

Mosman Park Primary School



ANNUAL REPORT 2016

ANNUAL REPORT 2016- Mosman Park Primary

We are very pleased to present the Mosman Park Primary School 2016 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.

There have been many highlights and achievements to celebrate over the course of the 2016 school year. Our student enrolments continued to increase with particularly strong enrolment trends across our Early Childhood classes. The National School Opinion Surveys for parents, students and staff were conducted during the middle of the year and indicated an increased level of satisfaction across all survey areas in comparison to the 2014 results. Our student NAPLAN results showed a pleasing improvement which was particularly significant for the Year 3 cohort. Finally, in Term 4, our amazing Nature Based Play area was officially opened by the Hon. Colin Barnett.

Alison Robb
Principal



2016 was another excellent year for Mosman Park Primary School. The school community came together to realise a long term goal of building a large nature play area, with input from local businesses and of course the parent community.

The substantial efforts of the staff in formulation, planning and execution of the detailed Business Plan are to be commended. As described in the following pages, the new 2016-2018 Business Plan provides a comprehensive strategy driving all aspects of the school. 2016 saw the successful implementation of this new plan – and a focus on academic achievement for all students has already seen results, with a marked step up in NAPLAN results from the previous year.

Non-NAPLAN areas such as Music, Arts, Technology, Languages and Physical Education remain as important as ever, and while hard metrics are not presented here, the community can be reassured that they are important parts of the school's focus.

The Board is pleased to endorse this report and looks forward to a successful 2017 and beyond.

Tim Fairbanks
MPPS IPS Board Chair

Leadership 2016

Alison Robb (Principal MPPS)
Pamela Chatfield (Deputy MPPS)
Sue Northey (Business Manager)

Student Leadership 2016

Nina Fletcher-Harrison (Head Girl)
Noah Brady (Head Boy)
Annie Hansen (Sport Captain)
Harper Orton (Sport Captain)

School Board 2016

Tim Fairbanks (Chair)
Dominic Letts (Parent)
Dominique Gamble (Parent)
Dan Rohr (Parent)
Jessie Lamond (Parent)
Kourosh Roohi (Parent)
Crispin Collier – (Parent)
Alison Robb (Principal)
Pamela Chatfield (Deputy Principal)
Sue Northey (Manager Corporate Services)
Helen Davis (Teacher)
Felicity Wensinger (Teacher)
Ron Norris (Community Member)
Julie Boston (Community Member)
Monique Smith (Community Member)

P&C Office Bearers 2016

President: Robin Romero
Secretary: Alizanne Collier
Vice President: Lesley Cavill
Treasurer: Anne Fairbanks
Fundraising/Grants Mel Fisher,
Emma Bray
Uniform Shop: Mel Pace
Canteen: Kate Bailey
Canteen Roster: Lara Davis

SCHOOL PROFILE – Mosman Park Primary

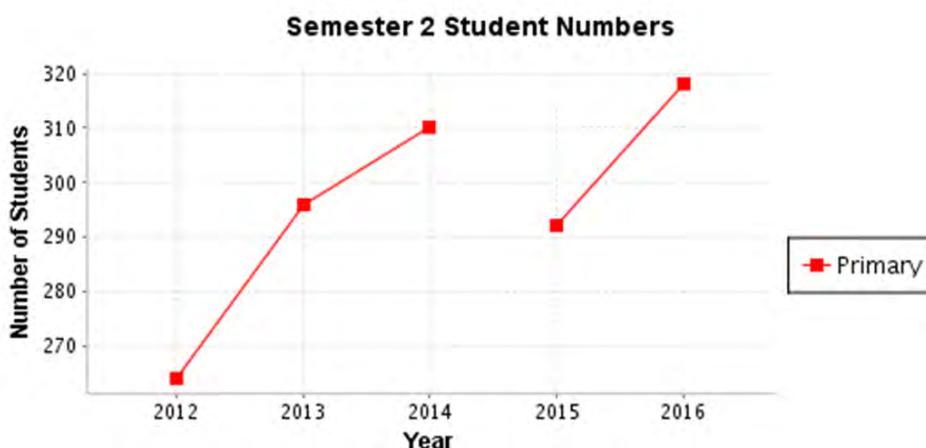
Mosman Park Primary School is in the heart of Mosman Park and enjoys strong links with the local community and parent group. The Primary School has been part of the local community since 1906 with Mosman Park School for Deaf Children relocating to the school site in 2002. The school reflects the multicultural mix of the suburb, with some students being the children and grandchildren of former pupils and others who are new to WA or Australia.

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. The Primary School has been able to run a double stream across Kindy, Pre-Primary, Year 1, Year 2, Year 3 and Year 4.

Semester 2

	2012	2013	2014	2015	2016
Primary (Excluding Kin)	264	296	310	292	318
Total	264	296	310	292	318



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

Student Numbers (as at 2016 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(25)	48	47	57	38	45	43	40	343
Part Time	48								

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

	Kin	PPR	Pri	Sec	Total
Male	24	29	136		189
Female	24	19	134		177
Total	48	48	270		366

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	3	13		17
Non-Aboriginal	47	45	257		349
Total	48	48	270		366

Destination Schools

2016 school destinations of the 2015 student cohort

Year Level : Male: 23 Female: 14 Total: 37

Destination Schools	Male	Female	Total
4168 Shenton College	10	4	14
1171 Scotch College	5		5
1121 Iona Presentation College		4	4
1041 Christ Church Grammar School	3		3
1147 Presbyterian Ladies College		3	3
4025 John Curtin College Of The Arts		2	2
4034 Melville Senior High School	2		2
1249 John Xxiii College	1		1
4042 Perth Modern School	1		1
4045 South Fremantle Snr High School	1		1
1122 St Hilda's Anglican Sch - Girls		1	1

Student Leadership Team 2016



Head Boy - Noah Brady Orton



Head Girl - Nina Fletcher Harrison



Sport Captains - Annie Hansen and Harper Orton



Staff Profile

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. We have continued to enjoy the flexibilities that Independent Public School status has afforded and through our school-based merit selection processes successfully appointed a number of new staff members.

This year we welcomed a new Deputy Principal, Pamela Chatfield. Pamela brought with her a wealth of knowledge around curriculum planning and implementation and has been a driving force in the development of our Professional Learning Communities.

We also welcomed two Year 3 teachers – Regina Low and Erin Davey. Regina and Erin shared the teaching responsibility for our Room 4 class.



Staff Information

	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	25	19.7	0
Total Teaching Staff	25	19.7	0
School Support Staff			
Clerical / Administrative	5	1.9	0
Gardening / Maintenance	2	1.1	0
Other Non-Teaching Staff	13	8.1	0
Total School Support Staff	20	11.1	0
Total	47	32.8	0



Staff 2016 – Mosman Park Primary School and Mosman Park School for Deaf Children

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), Signing Choir for both Junior and Senior students, Performing Arts Group
- Science
- Physical Education
- 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.
- ICT – coding and programming supported by Scope IT (Term 3)

Further extension opportunities are provided through PEAC (Primary Extension and Challenge) and EYE (Early Years Extension) for select Yr. 1-3 and Yr. 5-6 students.

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.

Priority 1 - 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.

2016 Actions

- Collaborative development and whole-school implementation of annual Literacy and Numeracy Operational Plans
- Introduction of dedicated English teaching blocks and trailing of dedicated Mathematics blocks
- Purchase of additional iPads to support student learning through the use of targeted apps,
- Introduction of Early Years Extension program to support identified students in PP – Year 2. The program is based on the model provided by the North Metro Primary Extension and Challenge (PEAC) team.
- Support of Students at Educational Risk (SAER) across the school through a dedicated Learning Support Coordinator focus, provision of additional Education Assistant time, professional support from the Learning Difficulties Team and staff participation in identified professional learning
- Provision of support programs (MultiLit, MiniLit, Volunteer literacy) for students requiring additional opportunity to meet expected targets
- Development and implementation of focused assessment and review processes that include a range of standardised whole school and teacher-based assessment practices
- Development of the student leadership program across the school and the introduction of a School Council which provides for a 'student voice'
- Expansion of whole-school Values program to more effectively include all staff including the School Chaplain and School Psychologist. Regular, timetabled Values Assemblies are held and classes are fully supported to implement the You Can Do It program. A targeted Mindfulness Program has been introduced with support from the Perth Behaviour Centre.

Progress against our Achievement Targets

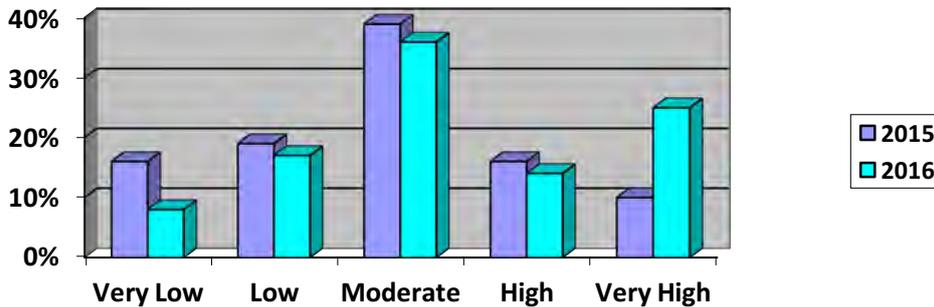
TARGET 1 - Maintain or improve the percentage of students making expected progress in literacy and numeracy between Pre-Primary On Entry testing and Year 3 NAPLAN

PROGRESS On Entry to NAPLAN	NUMERACY	READING
Very Low	8%	4%
Low	4%	8%
Moderate	40%	44%
High	28%	20%
Very High	20%	24%

- As 2016 is the first year that the Progress data (On Entry – NAPLAN) has been available this will serve as our baseline point.
- From the table above it can be seen that our school has been successful in ensuring 88% of students have achieved expected (moderate) or above (high, very high) progress from PP to Year 3.
- Due to the nature of the data representation students who achieve at high levels across both assessment points can be assumed as having made Moderate progress.
- Students with Very Low/Low progress identified as separate line of inquiry. Other assessment information collated and fuller picture of progress established.

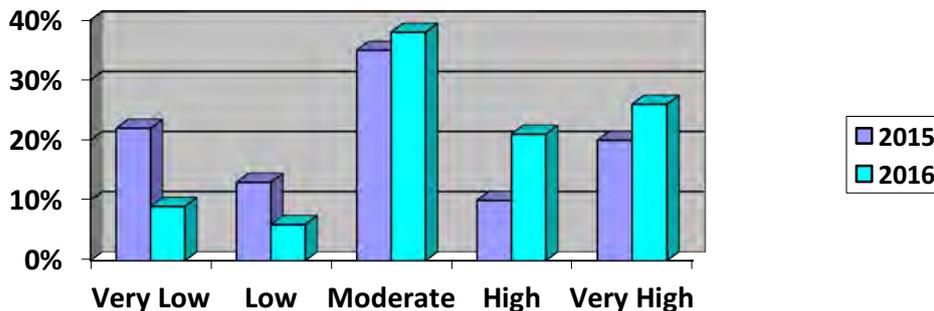
TARGET 2 - Demonstrate positive trends in the percentage of students with moderate/high/very high progress (NAPLAN Reading and Numeracy) in the Year 3 – 5 cohorts from 2015 – 2018

READING Progress Year 3 - 5



- Reading progress from Year 3 – 5 has improved between 2013/2015 and 2014/2016 cohorts
- Very Low/Low has decreased from 35% to 25% while High/Very High progress has increased from 26% to 39% (2015 cohort to 2016 cohort).
- Progress results are to be considered within the context of the different student cohorts. As Year 3 students (2014) the tested cohort were 0.0 SD on comparative performance (exactly at level expected in comparison to like schools) while in Year 5 (2016) the tested cohort were -0.1SD from expected performance. The Year 3 students (2013) were 1.2 SD above the predicted school mean, while in Year 5 (2015) their performance had decreased to -0.3 SD.

MATHEMATICS Progress Year 3 - 5



- Progress in Mathematics from Year 3 – 5 has improved between 2013/2015 and 2014/2016 cohorts
- Very Low/Low has decreased from 35% to 15% while High/Very High progress has increased from 30% to 47% (2015 cohort to 2016 cohort).
- Progress results are to be considered within the context of the different student cohorts. As Year 3 students (2014) the tested cohort was 0.3 SD on comparative performance while in Year 5 (2016) the tested cohort was 0.7SD from expected performance.
- The Year 3 students (2013) were 1.1 SD above the predicted school mean, while in Year 5 (2015) their performance had decreased to -0.9 SD.

**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

- 75% of students were consistently working at the best of their ability ✓
- 79.5% of students were consistently setting goals and working towards them with perseverance
- Develop students skills in these areas through continuation of Values programs including You Can Do It! and implementation of new Positive Behaviour Support Policy.

Please refer to Tables on page 17.

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

School Council

- In 2016 a formal Student Council was established. This consisted of the Head Girl, Head Boy and Prefects.
- The Council met with School Leadership twice/term. Each meeting had an agreed agenda which students could contribute to. A school-based Connect community was established – with Minutes and supporting documents published online.
- Students provided feedback from other students, identifying issues and suggesting options for improvement
- Students conducted the School Playground survey, collating results and feeding back to the Council
- Students participated in special events and hosted visitors to the school – eg Premier, Colin Barnett and Minister for Foreign Affairs, Julie Bishop. Discussed projects and initiatives with these visitors – eg NaturePlay project
- Feedback from Councillors was very positive; they enjoyed the opportunity to participate formally in a Council and to undertake the responsibilities that entailed.

Other Leadership roles

- The Leadership Roles were increased to allow for greater representation across the Year 6 student body. The additional portfolio's included
 - Library Captains
 - Music Captains
 - Science Leaders
 - Media and Publicity Team
 - Sustainability Team
 - Buddy Bench Team (renamed to Student Mentors)
- Role descriptions and contracts were provided for each of these roles. A Teacher Coordinator was linked to each portfolio

Feedback – Student, parent and staff feedback indicated that the additional portfolios were generally well supported and enacted. There were some concerns regarding the perceived value of some of the roles. This worked to detract from the overall success of widening the leadership portfolios for the Year 6 students.

All students (Kindy – Yr. 6) will be provided with Leadership opportunities within their classroom and across the school. Each teacher has identified the opportunities relevant to their students in the Term 1 Staff Survey. This will be reflected upon throughout the year and success of strategies determined at end of year.

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

The North Metropolitan Region Early Years Extension (EYE) Program for students in Years 1-3 has been offered under a professional learning and teacher support model for schools in The Shenton Network since 2015. Mosman Park PS has participated in the trial project since its introduction in Term 4 2015.

This has included;

- Involvement in initial meeting at Mt Claremont PEAC Centre (Tm 3, 2015)
- Identification of EYE Program Teacher – Jardin Cunningham
- Participation in 4 week student program (Yr. 1's) in collaboration with North Cottesloe PS
- 2016 – implementation of own program at MPPS – Tm 2 (Yr. 1), Tm 3 (Yr. 2), Tm 4 (Yr. 1)
- 2017 - Tm 1 and 3 – Yr. 2, Tm 2 and 4 – Yr.1
- Ongoing PL – EYE Teacher shadowing North Metro PEAC Team for 4 x 2hr sessions. Focus on both Yr. 1 and Yr. 2 EYE program
- EYE Teacher is an active participant in Connect community, GiFT network, regular feedback to collaborative team meetings

Student/Teacher Feedback

- Initially (2016) some students were concerned that they were missing out on other classroom activities – art, PE. Feedback from the 2017 students has shown that they place great value on involvement in the program and that 'it doesn't matter if we miss PE, this is really great and I'm really enjoying it'
- 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 overwhelmingly 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.

Priority 2 - 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.

2016 Actions

- Professional Learning Communities have been developed and all teachers are active contributors to their own professional development and to the whole-school collaborative processes that have been established.
- Performance and development processes have been aligned to the AITSL Professional Standards and include increased opportunity for reflection and peer review
- Curriculum Leaders have worked collaboratively with team members to develop and support the implementation of revised Operational Plans across all learning areas which include whole school strategies and year level targets
- Whole school implementation and reporting of the Phase 1 WA Curriculum areas (English, Mathematics, Science). Teachers have also commenced planning and implementing across the Humanities and Social Sciences, Health and Phys Ed and Technologies with reporting undertaken in Semester 2.
- Workforce Development planning has been implemented and staff selection actioned according to identified need. A pool of teachers has been formed for positions which become available for the 2017 school year

Progress against our Achievement Targets

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

- Operational plans (Maths and English) articulate expected teaching strategies and effective models of instruction. These include the iStar Model (Inform-Inspire, Show-Share, Try-Transfer, Apply-Action, Review-Revise) for connected practice within classrooms as well as structured Numeracy and English Block frameworks
- Performance Development processes have been documented and are inclusive of the Teacher Professional Standards, Departmental Plans - Focus 2016, Strategic Plan for WA Public Schools 2016 – 2019 and School Business Plan 2016 - 2018

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

- Revised curriculum for Mathematics, English and Science fully implemented, including teaching, assessing and reporting across the school
- Planning for full implementation of Humanities and Social Sciences, Health and Physical Education undertaken. Professional Development provided for all staff around these curriculum areas.

- Discussion regarding the Technologies Curriculum – Design and Technology and Digital Technologies. Professional Development provided, Technologies Committee formed and support provided to teachers to experiment in the technologies area.
- Languages (Japanese) – Teacher involved in trialling new curriculum materials using work samples from MPPS students. Feedback to SCSSA regarding assessment and judging of standards

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

- Key staff attended Leading School Improvement – the unrelenting focus on learning (4 day PL). Formation of Curriculum Leadership committee – development of MPPS Professional Development Plan. This plan serves to link the following strategies into a whole school process – Professional Learning Community
 - Collaborative Teams (K – 2) (3 – 6) with fortnightly meetings – minuted and attendees noted
 - Staff Development Days (7 per year) and regular Staff Meetings
 - Curriculum Committees – involving all teachers with many participating in multiple committees – regular meetings with a focus on curriculum development and peer support across the whole school
 - Collaborative DOTT provided for year level teachers to promote consistency in planning and implementation of curriculum plans and initiatives
 - Participation in external Professional Learning to support leadership and capacity
 - Implementation of Peer Observation and Peer Mentoring model
 - Implementation of updated Teacher Performance Development plan focused on reflection using the AITSL Standards, Department priorities and School Business Plan. Planning and evidence collection directly related to the Teacher Professional Standards

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

- Formation of school based Digital Technologies Committee which focused on the development of a position paper and the planning for implementation of Digital Technologies curriculum. Development of Scope and Sequence for classroom teachers. Presented at School Development Day (Term 3)
- Active participation in available Professional Development sessions
 - Practical Steps to STEM and teaching coding
 - Exploring the Technologies Curriculum
 - Teaching problem solving with the concrete, pictorial, abstract approach in Maths
 - Using Coder Dojo within your school
 - STEM – using Robotics
 - Coding with Scratch and Lightbot
 - Woodlands PS – Technology after school meetings
 - Digital Technologies Resource Box – online PL for all staff
- iPad Program. Sets of iPads have been purchased to allow for regular use across both Early Childhood and Upper Primary classes. Professional Development provided by ICT Team to up-skill class teachers and to assist with selection and use of appropriate apps.
- Meraki Management System set up for iPad management. Contracting of Tang Computers to provide additional iPad support
- Teachers supported in the use of Interactive whiteboards / iPads
- Lease of 45 new Desktop computers to support the current classroom / lab / library provision
- Term 3 – ScopelT program for all students Yr. 1 – 6. This involved weekly lessons in the area of Coding and Programming. Feedback for students and staff was very positive and the program will be continued in Term 2 and 3, 2017. Teachers were involved in the sessions and provided with opportunities to familiarise with the technologies.
- Students participated in a range of incursions and excursions intended to support STEM practices. These included Scitech, Harry Perkins Institute and whole-school Professor Maths day
- Participation in Scientist in Residence (Pre Primary) and Mathematician in Residence (Year 3)



Priority 3 - 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.

- Comprehensive student, staff and community surveys have been conducted which included the national parent and student opinion items as well as survey items relating specifically to the School's Belief statements (articulated in our Business Plan 2016 – 2018)
- The school has developed and continues to support a program of sustainability. All classes are encouraged to be active participants in initiatives including the WasteWise and WaterWise programs, recycling, vegetable garden and frog bog pond.
- The School Board has continued to provide support and feedback to inform current operations and future direction setting of the school. Community awareness is being raised through regular attendance and reporting at the school's P&C as well as through occasional newsletter articles. Three new Board members (Parent Representatives) were welcomed during the first term
- The Board Sub-Committees – Building/Library Fund, Grounds (NaturePlay) were active in the development of the significant Nature Based Learning Project at MPPS
- The formal implementation of an Australian Curriculum approved Auslan (LOTE) program has continued and is supported by resources from the co-located Deaf School (MPSDC). The program includes students in Yrs. 5 and 6. All student from Kindy – Year 4 are involved in an Auslan/Deaf Awareness program supported by MPSDC
- Both the Primary School and the Deaf School have been active in the promotion of models of inclusive practice across the shared school site. The formalised School Resource Partnership document continues to support the effective management of the shared site
- The diversity of our school population continued to be celebrated through active participation in a range of 'special' events, including, Harmony Day, NAIDOC, Welcome picnic, Values assemblies

Progress against our Achievement Targets

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

- Detailed feedback provided on Pages 18 - 20 of this Annual Report
- Parent – consistently above targeted 80% (average across all surveyed items was 4.35 = 87%)
- Student – currently at targeted satisfaction level averaged across all survey items (4.03 = 80.6%)
- Staff - significantly above targeted level (average scores across survey items of 4.59 = 92%). This is much improved from our previous Staff survey (2014)

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

- The School Board meets twice termly throughout the year. All meetings are minuted and well attended.
- Membership is now at the maximum of 15 members -
 - 7 Parents - representative of Pre Primary to Year 6
 - 5 Staff, including Principal, Deputy Principal, Manager Corporate Services, Year 2 Teacher, Year 5 Teacher
 - 3 Community Representatives – including representation from Local Government (Mayor of Mosman Park), Tertiary Education (ECU) and co-located school (Principal, MPSDC)

- A range of portfolios have been identified and are managed by Board members in collaboration with the school. These include – Building/Library Fund, Grounds (NaturePlay), Alumni, Grants
 - In 2016 the Grounds/NaturePlay committee have been extremely successful in the implementation of our Nature Play area. In collaboration with the School and the P&C over \$150,000 have been raised through grants and fundraising.

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

- Teachers actively encourage parents to participate in class activities and to spend time in classrooms at the start of the day.
- Parent Information meetings are timetabled for the start of the school year. These are generally well attended and information is available for parents who are unable to attend.
- Parents are made aware that teachers are available to meet during prescribed non-contact times. Class newsletters are sent home regularly by most teachers. Email contact is encouraged.
- Formal (Parent/Teacher) meetings are held at the end of each semester.
- Parent involvement in school based programs and committees is valued and well supported. In 2016 the major initiatives included the Artist in Residence program in Term 4 and the NaturePlay installation across the year
- The School Board and the Mosman Park Primary School P&C are well supported by the school community and in turn are very supportive of the school staff and programs. Board reports are provided at each P&C meeting

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

- Over the course of 2016 the Auslan program has continued to develop and improve. All students (Kindy – Year 6) are involved in classes taught by a Deaf Role Model and supported by MPSDC Principal or a Teacher of the Deaf. Students in Year 5 – 6 are undertaking a formal LOTE program which can be continued into secondary School (Shenton College). Feedback from staff across both schools has noted the level of communication between hearing and deaf students continues to increase.
- Deaf School student placements are considered carefully and placed in mainstream settings after liaison with Teachers and with a consideration of support needs. Feedback from staff indicates that this has improved educational planning for students from both school settings
- Resource Agreement reviewed and acted upon annually

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

- The school regularly celebrates days which are reflective of inclusivity and value diversity. These include Harmony Day, Auslan Day, NAIDOC week, ANZAC Day
- Key elements of the School's Values Program 'You Can Do It' include 'getting along', 'confidence' and 'resilience'
- All students from Kindy to Year 6 learn Auslan. MPSDC students and staff are welcomed to the classroom with some students participating on a full-time basis and others for parts of the day. All assemblies and special events are Auslan interpreted. Students are invited to participate in the Junior and Senior 'Signing' Choirs and they perform at assembly and community events
- We have a second LOTE – Japanese. We are fortunate to have a number of Japanese families in the school and they have shared their home culture with students on a number of occasions. We welcome Japanese exchange students for 2½ weeks during Term 4. All Year 6 students participate in a special Japanese lunch
- The wider school community (P&C) organise yearly picnics and special events which are focused on bringing together families from all backgrounds and new members of our community

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

- The installation of the NaturePlay was the culmination of more than a year's planning, fundraising and hard work. School Board member Jess Lamond was the key driver behind the NaturePlay and ensured the smooth running and successful completion of the project. The project was conducted in collaboration between the school, the School Board and the P&C.
- Funding was successfully sourced from the following
 - Department of Education (\$20,000 Playground Equipment grant – presented by Premier Colin Barnett)
 - Stronger Communities Funding (\$20,000 – Federal Government grant presented by Hon Julie Bishop)
 - Coles (\$13,000)
 - Mosman Park Primary School allocated approximately \$50,000
 - P&C fundraising and contribution of \$63,000
 - Parent donations of \$7000
- Donations and in-kind support was generously provided by Bunnings, Coles and the school parent community
- The NaturePlay area has proven to be an extremely successful initiative which has brought together both the school and wider community. The benefits to the students and local community are many and varied. During the school day our students flock to the play area and it has been extremely beneficial as an area which can successfully integrate a high volume of students. This is important given our extremely small school site. After school and on weekends other members of the community also enjoy the area.

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. Performance data is published on the MySchool website (table below) and allows the community to compare our school to other 'like schools' (as determined by the school ICSEA - Index of Community Socio-Educational Advantage) or alternately to 'all Australian schools'

	2008	2009	2010	2011	2012	2013	2014	2015	2016	
Colour Scheme: Red & Green <input type="button" value="Submit"/> Alternate view: Results in graphs										
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	477 453 - 500		442 423 - 461		447 426 - 468		493 468 - 518		458 439 - 478	
	SIM 468 459 - 477	ALL 426	SIM 443 435 - 451	ALL 421	SIM 455 446 - 463	ALL 420	SIM 479 469 - 489	ALL 436	SIM 442 434 - 450	ALL 402
Year 5	529 510 - 548		486 468 - 503		508 491 - 525		535 514 - 555		529 513 - 545	
	SIM 538 529 - 547	ALL 502	SIM 501 493 - 509	ALL 476	SIM 523 515 - 531	ALL 493	SIM 544 536 - 553	ALL 505	SIM 529 521 - 537	ALL 493

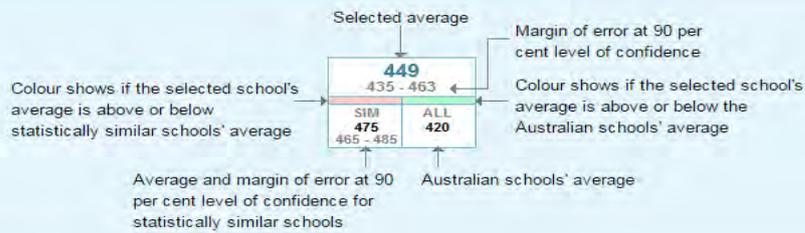
How to interpret this chart

SIM schools serving students from statistically similar backgrounds
ALL Australian schools' average
 Student population below reporting threshold
 Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

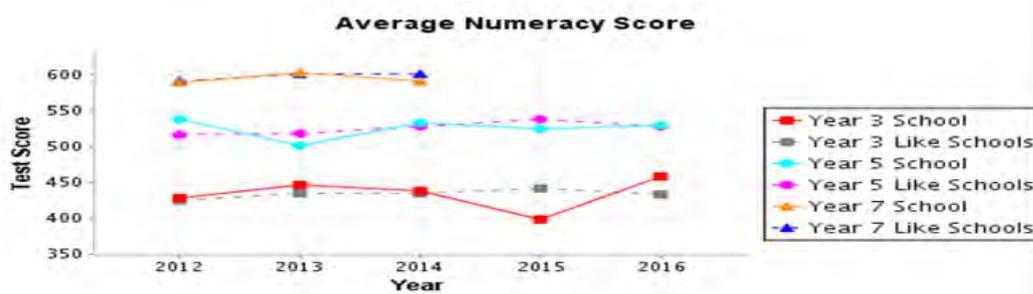
- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



[Tell me more](#)

www.MySchool.edu.au

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		
	2014	2015	2016	2014	2015	2016
Top 20%	43%	22%	59%	41%	46%	41%
Middle 60%	51%	68%	32%	53%	50%	53%
Bottom 20%	6%	11%	9%	6%	4%	6%

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

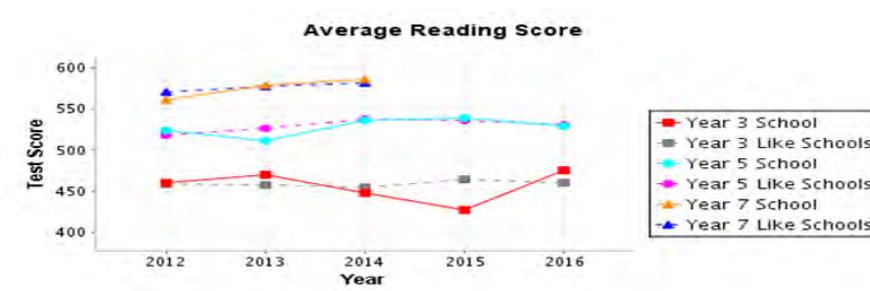
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	50%	39%	36%	48%	48%	40%
Middle 60%	50%	58%	64%	47%	48%	54%

Bottom 20%	0%	3%	0%	5%	4%	6%
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Results for Year 3 students were noticeably improved from the 2015 cohort. The results depict a positive trend across this year level. Students performed above the expected level for 'like schools'. It can also be seen that 59% of our Year 3's achieved results in the top 20% (in comparison to 41% of 'like schools').

Year 5 results have remained relatively stable across the previous years with our students achieving similar results to 'like schools'. It can be noted that we had slightly less students in the top 20% and none of our students in the bottom 20%.

READING



Year 3 Reading performance also improved significantly from the year before. 53% of our students were placed in the top 20% of all students (compared to an expected 40% - 'Like Schools').

Our Year 5 students performed at an expected level with 43% of students placed in the top 20% of all students – compared to 36% for 'Like Schools'. The Year 3 cohort has shown an upward trend while the Year 5 group have maintained an expected trend as indicated in the graph above.

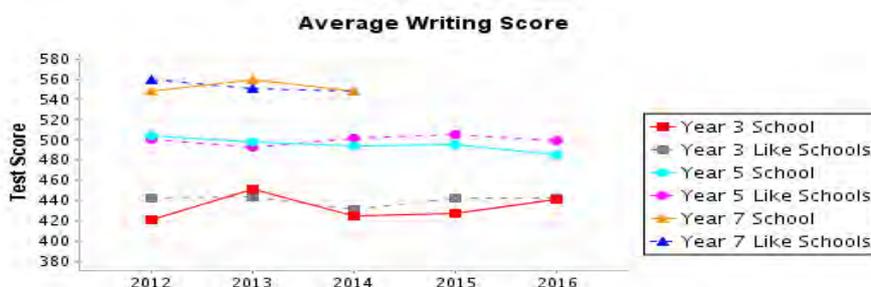
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	43%	27%	53%	44%	43%	40%
Middle 60%	51%	62%	41%	51%	52%	55%
Bottom 20%	6%	11%	6%	5%	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 Reading					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	44%	55%	43%	45%	44%	36%
Middle 60%	56%	37%	50%	51%	52%	58%
Bottom 20%	0%	8%	7%	4%	4%	5%

WRITING



Writing has been a priority area across the school with the introduction of a number of evidence based strategies (Talk for Writing, Seven Steps to Successful Writing).

Our Year 3 students have performed at an expected level in comparison to Like School peers as evidenced by both the trend line (above) and percentage performance (right).

Year 5 students continue to perform slightly below the expected level and this is also evidenced in the Progress data (page 16). The school will continue to focus on this area as a priority for improvement.

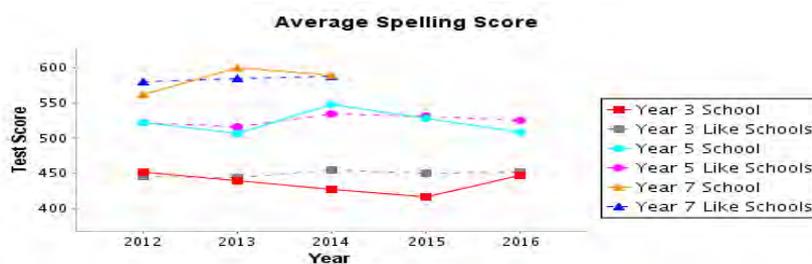
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	33%	24%	45%	44%	43%	45%
Middle 60%	61%	70%	45%	51%	51%	49%
Bottom 20%	6%	5%	9%	5%	6%	6%

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		
	2014	2015	2016	2014	2015	2016
Top 20%	42%	26%	39%	45%	39%	45%
Middle 60%	56%	74%	56%	50%	56%	51%
Bottom 20%	3%	0%	5%	5%	5%	4%

SPELLING



Spelling performance across both Year 3 and 5 has been an area of focus for the past years. In 2016 the Year 3 students performed well and were close to the expected average score. With 24 % in the top 20% (33% for Like Schools) we will continue our focus on improvement with regular dedicated spelling blocks.

For Year 5 students the Spelling performance was lower than expected with only 24% of our students in the top 20% (Like Schools – 38%). Significantly more of our students were in the middle 60%.The whole school approach to consistent use of Spelling programs and resources will serve to support further progress.

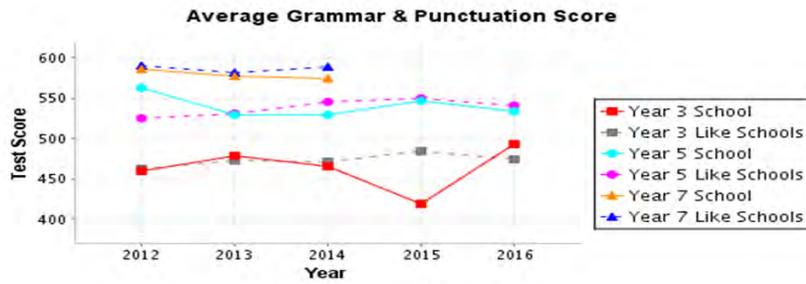
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	27%	35%	24%	47%	39%	33%
Middle 60%	65%	51%	67%	49%	57%	61%
Bottom 20%	8%	14%	9%	5%	5%	6%

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		
	2014	2015	2016	2014	2015	2016
Top 20%	50%	37%	24%	45%	37%	38%
Middle 60%	47%	61%	71%	49%	59%	55%
Bottom 20%	3%	3%	5%	6%	4%	7%

PUNCTUATION AND GRAMMAR



After an alarming drop in performance in 2015 the Year 3 student cohort has performed strongly across the Punctuation and Grammar area in 2106. With 48% of students in the top 20% and an average score well above the Like School score the success of the students is to be commended. The Year 5 students performed relatively well with an average score near to that expected. However, only 26% of students were represented in the top 20% in comparison to 37% of Like Schools. This discrepancy has been area of focus with strategies for improvement articulated in our English Operational Plans.

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

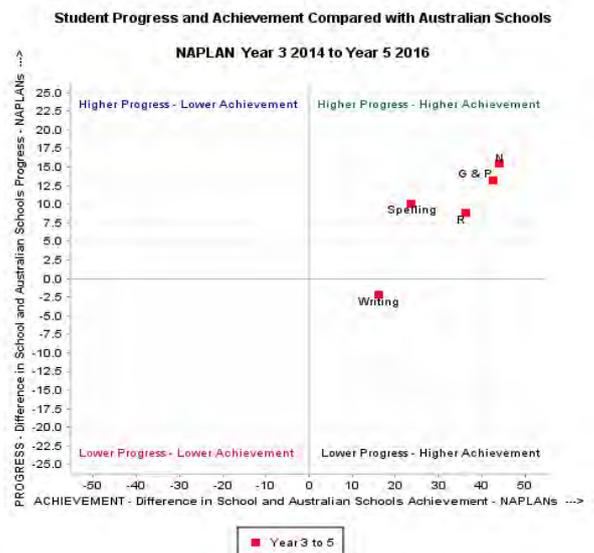
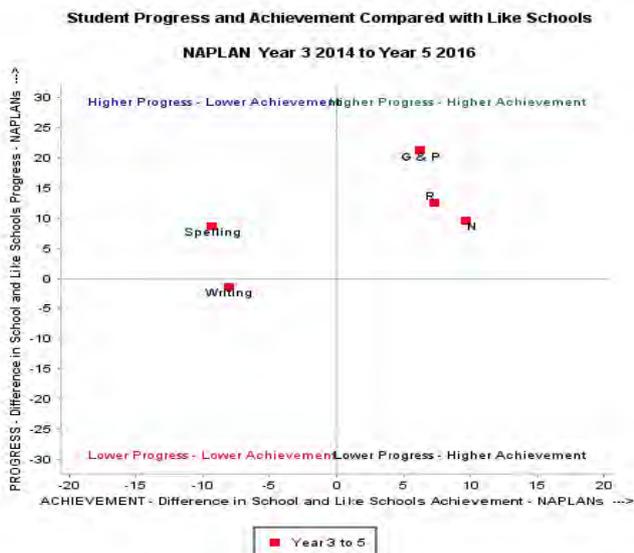
WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	33%	8%	48%	47%	43%	40%
Middle 60%	63%	81%	48%	48%	52%	55%
Bottom 20%	4%	11%	3%	5%	5%	5%

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

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2014	2015	2016	2014	2015	2016
Top 20%	42%	45%	26%	46%	50%	37%
Middle 60%	50%	47%	67%	49%	47%	59%
Bottom 20%	8%	8%	7%	5%	3%	4%

PROGRESS and ACHIEVEMENT

Strong student progress and achievement is a key success indicator in our whole school assessment and reporting analysis. When compared with All Australian schools Mosman Park Primary has performed well in ensuring that student progress between Year 3 and Year 5 has been high. The achievement of this cohort of students is also high. When the comparison is made between MPPS and other 'Like Schools' the analysis indicates that for Reading, Numeracy and Gramma/Punctuation our students have performed better than expected. When we consider the results for Spelling we can see that although our students have achieved high results the progress between Year 3 and 5 has not been as high as expected. A similar finding can be made for Writing. 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. Although the majority of our students perform consistently across the range of attributes (see tables below) we have identified two areas for improvement.

These include:

- 'Works to the best of his/her ability' – increase from 68% (consistently) to 75%
- 'Sets goals and works towards them with perseverance' – increase from 75% to 80%

Lower Primary Attribute Summary

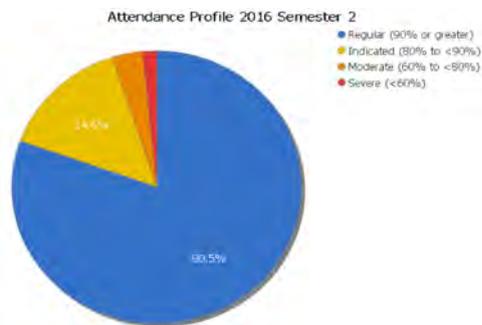
All Years Sorted by Reporting Period(s): Semester 1 2015 to Semester 2 2015					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	222	29	10	0	2
Participates responsibly	202	48	11	0	2
Sets goals and works towards them	153	76	28	0	6
Totals	577	153	49	0	10
Percentages	73.1	19.4	6.2	0.0	1.3

Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 1 2015 to Semester 2 2015					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	216	76	23	1	2
Shows self respect and care	276	34	6	0	2
Shows courtesy and respect for the rights of others	258	41	14	3	2
Participates responsibly in social and civic activities	256	45	15	0	2
Cooperates productively and builds positive relationships with others	257	42	17	0	2
Is enthusiastic about learning	252	39	24	1	2
Sets goals and works towards them with perseverance	239	45	30	0	4
Shows confidence in making positive choices and decisions	227	68	18	3	2
Totals	1981	390	147	8	18
Percentages	77.9	15.3	5.8	0.3	0.7

Attendance

Primary Attendance Rates

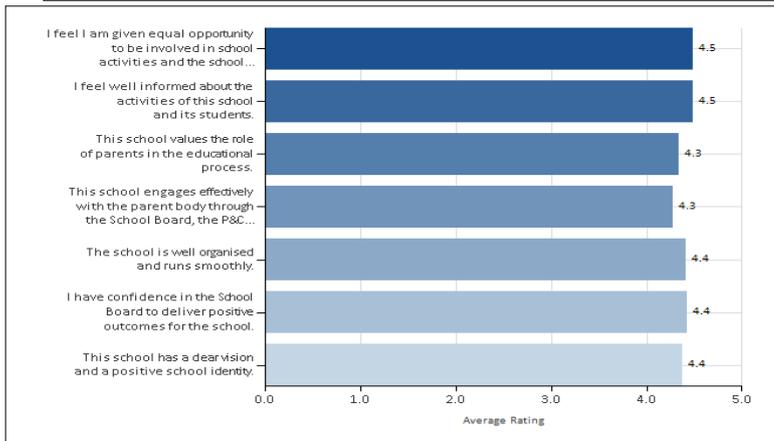
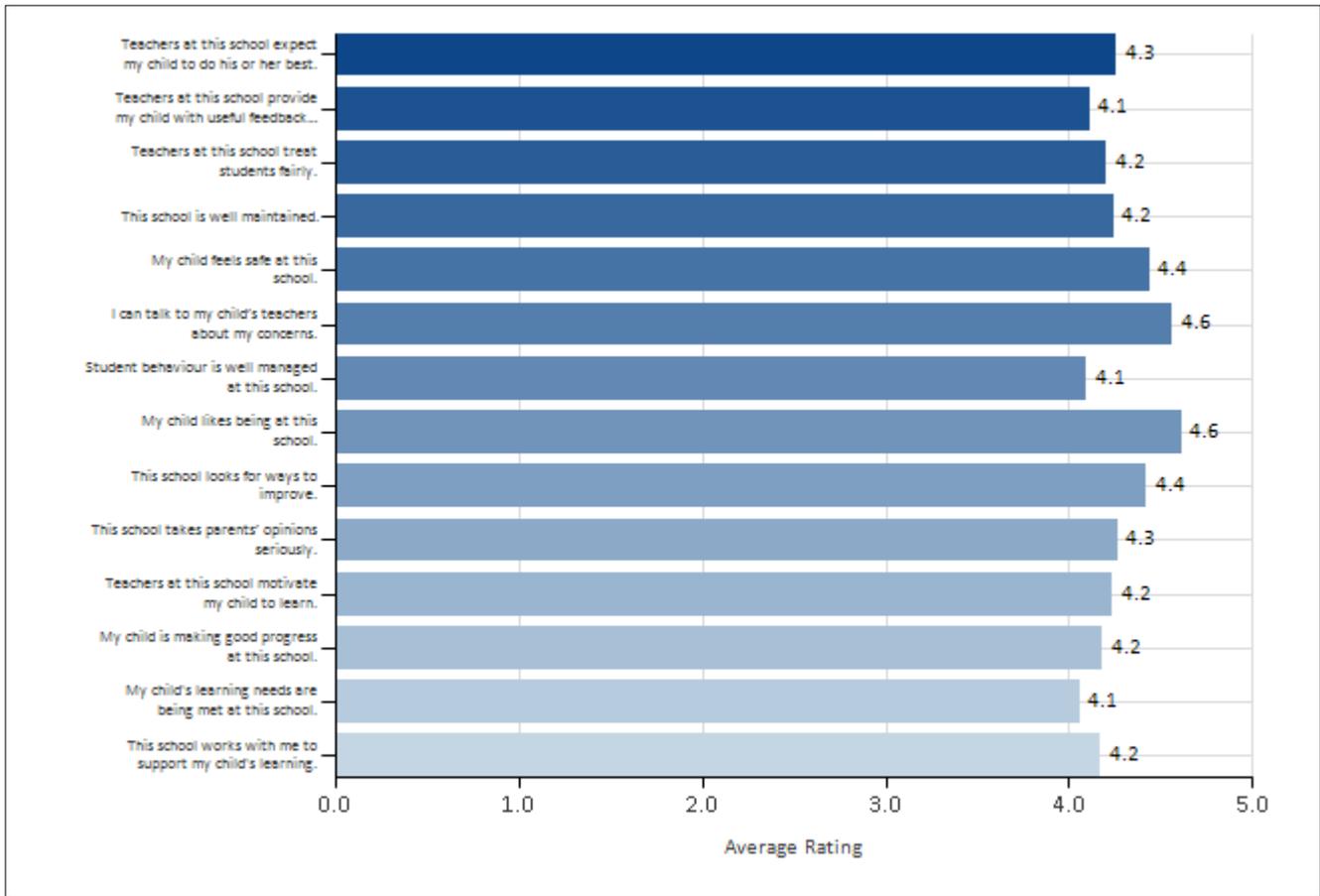


	Attendance Rate	
	School	WA Public Schools
2014	95.0%	92.1%
2015	94.7%	92.7%
2016	94.8%	92.6%

Attendance data indicates that the school is performing above the WA Public School average and within expectations of the Like Schools average. One area which has been identified for further action relates to the attendance of our Aboriginal students. The school has also implemented a detailed Attendance Plan intended to decrease the number of students who are in the Serious, Moderate and Indicated 'At Risk' categories

SCHOOL SURVEY 2016

PARENTS



Response rate of 21% (55 submissions), ranging across parents from Kindy through to Year 6. 76% of respondents were female, 24% male.

All survey items have improved or remained consistent since the 2014 school survey. Additionally all items were rated above a satisfaction level of 4 (80%)

Lower scored items include

- Teachers at this school provide my child with useful feedback
- Teachers at this school treat students fairly
- Student behaviour is well managed at this school
- The school takes parents' opinions seriously
- My child's learning needs are being met at this school

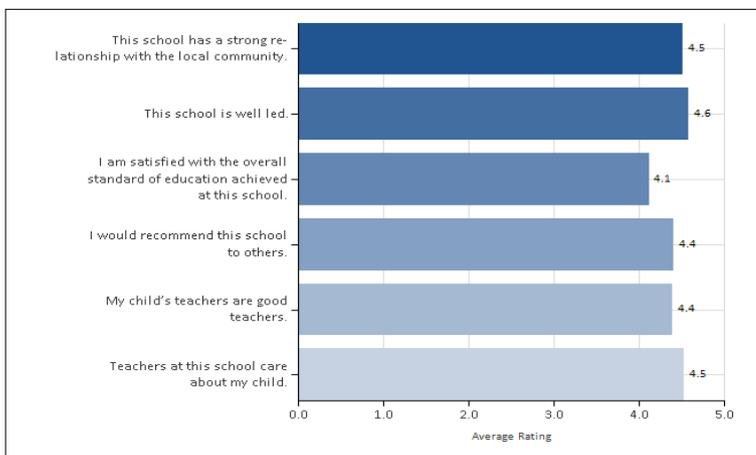
Highest scored items included:

- I can talk to my child's teachers about my concerns
- My child likes being at this school
- I feel I am given an equal opportunity to be involved in school activities and the school
- The school is well led

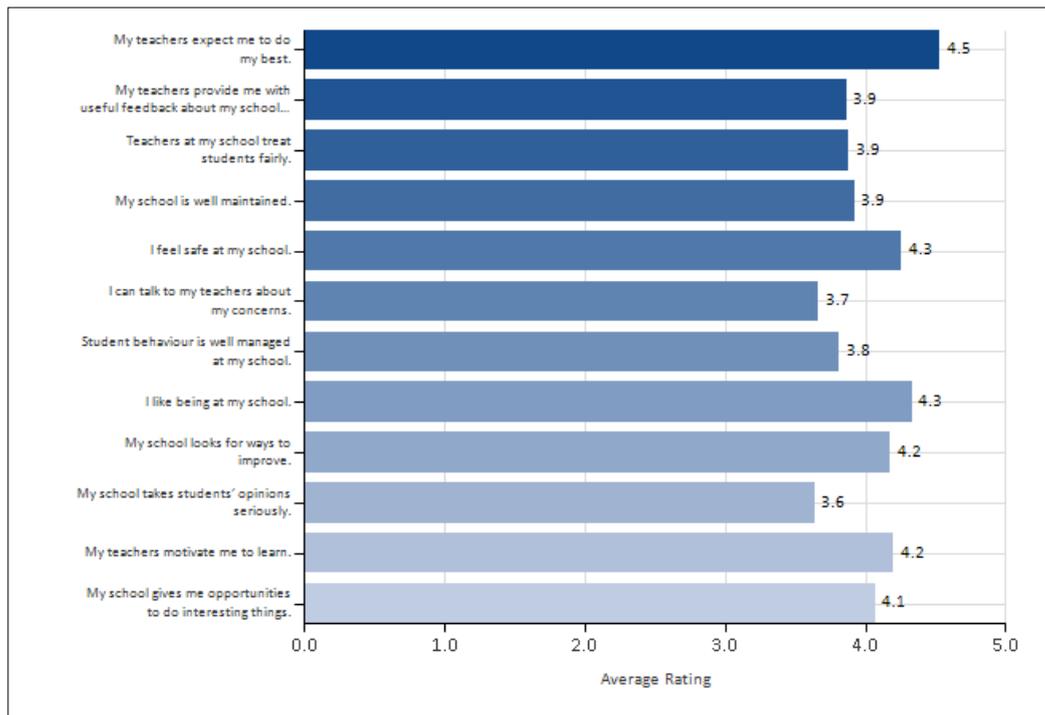
Many of the respondents included comments regarding areas in which the school is performing well and areas in which we could improve

➤ Areas to celebrate - Culture, inclusivity, friendliness and welcoming environment. Open door policies, creative programs, yes can do attitude, nature-based play area

➤ Areas for focus – STEM, academic expectations, communication, school presentation and maintenance, supervision of students and managing student behaviour



STUDENT



74 respondents – (40 x Year 5, 34 x Year 6) (36 Male, 38 Female)
 Again results were significantly improved in comparison to 2014 survey.

Highest results included:

- My teachers expect me to do my best (4.5)
- I feel safe at my school (4.3)
- I like being at my school (4.3)

Lowest results:

- My school takes student opinions seriously (3.6)
- I can talk to my teacher about my concerns (3.6)
- Student behaviour is well managed at my school (3.8)

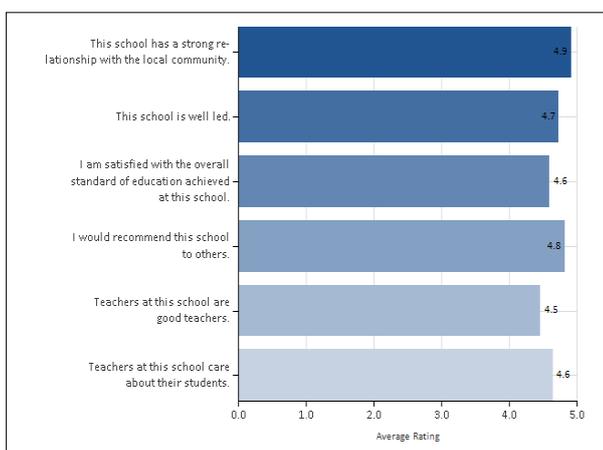
Things I like about my school

- Everyone is very friendly and I feel safe, AUSLAN, play areas (ovals, nature play, fig tree)

Things to improve

- More sport equipment, varieties of sport, tackling should be allowed. School buildings need improvement. Playground safety, being treated fairly, the bathrooms, less homework.

STAFF

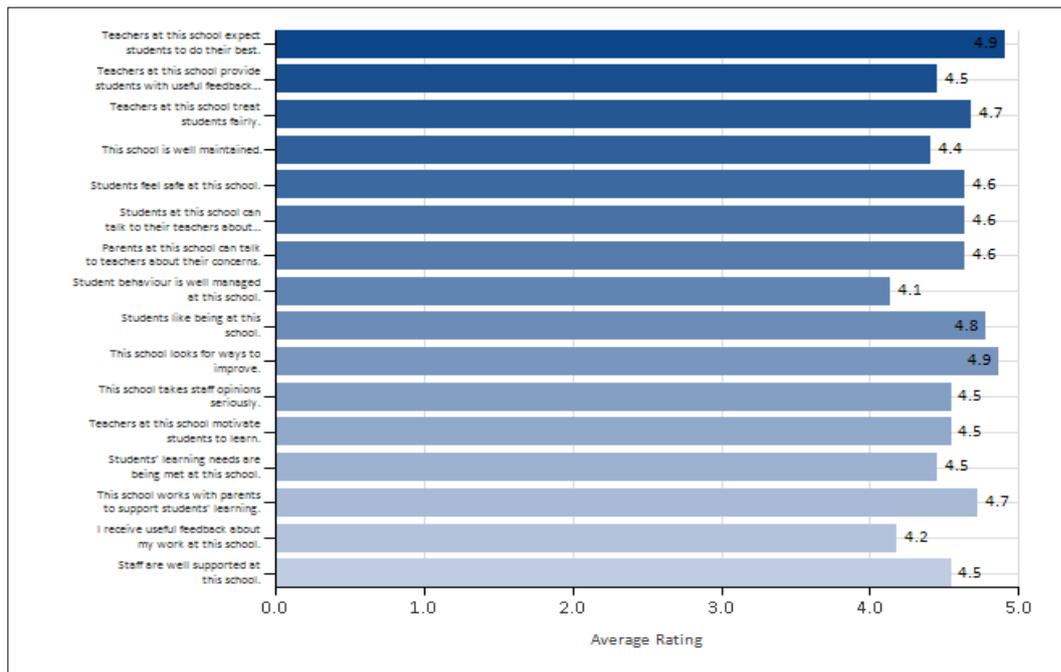


21 respondents (4 P/T, 17 F/T) (2 Male, 19 Female) (17 Teaching, 4 non-teaching)

Overall results were significantly improved on the previous survey (2014).

Items scored highest - 4.8 to 4.9 include

- Teachers at this school expect students to do their best (4.9)
- The school looks for ways to improve (4.9)
- The school has a strong relationship with the local community (4.9)
- I would recommend this school to others (4.9)
- The school is well led (4.8)
- Students like being at this school (4.8)
- The school works with parents to support student learning (4.8)



Items scored lowest – 4.1 include

- Student behaviour is well managed at this school (4.1)
- I receive useful feedback about my work at this school (4.1)

Areas in which we are doing well include – collaborative teams, working together to improve teaching and learning, development of Professional Learning Communities, staff communication, leadership – supportive and shared, connections with parents, working together.

Areas to focus on include – Behaviour management, maintenance and organisation of digital technology, cohesion between the two schools, STEM, continued focus on consistent approaches to whole school programs.

Improvements since 2014

Significant increases across survey items

- I received useful feedback about my work at the school (↑3.8 to 4.1)
- Staff at this school are well supported (↑ 4.1 to 4.6)
- Students are treated fairly (↑ 4.2 to 4.7)
- Leadership (↑ 4.4 to 4.8)
- Recommend this school to others (↑ 4.5 to 4.8)



HIGHLIGHTS OF THE YEAR

OUTSTANDING ACHIEVEMENTS

- Rhonda Miller – Citizen of the Year, Town of Mosman Park Council
- Marg Baldwin awarded for 50 years of voluntary service at MPPS
- Shaun Tan Award for Young Artists – Bailey Gough, Ben Mansell and Sayori Sakaeva were awarded for their artwork.
- MPPS Nature Based Play area officially opened by Hon Colin Barnett in November
- Young Writers Creative Writing competition – Sayori Sakaeva and George Haddrell
- Mei Hill Wilson – selected for the under 12's State hockey team



SCHOOL REJUVENATION AND PARTNERSHIPS

Community Men's Shed - manufactured a Perspex cover for Merit Certificate display board.

Breakfast Club – with support from Food bank and Baker's Delight

School Chaplain – Salvo's Christmas Hamper appeal, Operation Christmas Child appeal, CLAN WA, CanTEEN Bandanna Day

School Banking continues – Commonwealth Bank

Mosman Park Primary Kindy – Early Years Program

YMCA Before and After School Care continues at MPPS

Partnerships with PLC and Iona College

Secondary School Work Experience placements – partnerships with local Secondary Schools and Colleges

Scitech partnership

Japanese Immersion Partnership – Hyogo Prefectural Gov. Cultural Centre

Japanese host families from Gunma Kokusai Academy – students attend MPPS

Morning Chess Club

Bunnings buddy bench and Nature Play area partnership

Coles and Nature Play area partnership



SPECIAL DAYS AND CELEBRATIONS

Welcome Picnic, Harmony Day, and End of year picnic

Mosman Park Community Fair - cake stall

ANZAC Commemorative Service at MPPS

NAIDOC week

Visit from Hon Peter Collier, Minister for Education

P&C Lapathon

Radio station 98.5FM broadcast breakfast show from MPPS

Book Week, Science Week and Auslan Day

Excursions to - WCE at Domain Stadium, Harry Perkins Medical Research Institute, Hyogo Japanese Cultural Centre, Perth Zoo, Herdsman Lake, AQWA, Revolution Sports, Piney Lakes Environmental Centre, Kings Park Naturescape, Claremont Museum, Art Gallery, Canning River Eco Education Centre, Tsunami Restaurant (Japanese students), Spare Parts Puppet Theatre, Supreme Court

Incursions: Professor Maths, Geo Joe, UWA scientist, Mining presentation, Science Alive, Life Education Mobile Learning Centre, Bushfire incursion, First Aid, West Coast Eagles, Claremont Fire Brigade, Earth Day Expo, Workshed Mosaics

Master Chef Competition

Year 1 Fathers' Day Breakfast, PP Father's Night, Grandparents Day in the Kindy

P&C School Quiz night

School Camp – Year 5

Big Week out – Year 6

NEW INITIATIVES

Triple P – Positive Parenting Program

STEAM – Scope IT, Tynker and Scratch - Years 1 – 6

WaterWise School

Full time Learning Support Coordinator

Rainbows/Sunbeams' Grief and Loss program – School Chaplain

Staff wellness – Yoga weekly session

Harry Perkins Medical Research Institute - hands on science

Early Years' Extension Program – Year 1's

Nature Play Area

Science Club

Additional Year 6 responsibilities – Media Captains, Sustainability Captains, Music Captains, Science Captains, Library Captains





SPORT

- House Swimming Carnival – winner BUCKLAND
- Interschool Swimming Carnival – 2nd overall
- Cross Country Interschool – at Jolimont PS
- House Athletics Carnival – winner BUCKLAND
- Interschool Athletics Carnival – 3rd place overall
- Lightning Carnival at College Park
- Kids 'n Sport
- Primary NetSetGo – WA Netball program
- Primary School Basketball Competition
- Paddle boarding (Supping)
- Netball – Perth Netball Assn.
- Before school Tennis Coaching
- Jump Rope for Heart
- Wheelchair Sports
- Basketball carnival at Cockburn
- Dockers Cup – girls AFL competition
- Clinics – Football, Rugby, Cricket,
- CRSG Athletics
- Staff – Global Corporate Challenge
- MacGill Cup

MUSIC AND THE ARTS

Semester 2 – Artist in Residence Program with Catherine Peattie

Signing Choir

Performing Arts and Dance Group participated in the West Australian Government Schools Music Society performance at the Crown Theatre

After school Drama club

IMSS – Guitar and Brass lessons for individual students

Performing Arts Group

Urban Indigenous – culture, language, art, bush tucker, music.

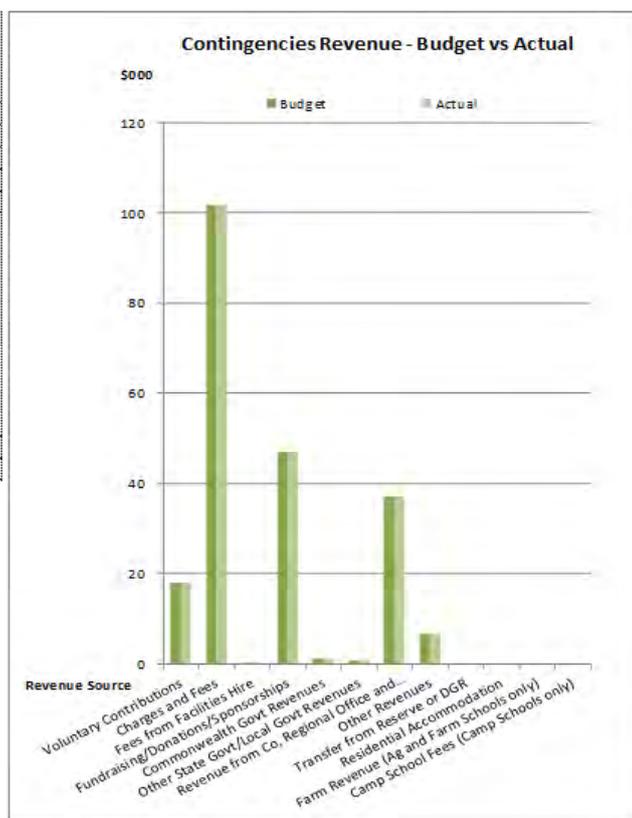
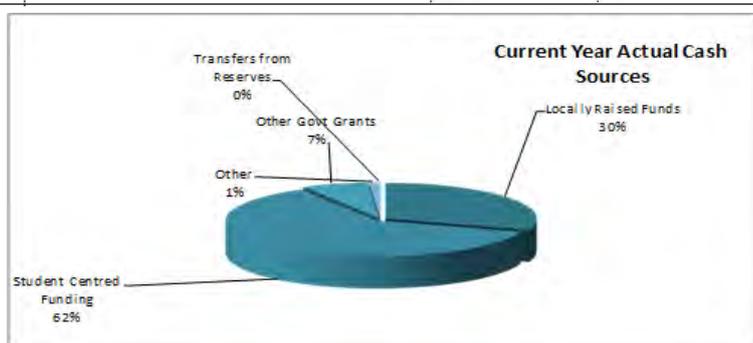


Mosman Park Primary School

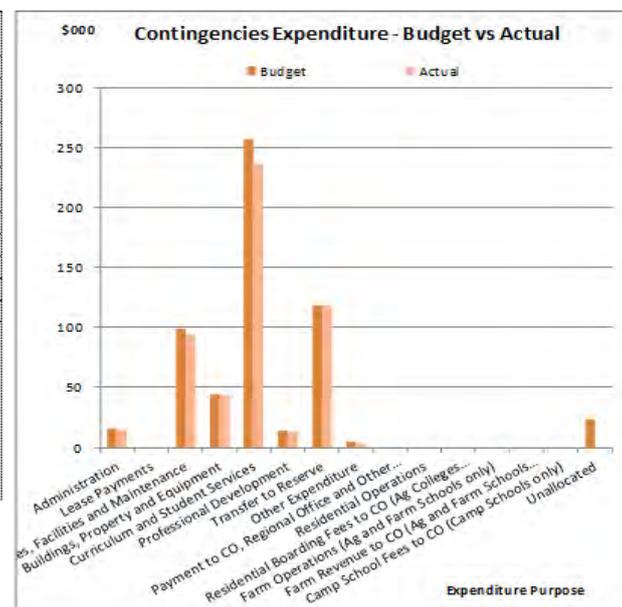
Financial Summary as at

31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 17,895.00	\$ 17,895.00
2	Charges and Fees	\$ 101,686.00	\$ 101,685.80
3	Fees from Facilities Hire	\$ 195.00	\$ 195.00
4	Fundraising/Donations/Sponsorships	\$ 46,836.00	\$ 46,835.18
5	Commonwealth Govt Revenues	\$ 1,338.00	\$ 1,338.48
6	Other State Govt/Local Govt Revenues	\$ 804.00	\$ 803.60
7	Revenue from Co, Regional Office and Other Schools	\$ 37,157.00	\$ 37,157.00
8	Other Revenues	\$ 6,767.00	\$ 6,703.74
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 212,678.00	\$ 212,613.80
	Opening Balance	\$ 20,783.06	\$ 20,783.06
	Student Centre Funding	\$ 340,000.00	\$ 340,000.00
	Total Cash Funds Available	\$ 573,461.06	\$ 573,396.86
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 573,461.06	\$ 573,396.86



	Expenditure	Budget	Actual
1	Administration	\$ 15,436.00	\$ 15,097.81
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 98,519.00	\$ 93,794.81
4	Buildings, Property and Equipment	\$ 44,085.00	\$ 43,297.42
5	Curriculum and Student Services	\$ 256,615.00	\$ 236,526.12
6	Professional Development	\$ 13,545.00	\$ 13,258.62
7	Transfer to Reserve	\$ 118,278.00	\$ 118,278.00
8	Other Expenditure	\$ 4,315.00	\$ 3,098.83
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 22,668.00	\$ -
	Total Goods and Services Expenditure	\$ 573,461.00	\$ 523,351.61
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 573,461.00	\$ 523,351.61



Cash Position as at:		
Bank Balance	\$	236,886.24
Made up of:	\$	-
1 General Fund Balance	\$	50,045.25
2 Deductible Gift Funds	\$	13,542.80
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	175,376.19
5 Suspense Accounts	\$	1,886.00
6 Cash Advances	-\$	200.00
7 Tax Position	-\$	3,764.00
Total Bank Balance	\$	236,886.24