Mosman Park Primary School

ANNUAL REPORT 2018

ANNUAL REPORT 2018- Mosman Park Primary

We are pleased to provide you with the Mosman Park Primary School 2018 Annual Report. This report provides our community with specific information across both academic and non-academic performance areas. The Report also provides evidence of the schools' progress against the Achievement Targets in our 2016 – 2018 Business Plan.

In 2018 our student enrolment again increased, allowing us to start the year with a new transportable classroom. The additional students have resulted in extra resource funding and this year we have been able to introduce a Specialist Art Teacher into our school programs. School Infrastructure and outdoor recreational areas have continued to be a focus across the school community. Advocacy for improved and extended facilities has been supported by the School Board and the P&C, resulting in visits by both the Minister for Education, Hon. Sue Ellery and the Member for Cottesloe, Dr David Honey. The school has been closely involved with the Town of Mosman Park's Sport Precinct Feasibility planning and we look forward to continuing discussions regarding the growth of our school and the development of the TOMP recreational space surrounding us.

Alison Robb
Principal

Leadership 2018

Alison Robb (Principal)
Pamela Chatfield (Associate Principal)
Emma Lipscombe (Associate Principal)
Sue Northey (Manager Corporate Services)

Student Leadership 2018

Alice Bailey (Head Girl)
Max Thorpe (Head Boy)
Hugo Bray (Sport Captain)
Princess Giwa (Sport Captain)
Chris Pickett (Aboriginal Student Leader)

2018 has been a very busy and productive year for the students, staff and families of Mosman Park PS.

The School Board has met twice termly throughout the year and meetings are always well attended. The Board has played an integral role in the governance of the school, working collaboratively with the Administration and staff to deliver the School Business Plan, review the School Budget and Annual Report and to periodically review progress against identified school targets.

At the end of 2018 we farewelled four Board Members – Jess Lamond, Kourosh Roohi, Crispin Collier and Tim Fairbanks. Tim had served as our School Board Chair for a number of years. We would like to acknowledge the very significant contribution made by these board members. At the end of the year four new Board Members were appointed to commence in 2019.

The Board is pleased to endorse this report and looks forward to continuing success in 2019 and beyond.

Tim Fairbanks / Dominique Gamble
MPPS Board Chair

School Board 2018

Tim Fairbanks (Chair)
Ron Norris (Community Member)
Monique Smith (Community Member)
Dominic Letts (Parent)
Julie Boston (Community Member)

Dominique Gamble (Chair)
Jessie Lamond (Parent)
Kourosh Roohi (Parent)
Crispin Collier (Parent)
Dan Rohr (Parent)

Alison Robb (Principal)
Pamela Chatfield (Assoc. Principal)
Amanda Fraser (Learning Support Coord.)
Sue Northey (Manager Corporate Services)
Emma Lipscombe (Assoc. Principal)

Mosman Park Primary School and Mosman Park School for Deaf Children are located at the mid-point between the river and the sea and form the heart of the Mosman Park community. The P&C play an integral role in supporting the school through building and maintaining an active and engaged group of parents who work toward improving the school facilities and the learning environment for all students. The P&C meet twice termly with meetings well attended and quorum being met on each occasion.

In response to ideas presented by the parents through our BIG IDEAS initiative the P&C focused its fundraising and support efforts around making these ideas a reality. The first area involved providing for more Art and Colour around the school. A significant project involved the purchase of two outdoor Ping Pong tables which were placed in the shade of our famous Fig Tree. Artwork depicting what's special about our school location was designed and painted on the tables by groups of students and parents. The story of how these tables came to be is a culmination of ideas and efforts from students, parents, teachers, staff and local businesses. These ideas started out like single drops of water that became a river... The tables are proving to be extremely popular with students across all year levels.

STEAM (Science, Technology, Engineering, Art and Mathematics) is an overall education focus and the art project linked in with the work of our part-time specialist art teacher. Our school was established in 1906 and with a growing number of students our specialist classroom space limited. We made an art room in the storage space under the old veranda classrooms. With concrete floors, small windows and the floorboards of the classroom above as a ceiling students were encouraged to do their designs.

The P&C called for support from the school community through the JUST ONE THING campaign. Parents and local businesses offered their skills, time and expertise help implement these ideas and keep the momentum. Student ideas of ninja and ropes courses turned our regular lap-a-thon event into MPPS 2018 COLOUR RUN. The fabulously fun, Friday afternoon event was the finale of fundraising efforts of students and contributed to physical and mental health objectives. "This is the best day ever!" (Year 2 student)

Other successful projects throughout the year have included – acoustic panels being installed in our Kindy, PP, Yr 1 and Yr 2 classes with a paper outlining the educational benefits of this installation being presented by P&C representatives at the annual WACSSO Conference. Ride2School Day was a huge success as was the Town of Mosman Park Community Fair.

The P&C is about harnessing the expertise and energy of our parent community and works toward supporting the wellbeing of our students. Parents and prospective parents of our school really can make a difference to create the childhood stories that our kids will remember about their place between the river and the sea.

Hannah Adams
P & C President

P & C Office Bearers 2018

President: Hannah Adams
Secretary: Kate Pickard
Vice President: Michele Scott
Treasurer: Sarah Webster

Exec Committee:
Anne Fairbanks (WACSSO)
Lara Davis
Marion Johnston

SCHOOL PROFILE – Mosman Park Primary

Mosman Park Primary is an Independent Public School ideally located between the river and the ocean with a vibrant community of staff, parents, students and volunteers. We are committed to living our vision of building a stimulating and inclusive environment where every child has the opportunity to fully develop their academic, social, emotional, physical and creative potential.

The school community prides itself on its sense of inclusivity and connection across a multicultural and diverse mix of families. We are co-located with the Mosman Park School for Deaf Children providing an opportunity for our staff and students to communicate using AUSLAN (the sign language of the Australian deaf community).

With priorities for personal excellence, a challenging and engaging curriculum and a culture of high expectations we have a strong emphasis on Literacy and Numeracy and offer specialist programs in Digital Technologies, Visual Arts, Music, Japanese and Physical Education.

In addition, our dedicated staff offer a broad range of initiatives which provide pastoral care and develop personal growth, intellect and leadership skills within our diverse community. Included amongst these are enrichment and extension programs in the both the early years and upper years. Currently these include - an extensive learning support program, a robotics club, a debating club, an Aboriginal homework club, on-site speech therapy intervention services, a volunteer intervention program, a full time chaplain service, and a school garden project.

STUDENT PROFILE

The Mosman Park Primary School student enrolment numbers have continued to grow with increased interest in our Early Years program. The school is also maintaining the enrolments across the upper years with more families opting to remain at MPPS until the end of primary school. In 2018 the Primary School continued to run at least a double stream across Kindy, Pre-Primary, Year 1, Year 2, Year 3 and Year 4.

*** Figures above do not include Kindy enrolments (51 students) * 2015 – Year 7 students moved to secondary**

Student Numbers (as at 2018 Semester 2)

Student Number	(FTE)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	58	53	55	49	62	40	41	387
Part Time	58								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	35	27	169		231
Female	23	31	131		185
Total	58	58	300		416

Destination Schools

2019 school destinations of the 2018 student cohort

Year Level : Y06 Male: 21 Female: 20 Total: 41

Destination Schools	Male	Female	Total
4168 Shenton College	10	10	20
1041 Christ Church Grammar School	4		4
1171 Scotch College	4		4
1122 St Hilda's Anglican Sch - Girls		4	4
1121 Iona Presentation College		3	3
4025 John Curtin College Of The Arts	1	1	2
1107 Aquinas College	1		1
1249 John Xxiii College	1		1
4034 Melville Senior High School	1		1
1042 Methodist Ladies' College		1	1
1147 Presbyterian Ladies College		1	1
1368 Seton Catholic College		1	1

Student Leadership Team 2018

Head Boy

Max Thorpe

Head Girl

Alice Bailey

Sport Captains

Princess Giwa

Hugo Bray

Aboriginal Student Leader

Chris Pickett

Staff Profile

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	31	22.2	0
Total Teaching Staff	31	22.2	0
School Support Staff			
Clerical / Administrative	4	2.0	0
Gardening / Maintenance	2	0.8	0
Other Non-Teaching Staff	13	8.8	0
Total School Support Staff	19	11.6	0
Total	53	36.8	0

Mosman Park Primary School has a dedicated and professional staff.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers (Teachers Registration Board WA). They are active contributors to the overall direction of the school and engage in regular professional development and curriculum initiatives.

As the student population has steadily increased, we have continued to welcome new teaching staff to our school. This has served to broaden the capacity of the school to provide innovative programs and introduce new initiatives.

Mosman Park Schools Staff

THE LEARNING ENVIRONMENT

Mosman Park Primary School provides a wide range of teaching and learning programs for students from Kindergarten to Year 6.

Specialist support teachers provide programs in the areas of:

- Music – including an extension program for selected Year 5 and 6 students (Classical Guitar and Brass), Performing Arts Group, Boonderu Music Academy
- Physical Education
- Art
- Languages – Students from Year 3 – 7 (Japanese), students from Kindy to Yr. 4 (Auslan – Australian Sign Language), formal Auslan as a LOTE for students Yr. 5 – 6.
- Technologies – coding and programming supported by Scope IT (Term 3), Specialist Digital Technologies teacher across Junior Primary, in-class iPad program, MakerSpace
- Literacy and Numeracy support – individual and small group programs provided by Learning Support Coordinator, specialist EAs and Volunteers

Further extension opportunities are provided through PEAC (Primary Extension and Challenge), TOMS (Tournament of the Minds) and EYE (Early Years Extension) for select Yr. 1-3, Yr 4 and Yr. 5 -6 students.

REPORTING ON OUR BUSINESS PLAN 2016-2018

The Mosman Park PS Business Plan (2016-2018) outlines the Key Objectives and Priorities which serve to guide our school operations. On a regular basis both the school staff and School Board review the progress which has been made toward meeting the Key Objectives/Priorities.

Success for all students

At Mosman Park Primary School, we enable students to achieve success, reach their potential and develop essential skills in an environment that supports engagement, creativity, innovation and personal excellence.

***TARGET 1** - Maintain or improve the percentage of students making expected progress in literacy and numeracy between Pre-Primary On Entry testing and Year 3 NAPLAN*

PROGRESS On Entry to NAPLAN	NUMERACY			READING		
	2016	2017	2018	2016	2017	2018
Very Low	8%	2%	24%	4%	10%	9%
Low	4%	15%	12%	8%	8%	12%
Moderate	40%	30%	21%	44%	37%	40%
High	28%	15%	15%	20%	29%	21%
Very High	20%	38%	28%	24%	16%	18%

Reflections

Numeracy - In 2018, 64% of students made expected progress (Moderate – Very High) between PP On Entry and Year 3 NAPLAN. This is less than the 83% achieved in the previous year.

Literacy – 79% of students made expected, or above expected, progress as compared to 82% in 2017.

Of concern is the increase in students who made Low/Very Low progress in Numeracy.

The Year 3 cohort group consists of 47 students. Of these students only 33 were students who had been at Mosman Park PS from the initial On Entry assessment. All other students had enrolled at the school sometime after Pre-Primary. The cohort also contains a number of students with disabilities and also students from Non-English-Speaking Backgrounds. This can make it more difficult for us to comprehensively determine the effectiveness of the programs and strategies that have been employed across our Early Childhood classes.

Students with Very Low/Low progress are identified as a separate line of inquiry. Other assessment information is collated around this group and teachers closely monitor individual progress.

***TARGET 2** - Demonstrate positive trends in the percentage of students with moderate/high/very high progress (NAPLAN Reading and Numeracy) in the Year 3 – 5 cohorts from 2015 – 2018*

Year 3 and Year 5 students participated in NAPLAN Online for the first time in 2018. Student achievement across all areas of testing were below the expected level. Other standardised tests conducted as part of the yearly assessment schedule indicated that these NAPLAN results were below the expected level and suggest that the Online environment may have affected individual student results. Moving forward to continued use of the NAPLAN Online environment the school has identified the need for sustained familiarisation and opportunity to practise using online tools prior to sitting NAPLAN.

Reading Progress Year 3 to 5

Reflections

- Reading progress (High/ Very High) from Year 3 to 5 decreased in comparison to previous years. Students who made Moderate or expected progress increased significantly.
- The strategies employed by the teachers across the Reading program are intended to value add such that there are more students making High to Very High progress. This will remain as a priority for the year moving forward.

Numeracy Progress Year 3 to 5

Reflections

- Progress in Numeracy across Year 3 to 5 was disappointingly lower than expected. Similarly to Reading, students did not attain the levels of High / Very High progress expected. Pleasingly, however, more students attained a Moderate level of progress than in previous years.
- Other standardised assessments have been conducted in the Numeracy areas and along with teacher judgements are used to inform current practice and future improvement.

***TARGET 3** - Raise the percentage of students who achieve 'consistently' to*
75% - Working at the best of their ability
80% - Setting goals and working towards them with perseverance

Summary

- 61% of students (Year 3 – 6) were consistently working at the best of their ability
- 64% of students (Year 3 – 6) were consistently setting goals and working towards them with perseverance
- 70% of lower primary students (PP – Year 2) were identified as consistently setting goals and working toward them.

***TARGET 4** - Provide for an effective student voice through the establishment of student leadership processes and opportunities.*

School Council

- The School Council consists of the Head Girl, Head Boy and Prefects.
- The Council meet with School Leadership up to twice/term. Each meeting has an agreed agenda that students can contribute to. A school-based Connect community is established – Minutes and supporting documents are published here.
- Students seek and provide feedback from wider student base, identifying issues and suggesting options for improvement. In 2018 the students conducted school surveys with an emphasis on ideas for improvement.
- Students identified a need for pastoral care and community service roles to be introduced into the playground
- Students had a focus on charity and helping others in need. Identified key events which they organised and supervised. These included – Salvos Blankets and Sleeping Bogs for Homeless, CanTEEN Bandana Day, Operation Christmas Child Shoebox Appeal, Salvos Christmas Hampers.
- Students participated in special events and hosted visitors to the school – e.g. Anzac Day, visit by Minister for Education, visit by Member for Cottesloe, Dr David Honey.
- Feedback from Student Councillors continues to be very positive. Students have undertaken the responsibilities and leadership with great enthusiasm.

Other Leadership roles

- The Leadership Roles continued to allow for greater representation across the Year 6 student body. The additional portfolios included
  - Library Captains
  - Music Captains
  - Media and Publicity Team
  - Student Mentor team
- Role descriptions were provided for each of these roles. A Teacher Coordinator was linked to each portfolio
- An Aboriginal Student Leader was appointed for the first time in 2018.

Feedback – Student, parent and staff feedback indicated that the additional portfolios were generally well supported and enacted.

Key roles (announced at first assembly) are recognised and supported. Additional roles will be available and students invited to undertake the responsibilities by the Teacher Coordinator.

As student leadership is a key focus for our school all students (Kindy – Yr. 6) will be provided with Leadership opportunities within their classroom and/or across the school. Each teacher has identified the opportunities relevant to their students and will support students to develop their own individual leadership capabilities.

***TARGET 5** - Implement an Early Years Extension Program involving student identification and provision with school-based specialist instruction and support*

In 2018 the Early Years Extension Program was successfully continued under the direction of Mrs Jardin Dawson. The program was originally developed in conjunction with the North Metropolitan Region Early Years Extension Program and involved a Professional Learning and teacher support model.

About the MPPS EYE Program

The EYE teaching program has been designed to ensure that it is:

- supplementary to school provision
- rigorous in content and application
- aligned to the skills, strengths and needs of the students

The EYE program is fully aligned with the Australian Curriculum. It draws on four of the 'General Capabilities': Critical & Creative Thinking, Personal and Social Capability, Literacy as General Capability and Numeracy as a General Capability. By using the General Capabilities, we have designed a program that will complement rather than repeat curriculum content that students will cover at school and give them access to skills that will allow them to be effective 21st Century learners.

The teaching program is built on a Philosophy for Children approach. The lessons use this Philosophy for Children (P4C) approach to explore questions and ideas in literacy and numeracy. Sessions include a P4C session where students are encouraged to ask open-ended questions in response to a stimulus. Discussion follows that is guided by the children's thoughts and ideas. They are encouraged to agree and disagree and to build on the ideas of others; always giving a reason for their point of view. Sessions also involve other practical and hands-on activities but remain flexible so that the teacher responds to the individual needs and interests of each group.

The Outcomes of the program we have developed include helping the students to:

- Learn to think before they speak and give reasons for what they say
- Value their views and the views of others
- Learn respect and negotiation

In 2018 the following programs were offered to identified students:

Term 1	Year 2 students
Term 2	Year 1 and Year 3 students
Term 3	Pre-Primary and Year 1 students
Term 4	Year 1, 2 and 3 students

Student/Teacher Feedback

- Feedback from the 2018 students continues to be very positive and shows that they place great value on involvement in the program. In 2018 45 students from Pre-Primary to Year 3 were involved.
- Feedback from Coordinator has indicated significant improvement in the students' performance across the sessions. The depth of their responses has increased markedly and they are responded very enthusiastically to the open-endedness of the activities. There has been a noticeable growth and understanding of the processes involved. Work samples have been collected across the year to show development.
- Feedback from teachers has been positive as they report that parents and students have acknowledged the program and the opportunity it provides to those participating.
- Teachers feel that the program is extending students in their busy classes – many are aware of the needs of these students and seek opportunities to provide extension.

High quality teaching and effective leadership

Teachers at Mosman Park Primary School are supported to provide all students with high quality learning opportunities, focusing on innovative, connected and contemporary teaching, assessment and reporting practices.

***TARGET 1** - Develop and implement a whole school approach that supports a coordinated and consistent framework of effective teaching, assessment and classroom practice*

In order to further develop a whole-school framework of effective teaching, assessment and classroom practice the Professional Learning Communities (K-2) and (Yr3-6) have undertaken a rigorous and collaborative approach which focuses on the principles of Formative Assessment (or assessment for learning). All teachers are in the midst of a two-year program of professional learning that serves to ensure student-focused, high quality teaching across all classes.

In 2018 Curriculum Files were created for all teachers K-6, which contain documentation pertinent to assessment and operational planning for English and Mathematics. The files serve to strengthen whole school core values and ensure connected practice. The emphasis from Kindergarten to Year 2 is to "Build Solid Foundations" and in Years 3-6 the emphasis is to "Build on Solid Foundations". The files are constantly updated in response to ongoing reflection and analysis.

The Curriculum File has provided staff, particularly those who are new to the school, with an excellent reference point and transition process to ensure that teaching across the school is collaborative and connected.

***TARGET 2 -** Full implementation of the WA Curriculum as mandated by the School Curriculum and Standards Authority (SCSA)*

- There has been full implementation of all areas of the WA Curriculum. Teachers effectively plan, implement teaching and report against the WA Curriculum across these areas.
- The Arts, Technology and Languages curriculum has been fully implemented across all year levels. Teachers report according to the School Assessment Schedule across all curriculum areas.
- Languages (Japanese) is formally taught from Year 3 – 6. Languages (Auslan) is taught from Kindy to Year 6.

***TARGET 3 -** Active participation by all staff in established Professional Learning Communities*

- Professional Learning Communities (PLCs) continue to thrive and all staff are active participants in their designated community (K – 2, 3 – 6). Teachers contribute to the established collaborative processes. A Teacher Coordinator leads each PLC. Succession planning has been undertaken to provide a range of leadership opportunities for classroom teachers. Ongoing mentoring has been provided by the Leadership Team.
- PLCs meet regularly and adhere to a negotiated agenda. All participants take personal responsibility to undertake identified tasks and activities and to report back to the group on progress.

***TARGET 4 and 5 -** Active classroom use of ICT to encourage and enhance student engagement and learning, Integration of STEM across curriculum learning areas*

- ICT Committee is well supported by the staff with active and keen membership. Meetings are held regularly and used to guide the Professional Learning and resourcing needs across the school.
- Digital Technology Specialist (Jess Anderson) continues 2 day/wk. She teachers Digital Technologies to classes across the school and supports classroom teachers to utilise technologies within their own classes. Afterschool cyber-cafes are provided for staff with a focus on developing confidence and understanding of technologies.

- ICT Coordinator role has continued. This dedicated role provides support to teachers in the utilisation of the school's iPads and management of School Integration services (TFX)
- Introduction of MakerSpace area. Continuation of Coding Club – lunchtime student club dedicated to developing coding skills in students
- Continued implementation of an integrated whole-school Digital Technology Operational Plan including a scope and sequence document for each year level
- Scope IT (Term 3) for all students Year 1 – Year 6. This involved weekly lessons in the areas of Coding and Programming. Teachers participated in the learning process alongside the students.
- Trials of STEM Integration program across all Yr. 5/6 classes.
- Participation of select Year 5 and 6 students in BiG DAY IN – held at PLC

Positive school culture that sustains partnerships and promotes a distinctive school identity

At Mosman Park Primary School we enrich the learning of all students through the development of strong, sustainable and strategic partnerships which embrace the opportunities available, particularly those unique to our school community.

***TARGET 1** – Improve and maintain student, parent and staff satisfaction (National School Survey Tool) at 80%*

The National School Opinion Survey is conducted on a two-yearly cycle with the most recent survey being completed mid-2018.

The recent survey indicated that stakeholder satisfaction was above the 80% mark for Parents and Staff while Student satisfaction was slightly lower at 77%.

- Parents – 85%
- Students – 77%
- Staff – 83%

The challenge for the school is to address areas across the survey which have been individually rated below 4.0 (80%). These include management of student behaviour and school maintenance.
Further information about the National School Opinion Survey can be found on pages 19 – 22.

***TARGET 2** – Maintain an engaged and active School Board with strong school and wider community relationships*

The School Board meets twice per term throughout the year. Meetings are well attended with minutes distributed after each meeting.

The Board has a full membership of 15 - consisting of 7 x Parent representatives (including Chairperson), 3 x Community representatives and 5 x staff members (including Principal, Manager Corporate Services, Associate Principals/Teacher and Learning Support Coordinator).

The Board plays an integral role in the governance of the school, working collaboratively with the Administration and staff to deliver the School Business Plan, review the School Budget and Annual Report and to periodically review progress against identified school targets. The Mosman Park PS Board actively participates in determining long-term goals and strategic planning and effectively advocates for the school. The wider school community use the Board membership to raise awareness of issues or concerns and to seek ways of supporting the school.

The Board has focused on issues and opportunities relating to School Infrastructure throughout 2018. This has coincided with the Town of Mosman Park Sporting Precinct Plan. Priority areas of concern for the school have included –

- Student Accommodation. As the school enrolment continues to increase additional classroom facilities become a priority. At the start of 2018 the school had an additional transportable classroom placed on site. At the end of the year an additional class group was formed for 2019 and this necessitated an additional transportable classroom being requested.
- Administration and staff facilities. The school has not undergone any significant facility upgrades in many decades. The current Administration area is less than half the size as recommended by the Department's Primary School brief. Parking and toilet facilities are also inadequate. The Board has supported the P&C Infrastructure Committee and has advocated for additional and upgraded facilities. Work on a new staff toilet block which includes a Universal Access Toilet commenced at the end of the school year.

***TARGET 3** – Actively engage parents in home/school partnerships and shared accountability*

- Parent and community engagement continues to be identified as a strength of the school. The P&C meet twice per term and meetings are well attended with quorum being met at each meeting throughout 2018. Clear roles are delineated and filled readily. These include Executive roles, portfolio roles and class parent representatives.
- Early childhood and junior primary teachers actively encourage parents to participate in class activities and excursions. At the start of each school day classrooms are regularly full of parents. Special occasions – Mother's/Father's Day and Grandparent's Day are actively celebrated and supported by families and staff.
- Regular communication is integral to the development of partnerships and shared accountability. To support this, Parent information sessions are held at the start of the school year. Teachers are available before/after school and during non-contact time to meet. Class newsletters are regularly emailed home. Formal parent/teacher meetings are held at the end of each semester.

***TARGET 4** – Maintain and strengthen partnerships with Mosman Park School for Deaf Children and increase satisfaction levels across school programs*

- The Auslan program continues to be enjoyed by students from Kindy through to Year 6. The program is facilitated by the Mosman Park School for Deaf Children and utilises the expertise of their staff. This includes Deaf role models, Educational Interpreters and Teaching/Admin staff. The calibre of the program is high and MPPS students are able to transition directly into the Auslan LOTE program offered at Shenton College.
- The Administration and staff of both schools continue to work together collaboratively to ensure individual student need is identified and accommodated. Students from the Deaf School are welcomed into the Primary School classrooms when the program serves to facilitate student outcomes and learning potential.
- The schools negotiate a Resource Agreement each year and share costs for staff such as Gardeners and Cleaners. Additional projects are also undertaken and this year the area underneath the Fig Tree was re-surfaced and a shade cloth installed.

***TARGET 5** – Provide both learning and community experiences which celebrate and support inclusivity and diversity*

- The school continues to celebrate special days that celebrate inclusivity and diversity. In 2018 these included the P&C Welcome Picnic, Harmony Day, NAIDOC and Auslan Day.
- All students from Kindy to Year 6 learn Auslan. Lessons for parents and staff are run throughout the year. MPSDC students and staff are welcomed to the classroom with students participating in primary school classes on a regular basis. All assemblies and school events are Auslan interpreted. Students actively utilise their Auslan skills across the playground as they engage with their MPPS and MPSDC peers.
- The P&C and MPPS funded the installation of Acoustic panels in the Kindergarten, EC 3 and Rooms 7 – 9. The focus has initially been on Early Childhood classes and those that have students with hearing impairments in them. The long-term plan is to install the acoustic panels in all classrooms. Members of our P&C presented an agenda item at the WACSSO Conference seeking support from the Minister for Education for a widespread audit of current acoustic conditions to be carried out across schools. Feedback from teachers and students has anecdotally supported the use of the panels in our classes. Detailed acoustic testing has shown that the classroom acoustics are significantly improved through the use of the panels.

***TARGET 6** – Maintain and enhance the school's physical environment through targeted and collaborative initiatives*

The Nature Play area has continued to be a very popular and well utilised recreation and outdoor learning area. However, with the increasing student numbers a focus has been on increasing the play space available to students. The Mosman Park School for Deaf Students funded a program of minor works to develop the space underneath the Fig Tree into a more usable space. With the installation of artificial turf and soft fall the area has been converted into a space that supports high density play and recreation. The project also funded the installation of a large shade cloth which effectively shades one of the new POPP tables provided by the P&C.

STUDENT PERFORMANCE

Student performance is collected and analysed in an ongoing cycle throughout the school year. Parents receive formal reports at the end of each semester as well as detailed NAPLAN feedback for students in Year 3 and 5.

This NAPLAN (National Assessment in Literacy and Numeracy) data provides a key component of the school's data analysis. NAPLAN results are one of a number of assessment processes that are used to track student performance. The data is reviewed at length by all staff and areas of weakness and strength identified. Strategies to target improvement are identified and implemented through the cycle of school planning.

NUMERACY

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	59%	43%	48%	41%	44%	39%
Middle 60%	32%	50%	35%	53%	53%	54%
Bottom 20%	9%	7%	18%	6%	3%	7%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	36%	57%	44%	40%	48%	40%
Middle 60%	64%	41%	50%	54%	48%	53%
Bottom 20%	0%	3%	6%	6%	4%	7%

Results for Year 3 students were similar to those expected when compared to Like Schools. The variability of the graphed results is indicative of the academic diversity exhibited by particular year level cohorts. In 2018 there were significantly more students who performed in the bottom 20%. This was not unexpected as other standardised testing conducted throughout previous years supported this spread.

Year 5 results indicate students are performing at expected level when compared to Like Schools.

Both Year 3 and 5 students sat the NAPLAN Online and it is likely that the Year 3 students had more difficulty with the online environment and use of the online tools.

Strategies for improvement include ensuring that all Maths areas are integrated and taught across the curriculum, teaching focuses on developing from the concrete to the abstract and that common problem solving strategies are explicitly taught.

READING

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	53%	43%	38%	40%	48%	38%
Middle 60%	41%	46%	50%	55%	48%	55%
Bottom 20%	6%	11%	13%	5%	4%	8%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	43%	46%	36%	36%	44%	39%
Middle 60%	50%	49%	56%	58%	51%	53%
Bottom 20%	7%	5%	8%	5%	5%	8%

Both Year 3 and Year 5 students have performed near to, or above the expected range in comparison with Like Schools.

Strategies for improvement include a greater focus on reading within the classroom, including more effective use of the library and reviewing the reading books and home readers that are available to support the program.

WRITING

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	45%	31%	25%	45%	47%	27%
Middle 60%	45%	58%	63%	49%	49%	68%
Bottom 20%	9%	11%	13%	6%	4%	5%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	39%	42%	14%	45%	45%	30%
Middle 60%	56%	53%	73%	51%	50%	62%
Bottom 20%	5%	5%	14%	4%	5%	8%

NAPLAN (Writing) results across both Year 3 and 5 have been identified as below expected. This was of concern as Writing had been identified as a Priority area for 2017 – 2018. A range of evidence-based strategies including Talk for Writing, Seven Steps to Successful Writing and a Case Management focus on targeted students were implemented across this period. It is interesting to note that student performance as measured by the Brightpath assessment tool indicates that these same students are achieving at a higher level than indicated by these NAPLAN results.

For the first time Year 5 students sat the NAPLAN Writing assessment in an online environment. Comparison of results between online and non-online assessments as well as longitudinal observations between the differing formats has been noted by many schools as being problematic.

Strategies for improvement include

- a focus on ensuring writing activities are engaging and purposeful
- students receive immediate feedback
- students are supported to effectively utilise technology for their writing – typing, editing

SPELLING

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	24%	27%	28%	33%	37%	32%
Middle 60%	67%	69%	60%	61%	57%	59%
Bottom 20%	9%	4%	13%	6%	6%	9%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	24%	39%	19%	38%	43%	33%
Middle 60%	71%	55%	67%	55%	53%	60%
Bottom 20%	5%	5%	14%	7%	4%	6%

Spelling performance across both Year 3 and 5 continues to be an area of focus. With only 19% of Year 5 students performing in the top 20% as compared to 33% for like schools this result is of concern. Strategies for improvement include the use of more oral language, teaching and using meta-language from the early years and approaching spelling from a word-study perspective.

PUNCTUATION AND GRAMMAR

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	48%	45%	40%	40%	42%	36%
Middle 60%	48%	42%	40%	55%	53%	57%
Bottom 20%	3%	13%	20%	5%	5%	7%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	26%	39%	39%	37%	44%	38%
Middle 60%	67%	61%	50%	59%	53%	54%
Bottom 20%	7%	0%	11%	4%	4%	8%

As seen in other NAPLAN areas the Year 3 students have a higher proportion of students in the bottom 20% than seen previously. This is a cohort dependent factor and will be a focus for future planning. Year 5 students have also underperformed in this area.

Strategies for improvement include explicit teaching in context, integration of grammar across the English learning area, utilisation of the speech pathology students to support those at risk and a focus on games and activities which support grammar learning.

PROGRESS and ACHIEVEMENT

Strong student progress and achievement is a key success indicator in our whole school assessment and reporting analysis. This analysis compares achievement and progress of a stable cohort of students between Year 3 and Year 5 as measured by NAPLAN. The graphs below indicate that although our Year 5 students were high achievers (apart from Writing) the progress that was made from Year 3 to Year 5 was less than expected.

This information forms part of our ongoing data analysis and informs whole-school decision making around individual curriculum areas.

NON-ACADEMIC STUDENT PERFORMANCE

Attitudes, Behaviour and Effort

All class teachers report formally twice per year on student Attitude, Behaviour and Effort.

The tables below indicate that 61% of students in Years 3 – 6 were assessed as consistently working to the best of his/her ability. Similarly, 64% of Year 3 – 6 students were identified as consistently setting goals and working toward them with perseverance.
Lower primary students (PP – Year 2) were more likely to be identified as consistently setting goals and working towards them (70%).

Mosman Park Primary School

Primary Attribute Summary

All Years
Sorted by
Reporting Period(s): Semester 1 2018 to Semester 2 2018

Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	234	113	28	6	0
Shows self respect and care	313	51	16	1	0
Shows courtesy and respect for the rights of others	270	91	17	3	0
Participates responsibly in social and civic activities	288	65	25	3	0
Cooperates productively and builds positive relationships with others	284	65	29	3	0
Is enthusiastic about learning	279	67	25	10	0
Sets goals and works towards them with perseverance	243	94	29	15	0
Shows confidence in making positive choices and decisions	256	93	29	3	0
Totals	2167	639	198	44	0
Percentages	71.1	21.0	6.5	1.4	0.0

Mosman Park Primary School

Lower Primary Attribute Summary

All Years
Sorted by
Reporting Period(s): Semester 1 2018 to Semester 2 2018

Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	284	31	5	2	2
Participates responsibly	271	44	5	2	2
Sets goals and works towards them	225	60	34	3	2
Totals	780	135	44	7	6
Percentages	80.2	13.9	4.5	0.7	0.6

Attendance

Primary Attendance Rates

	Attendance Rate		
	School	WA Public Schools	Like Schools
2016	94.8%	92.6%	94.9%
2017	93.9%	92.7%	95.4%
2018	93.5%	92.6%	95.0%

Attendance data indicates that the school is performing above the WA Public School average however, it is below the expected rate in comparison with 'Like Schools'. The school has implemented a detailed Attendance Plan intended to decrease the number of students who are in the Serious, Moderate and Indicated 'At Risk' categories. This area will continue to be an area of focus for school improvement and community engagement.

SCHOOL SURVEY2018

A comprehensive school survey was undertaken in 2018. We were very pleased with the response rate of 32% (86 completed surveys). This was a significant increase from the previous survey (21%).

PARENTS

Highest scored items:

- ✓ Students feel safe and like being at the school
- ✓ Teachers are approachable and treat students fairly
- ✓ School leadership and strong relationships with the community
- ✓ Opportunity for involvement and good communication

Lowest scored items:

- Managing student behaviour
- School infrastructure, need for long-term planning around school facilities and student accommodation

Areas to celebrate – culture of inclusivity, welcoming environment, strong school identity, relationships with community, opportunity for parent involvement, good teachers and leadership with clear vision
Areas for future focus – planning for improvement of facilities and grounds, a focus on best practice teaching, review and reinforcement of behaviour management practices

STUDENT

The student survey was conducted with 67 Year 5 and 6 students. Of these 55% were boys and 45% were girls.

Highest scored items:

- ✓ My teachers expect me to do my best
- ✓ I like being at my school
- ✓ My teachers are good teachers

Lowest scored items:

- My school takes students' opinions seriously
- Student behaviour is well managed at my school
- I can talk to my teachers about my concerns

Areas to celebrate – Art, STEM and Sport programs. Excursions and additional activities such as camp and paddle boarding. The sense of inclusivity and belonging, the friendliness of the school and the helpfulness of the teachers.

Areas for future focus – Improvement of facilities including toilets, lab access, technology and specialist facilities (music/art/science rooms). New classrooms and undercover area. Safety in the playground. More afterschool/lunchtime clubs and activities.

STAFF

The Staff survey was completed by 33 staff members and was representative of Permanent/Fixed Term, Full-time/Part-time and Teaching/Non-Teaching staff.

Highest scored items:

- ✓ Parents at this school can talk to teachers about their concerns
- ✓ My teachers are good teachers

Lowest scored items:

- My school takes students' opinions seriously
- Student behaviour is well managed at my school
- I can talk to my teachers about my concerns

Areas to celebrate – Art, STEM and Sport programs. Excursions and additional activities such as camp and paddle boarding. The sense of inclusivity and belonging, the friendliness of the school and the helpfulness of the teachers.

Areas for future focus – Improvement of facilities including toilets, lab access, technology and specialist facilities (music/art/science rooms). New classrooms and undercover area. Safety in the playground. More afterschool/lunchtime clubs and activities.

HIGHLIGHTS OF THE YEAR

OUTSTANDING ACHIEVEMENTS

- Young Writers Creative Writing competition –
  1st prize Emily Measey Yr 4
  1st prize Danica Hehre Yr 3
  1st prize Michelle Pang Yr 2
  Commendation: Georgia Baber Yr 1, Liam Kelley Yr 4 and Clara Collier Yr 6
- Lachie Phillips - 1st in the 1km beach run and 3rd in the beach sprints (U10's) at the State Surf Life Saving Championships
- Margaret Baldwin, awarded Senior Citizen of the Year at the Town of Mosman Park's 2018 Australia Day celebrations
- Chess for Life 2018 Championship winners:-
  1st Daniel Needham
  2nd Eva Bowles
  3rd Aaron Needham
- MPPS parent Anne Fairbanks recognized by Town of Mosman Park Council for her long-serving volunteering to Mosman Park Primary School P&C.

COMMUNITY LINKS AND PARTNERSHIPS

- Ride2School Day
- STEM Fair @ PLC
- Coles Sports for Schools program
- Breakfast Club – with support from Foodbank, Baker's Delight and SHGS
- School Chaplain – Salvo's Christmas Hamper appeal, Operation Christmas Child appeal, CanTEEN Bandanna Day, Sleeping Bag appeal
- YMCA Before and After School Care continues at MPPS
- Partnerships with PLC, Iona College, St Hilda's
- Secondary School Work Experience placements – partnerships with local Secondary Schools and Colleges
- Scitech partnership
- Japanese Immersion Partnership – Gunma Prefectural Gov. Cultural Centre
- Japanese host families from Gunma Kokusai Academy – students attend MPPS
- Morning Chess Club and Interschool Chess Competition
- Baha'i Day Camp
- MPSDC – AUSLAN classes for MPPS students, staff and parents
- Scholastics Book Club
- Mosman Park Community Fair - cake stall
- Cyber Safety talks by Paul Litherland for staff, students and parent
- Cottesloe By-Election polling place – school library
- Hong Kong students from 3 schools immersed with MPPS in June.
- Barefoot Renovations – worked with MPPS students to create artwork for a construction site fence in Mosman Park.
- Bunnings Sausage sizzle

SPORT

- House Swimming Carnival – winner BUCKLAND
- Interschool Swimming Carnival – 5th overall
- Cross Country Interschool – at Jolimont PS. 1st place in 2018
- House Athletics Carnival – BALDWIN and BUCKLAND tied
- Interschool Athletics Carnival – 3rd place overall
- Interschool Jumps & Throws – 2nd place
- Lightning Carnival at College Park
- Kids 'n Sport
- Primary NetSetGo – WA Netball program
- Paddle boarding (Supping)
- Netball – Perth Netball Assn.
- Before school Tennis Coaching
- Jump Rope for Heart
- Dockers Cup – girls AFL competition
- Clinics – Football, Rugby, Cricket,
- CRSG Athletics
- Girls footy
- Winner of the Eagle's Cup in footy
- Interschool Chess Tournament
- Stuart McGill Cup

SPECIAL DAYS AND CELEBRATIONS

- Welcome Picnic and P&C end of year picnic
- Harmony Day
- P&C Busy Bee – May 2018
- AZAC Commemorative Service at MPPS
- Mother's Day afternoon tea
- NAIDOC day – Yirra Yaakin performance
- P&C Colour Run
- Book Week (Grove Library), Science Week and Auslan Day
- Excursions to – Perth Zoo, Shipwreck Museum, Fremantle Literature Centre, Zoo, AQWA, Revolution Sports, Kings Park Naturescape, Art Gallery, Tsunami Restaurant (Japanese students), SciTech, Tamala Park Resource Recovery Centre, Cicerello's, Francis Burt Law Museum, St Hilda's play, Bakers Delight, Spare Parts Puppet Theatre, Cockburn Wetlands Education Centre
- Incursions: Leigh Hobbs (children's author), Auskick Docker's, The Bully is Back, Foodbank, Eagles visit, WA Police Regional Operations Group, Muddy Play day, Hut Building Nature Play, Cyber Safety, St John's 000 Hero, AWCH, Bubble incursion
- Year 1 Fathers' Day Breakfast, PP Father's Night, Grandparents Day in the Kindy
- School Camp – Year 5
- Big Week out – Year 6
- Volunteer Thank You morning tea
- P&C Quiz Night – 31st August 2018
- AFL Premiership cup shown at MPPS

MUSIC AND THE ARTS

- IMSS – Guitar and Brass lessons for individual students
- Performing Arts Group
- Urban Indigenous – culture, language, art, bush tucker, music for NAIDOC Day
- Boonderu School Music Program
- Art Specialist 2 days/wk.

NEW INITIATIVES

- Specialist Art Program
- Triple P – Positive Parenting Program
- STEAM – Scope IT, PP to Yr 6
- Maker Kids Fig Tree Fair
- Staff wellness – Yoga weekly session
- Early Years' Extension Program – PP, Year 1, 2 and 3
- Extension program for Years 4 and 5
- Code Club
- Additional Year 6 responsibilities:
  - Media Captain
  - Student Wellbeing committee
  - Music Captain
  - Library Captains
  - Aboriginal Student Leader
- MPPS Debating Club
- Acoustic Panels in classrooms
- Music – media added to introduce writing, filming, staging and editing
- Student Wellness leaders
- Aboriginal Homework Club and family BBQ
- STEM day

Mosman Park Primary School

Financial Summary as at
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 19,910.00	$ 19,910.00
2	Charges and Fees	$ 111,554.00	$ 111,553.36
3	Fees from Facilities Hire	$ 300.00	$ 300.00
4	Fundraising/Donations/Sponsorships	$ 51,696.00	$ 51,696.27
5	Commonwealth Govt Revenues	$ 1,956.00	$ 1,955.73
6	Other State Govt/Local Govt Revenues	$ 1,000.00	$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	$ 21,953.00	$ 21,952.50
8	Other Revenues	$ 16,585.00	$ 16,585.80
9	Transfer from Reserve or DGR	$ 32,800.00	$ 32,800.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 257,754.00	$ 257,753.66
	Opening Balance	$ 21,018.00	$ 21,018.05
	Student Centred Funding	$ 276,306.00	$ 276,305.75
	Total Cash Funds Available	**$ 555,078.00**	**$ 555,077.46**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 555,078.00**	**$ 555,077.46**

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 26,875.00	$ 26,550.98
2	Lease Payments	$ 11,550.00	$ 11,549.96
3	Utilities, Facilities and Maintenance	$ 137,281.00	$ 119,512.26
4	Buildings, Property and Equipment	$ 58,208.00	$ 60,322.63
5	Curriculum and Student Services	$ 286,595.60	$ 284,857.78
6	Professional Development	$ 15,000.00	$ 11,294.29
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 4,051.00	$ 2,321.52
9	Payment to CO, Regional Office and Other Schools	$ 780.00	$ 780.00
10	Residential Operations	$ -	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12	Farm Operations (Ag and Farm Schools only)	$ -	$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14	Camp School Fees to CO (Camp Schools only)	$ -	$ -
	Total Goods and Services Expenditure	**$ 540,340.60**	**$ 517,189.42**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 540,340.60**	**$ 517,189.42**
	Cash Budget Variance	**$ 14,737.40**	

	Cash Position as at:		
	Bank Balance	$	201,630.25
	Made up of:	$	-
1	General Fund Balance	$	37,888.04
2	Deductible Gift Funds	$	23,307.20
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	143,130.19
5	Suspense Accounts	$	1,835.82
6	Cash Advances	-$	200.00
7	Tax Position	-$	4,331.00
	Total Bank Balance	$	201,630.25