – 2: 70% of students reaching satisfactory grade in semester 1 and 2 reports	90%
Y3 – Y6: 70% of students reaching C grade in semester 1 and 2 reports	81%
HEALTH CAT: PP – 2: 70% of students reaching satisfactory grade	82%
HEALTH CAT: Y3 – Y6: 70% of students reaching C grade	84%

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




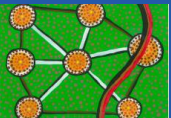


# Successes – 2023 Staff, Parents and Board Members

LEADERSHIP	LEARNING ENVIRONMENT	RELATIONSHIPS & PARTNERSHIPS
We have a very visible leadership team who actively engage with students, parents and staff throughout the day.	The library is now engaging and well set up with displays changing consistently over each term.	The community breakfast continues to be a success for our school. It is a great way to informally mingle with parents and students and build stronger relationships.
The leadership team and Principal are very supportive of our wellbeing and are consistent with their messages and support across the school.	The school has spent lots of money on new play equipment. The students love the new equipment, and it caters for all ages Yr 1 – 6.	The increased focus on staff health and wellbeing has been important. The staff wellbeing breakfast was well supported and enjoyed by everyone.
Behaviour management is well led across the school. The leadership team are always supportive of staff, students and parents.	The renovations to the Kindy buildings has increased the learning space and made the classroom more engaging.	The Deadly Koolangka Cooking Program has been a real hit with students and families, providing meals for our community.
	It's been good having a cleaner on during the school day. It helps to sort out any problems that may arise throughout the day, and it keeps our classrooms clean and hygienic.	Breakfast club has been very important for our community this year. Students and family need is at an all-time high and the breakfast club is one small way our school is giving back and supporting its community.

TEACHING QUALITY	STUDENT ACHIEVEMENT & PROGRESS	USE OF RESOURCES
Whole school programs are supported and committed to by our staff.	Our NAPLAN results were very impressive this year. We are very pleased with how are students are going and progressing from Year 3 to Year 5.	It's been great having new iPads in every classroom. The students love them, and with 20 devices in each class we can now do whole class activities.
The school sets high expectations in all facets of its operations: strategic planning, curriculum, behaviour, financial management and support.	PBS has evolved this year with the development of Kalli Kind. This extra character has helped students identify being kind as a key role in being able to achieve and demonstrate our expected REACH behaviours.	The Teacher Resource Area is now well set up and easy to find the mass of equipment we have for student use.
The additional support across classes with Education Assistants has been really appreciated this year and has helped provide quality teaching in the classroom.	Our On-Entry results were very pleasing this year, particularly the results in mathematics.	The additional decodable readers that have been purchased are really helping our students improve their reading.
This year has seen two tandem teaching classes which have worked really well together over the year. The quality of teachers are great at MPS.		The purchase of new sports equipment and a passionate PE teacher has seen students increase their enthusiasm and willingness to participate in sport and specialist activities across the school.



# Focus for the Future 2023 - 2025

	RELATIONSHIPS & PARTNERSHIPS	LEARNING ENVIRONMENT	LEADERSHIP	USE OF RESOURCES	QUALITY TEACHING	STUDENT ACHIEVEMENT & PROGRESS
Provide every student with a pathway to a successful future 		Create culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school			Ensure all students are achieving year on year progress through evidence-based approaches	Embed the new Early Years Learning Framework V2.0, and updated WA Kindergarten Curriculum Guidelines and continue to implement the National Quality Standard
Strengthen support for teaching and learning excellence in every classroom 	Understand our role as education professionals in student care and wellbeing.	Understand our role as education professionals in student care and wellbeing		Use the school culture tool to support growth of quality teaching	Deliver an early years literacy approach that includes planned and structured teaching of phonics, informed by the WA Kindergarten Guidelines and Pre-Primary to Y2 English curriculum	Continue to build on the progress and achievement of NAPLAN results
Build the capability of our Principals, our teachers and our allied professionals 	Ensure all staff recognise the importance of Aboriginal peoples' cultural strengths and identities, community leadership and ways of working		Understand what effective case management in schools is and enable all staff with student services responsibilities to meet this expectation	Optimise the expertise of managers corporate services to support school management	Build on understanding of the (complex and) diverse teaching and learning needs of students, including students with disabilities	
Support increased school autonomy within a unified public school system 		Review and enhance the requirements of good standing policies in every school	Prioritise the focus of school networks on student attendance, quality teaching and staff development			
Partner with families, communities and agencies to support the engagement of every student 	Develop approaches that strengthen our partnerships with parents and families.		Implement the Connect and Respect initiative and stand together against violence			Work to restore school attendance to pre-COVID19 levels
Use evidence to drive decision-making at all levels of the system 		Give young people a voice and role in approaches to address violence in the community	Promote and use student voice in decision making		Use available data and evidence to identify targeted support for students	Use systematic and school based data to monitor and track student progress and achievement across all year levels. Use available data and evidence to identify targeted support for students.

**Kambarang:**  
Longer dry periods. Also  
known as Season of Birth.

**Birak:**  
Dry and hot. Also known  
as Season of the Young.

**Bunuru:**  
Hottest part of the year.  
Also known as Season  
of Adolescence.



**Djilba:**  
Mixture of wet days with  
increasing number of clear,  
cold nights and pleasant  
warmer days. Also known as  
Season of Conception.

**Makuru:**  
Coldest and Wettest time of  
the year; more frequent gales  
and storms. Also known as  
Fertility Season.

**Djeran:**  
Cooler weather begins.  
Also known as Season  
of Adulthood.