

# Mosman Park Primary School



## ANNUAL REPORT 2017

# ANNUAL REPORT 2017- Mosman Park Primary

We are very pleased to provide you with the Mosman Park Primary School 2017 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.

This year we have experienced significant increases in our student enrolment, particularly within our Early Childhood classes. This has brought with it additional teaching staff, all of whom have been merit selected to ensure a close fit with our school's philosophy and practices. In October our school musical "The Big Time" was performed over two nights at John Curtin College of the Arts. Each night was a sell-out success and hugely enjoyed by all who attended. We were also delighted to be recognised by the CEO of ACARA (Australian Curriculum Assessment and Reporting Authority) for the significantly above-expected level of progress of our Year 5 students in the 2017 NAPLAN assessments.

**Alison Robb**  
Principal



2017 was another exceptional year for Mosman Park Primary School.

The school student intake continues to grow, with a corresponding growth in staff numbers. This is a resounding vote of confidence from the local community in the school staff and the nurturing culture that has been developed. Planning for the steady, but substantial growth, over the last ten years (especially in the last few) has taken a whole-of-school approach, and this Annual Report details how the staff have implemented our Business Plan to achieve this.

Hard metrics such as our NAPLAN results and their positive trends are reported here. Equally important, Non-NAPLAN areas such as Music, Japanese, Auslan, Arts, Physical Education and STEM continue to be particularly essential aspects of the Business Plan and teaching structures. Recent enhancements to the STEM program are particularly welcome.

The Board is very pleased to endorse this report and looks forward to continuing success in 2018 and beyond.

**Tim Fairbanks**  
MPPS IPS Board Chair

## Leadership 2017

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

## Student Leadership 2017

Sophie Leclizio (Head Girl)  
Tom Eagleton (Head Boy)  
Leila Barker (Sport Captain)  
Sam Romero (Sport Captain)

## School Board 2017

Tim Fairbanks (Chair)  
Dominic Letts (Parent)  
Dominique Gamble (Parent)  
Dan Rohr (Parent)  
Jessie Lamond (Parent)  
Kourosh Roohi (Parent)  
Crispin Collier – (Parent)  
Ron Norris (Community Member)  
Julie Boston (Community Member)  
Monique Smith (Community Member)  
Alison Robb (Principal)  
Pamela Chatfield (Deputy Principal)  
Sue Northey (Manager Corporate Services)  
Emma Lipscombe (Teacher)  
Amanda Fraser (Learning Support Coordinator)

## P&C Office Bearers 2017

President: Hannah Adams  
Secretary: Alizanne Collier  
Vice President: Marion Johnston  
Treasurer: Sarah Webster

Fundraising/Grants Mel Pace,  
Emma Bray  
Uniform Shop: Mel Pace, Raj  
Nicholson, Matt Needham  
Canteen: Kate Bailey  
Canteen Roster: Lara Davis

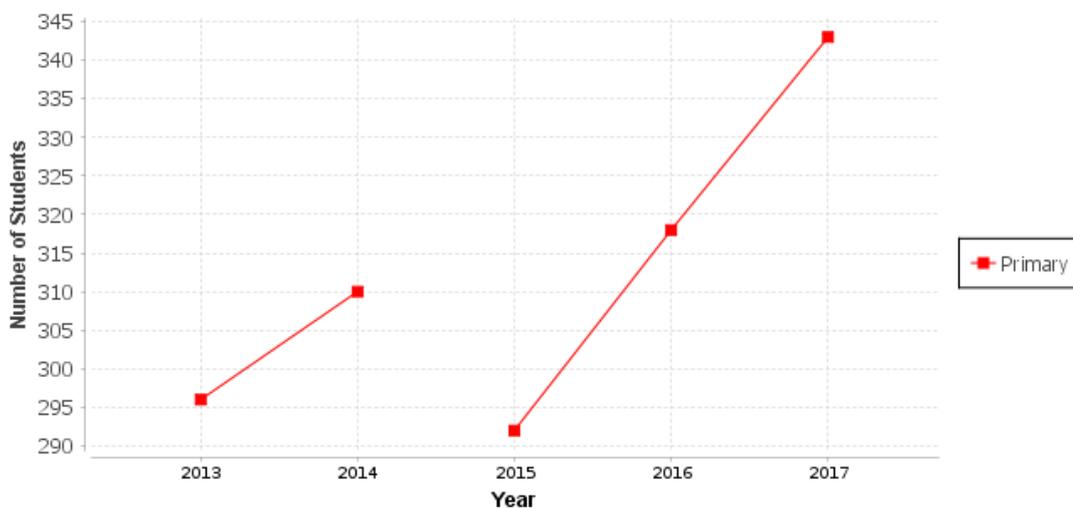
# SCHOOL PROFILE – Mosman Park Primary

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 Student Numbers**



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

## Student Numbers (as at 2017 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(28)	50	53	53	60	42	46	39	371
Part Time	53								

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

	Kin	PPR	Pri	Sec	Total
Male	25	30	163		218
Female	28	20	130		178
<b>Total</b>	<b>53</b>	<b>50</b>	<b>293</b>		<b>396</b>

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	3	18		23
Non-Aboriginal	51	47	275		373
<b>Total</b>	<b>53</b>	<b>50</b>	<b>293</b>		<b>396</b>

# Destination Schools

2018 school destinations of the 2017 student cohort

Year Level :  Male: 19 Female: 20 Total: 39

Destination Schools	Male	Female	Total
4168 Shenton College	10	5	15
1121 Iona Presentation College		7	7
1122 St Hilda's Anglican Sch - Girls		4	4
1041 Christ Church Grammar School	2		2
1042 Methodist Ladies' College		2	2
1171 Scotch College	2		2
1063 Cbc Fremantle	1		1
1483 Immaculate Heart College	1		1
4042 Perth Modern School	1		1
1147 Presbyterian Ladies College		1	1

## Student Leadership Team 2017



Head Boy – Tom Eagleton



Head Girl – Sophie Leclizio



Sport Captains – Leila Barker and Sam Romero



## 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.

### Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	28	20.6	0
<b>Total Teaching Staff</b>	<b>28</b>	<b>20.6</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	4	1.9	0
Gardening / Maintenance	2	0.8	0
Other Non-Teaching Staff	12	8.9	0
<b>Total School Support Staff</b>	<b>18</b>	<b>11.7</b>	<b>0</b>
<b>Total</b>	<b>48</b>	<b>34.2</b>	<b>0</b>

This year we welcomed a number of new teachers to our permanent teaching staff. These included Jemima Simpson (Year 3), Jane Martin (Year 3) and Jess Anderson (Year 3, ICT).



Jess Anderson



Jane Martin



Jemima Simpson



**Staff 2017**  
**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 2 and 3), Specialist Digital Technologies teacher across Junior Primary.

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.

## 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.

### 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.*

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

### Reflections

Numeracy - In 2017, 83% of students made expected progress (Moderate – Very High) between PP On Entry and Year 3 NAPLAN. This is slightly less than the 88% achieved in the previous year.

Literacy – 82% of students made expected progress as compared to 88% in 2016.

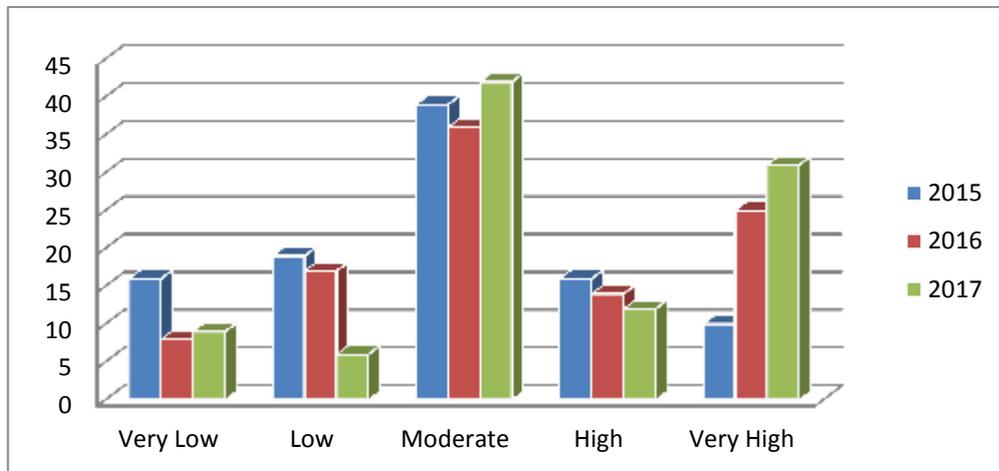
A significantly higher number of students made Very High progress (Numeracy) which is to be commended. Of concern is the increase to 10% of students who made Very Low progress in Reading.

The cohort group assessed through Year 3 NAPLAN was 57 students. Of these students only 34 (Numeracy) and 33 (Reading) 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. 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 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**

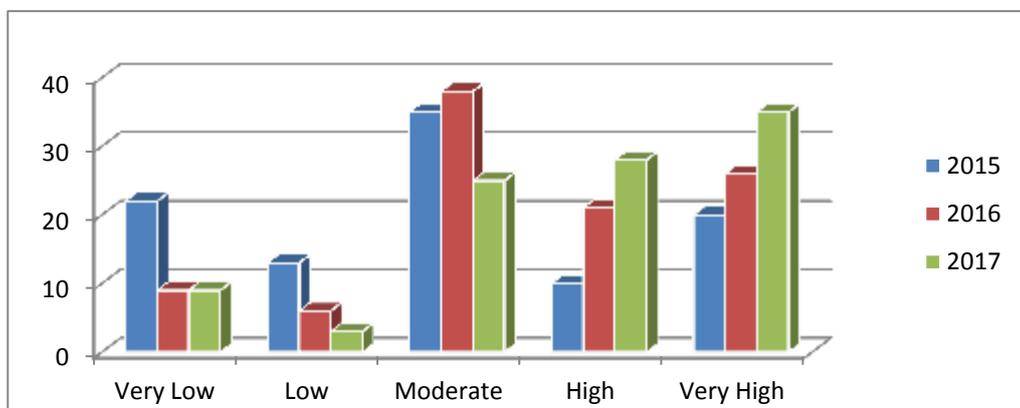
**Reading Progress Year 3 to 5**



READING						
	2015 (31 students)		2016 (36 students)		2017 (44 students – 33 counted)	
Very Low	5	16%	3	8%	3	9%
Low	6	19%	6	17%	2	6%
Moderate	12	39%	13	36%	14	42%
High	5	16%	5	14%	4	12%
Very High	3	10%	9	25%	10	31%

- Reading progress continues to improve when considering the 2013/2015, 2014/2016 and last year's 2015/2017 cohorts.
- Very Low/Low has decreased from (2015) 35% to (2016) 25% to (2017) 15% while High/Very High progress has increased from (2015) 26% to (2016) 39% to (2017) 43%
- ACARA has identified our school as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN

**Numeracy Progress Year 3 to 5**



- Progress in Mathematics from Year 3 – 5 has improved significantly between 2013/2015, 2014/2016 and 2015/2017 cohorts
- Very Low/Low has decreased from (2015) 35% to (2016) 15% to (2017) 12% while High/Very High progress has increased from (2015) 30% to (2016) 47% to (2017) 63%
- ACARA has identified our school as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN

**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

- 70% of students were consistently working at the best of their ability
- 76% 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 20.

**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 Term 2 2017 the students canvassed others to identify favourite parts of the school, places where you feel safe whilst also identifying areas that needed improvement.
- Students had a focus on charity and helping others in need. Identified key events which they organised and supervised – Indigenous Literacy Day (Great Book Swap), RSPCA (Cupcake Day), Operation Christmas Child
- Students participated in special events and hosted visitors to the school – eg Anzac Day
- 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 continued 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
- 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.

Parent Feedback – Some concern has been raised regarding the voting system. Issues include – younger siblings canvassing for votes, popularity contest, staff votes should have a greater impact, perceived calibre of students in leadership roles

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.

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.



**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 Program for students in Y1-3 has been offered under a PL 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.

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. In the lessons we will 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 will also involve other practical and hands-on activities but will remain flexible so that each teacher may respond 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 2017 the following programs were offered:

Term 1	Identified Year 2 students
Term 2	Identified Year 1 students
Term 3	Year 2 students
Term 4	2 x groups of Year 1 students

Student/Teacher Feedback

- 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.
- The Coordinator has approached staff to observe the program with the intent of succession planning. This has met with limited success and will be a focus for 2018.
- 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.
- The program will be extended to Year 3 students in 2018.

## **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.

### **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**

In order to further develop a whole-school framework of effective teaching, assessment and classroom practice the Professional Learning Communities (K – Yr 2) (Yr 3 – Yr 6) have undertaken a rigorous and collaborative approach which focuses on the principles of Formative Assessment (or assessment for learning). This approach empowers students, significantly increases engagement, and shifts classroom responsibility from teachers to their students so that students become agents of and collaborators in their own learning. All teachers are undertaking a two-year program of professional learning that serves to ensure student-focused, high quality teaching across all classes.

Key strategies of the approach include:

1. Clarifying, sharing, and understanding learning intentions and criteria for success - (getting the students to really understand what their classroom experience will be and how their success will be measured)
2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning - (developing effective classroom instructional strategies that allow for the measurement of success)
3. Providing feedback that moves learning forward - (working with students to provide them the information they need to better understand problems and solutions)
4. Activating learners as instructional resources for one another - (getting students involved with each other in discussions and working groups can help improve student learning)
5. Activating learners as owners of their own learning - (self-regulation of learning leads to student performance improvement)

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

- There has been full implementation of the Mathematics, English, Science, Humanities and Social Sciences, Health and Phys Ed curriculum. Teachers effectively plan, implement teaching and report against the WA Curriculum across these areas.
- Teachers have undertaken professional learning in preparation for the full implementation of the Arts, Technology and Languages curriculum in the 2018 school year.

#### **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. Additional iPads have been purchased (100 across the school)
- Appointment of Digital Technology Specialist (Jess Anderson) 1 day/wk. Jess has been teaching Digital Technologies (DT) to P – 3 classes. This supports classroom teachers to develop their confidence and DT skills as her role involves team teaching and coaching with the classroom teacher. Regular afterschool cyber-cafes for staff to meet and learn all things tech
- Appointment of ICT Coordinator – Jemima Simpson. This dedicated role provides support to teachers in the utilisation of the school's iPads and management of School Integration services (TFX)
- Introduction of Coding Club – lunchtime student club dedicated to developing coding skills in students
- Implementation of an integrated whole-school Digital Technology Operational Plan including a scope and sequence document for each year level
- Scope IT (Term 2 and 3) for all students PP – Year 6. This involved weekly lessons in the areas of Coding and Programming. Teachers participated in the learning process alongside the students.
- Participation in the DREAM Shenton Network Project – DT Specialist and ICT Coordinator participated in the project, a partnership between Curtin University and DoE.

The project resulted in:

- Membership of a Connect community that highlights best practice, communicates experiences and shares knowledge of digital technologies and design thinking strategies in education.
- Support in co-designing teaching and learning approaches to assist with the implementation of the Western Australian Digital Technologies curriculum.
- Opportunities for in-class evaluation of the role Digital Technologies and Design Thinking can have on enhancing learning through project/inquiry-based teaching methodologies.
- A blended professional learning program that considers a combination of face-to-face and online collaboration opportunities along with the safe and effective use of technologies in the classroom.

**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.*

## **Progress against our Achievement Targets**

### **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-2016. The next survey will be conducted mid-2018 and will be comprehensively reported in the 2018 Annual Report.

The previous survey indicated that stakeholder satisfaction was consistently above the 80% mark.

- Parents – 87%
- Students – 80.6%
- Staff – 92%

The challenge for the school is to maintain this level of satisfaction across parent and staff groups and to increase the student satisfaction level.

### **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 and minutes distributed promptly.

The full membership of 15 consists of 7 Parent representatives (including Chairperson), 3 Community representatives and 5 staff members (including Principal, Manager Corporate Services, Associate Principal, Learning Support Coordinator, Teacher).

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 the Building and Infrastructure portfolio throughout 2017. This has involved investigating options to enclose the Undercover Area and completing the Nature Play project. With the continual increase in student enrolments the Board has also been instrumental in seeking support for increased student accommodation. At this stage this has been in the form of transportable classrooms however the Board is strongly advocating for a more permanent building plan to be implemented.

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

Parent and community engagement is one of regularly identified strengths of our school. The P&C meet twice per term and meetings are always well attended. Clear roles are delineated and filled readily. These include Executive roles, portfolio roles and class representatives.

Early childhood and junior primary teachers actively encourage parents to participate in class activities and excursions. Classrooms are regularly full of parents and carers at the start of each school day. 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.

A Student Services/Pastoral Care committee has been established. This includes (as required) Principal, Associate Principal, Learning Support Coordinator, School Psychologist, Chaplain and Teacher/s. The focus of the group is to work collaboratively with parents through a case management approach to facilitate student outcomes.

**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.

**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 2017 these included the P&C Welcome Picnic, Harmony Day, NAIDOC and Auslan Day.

The end of year Community Feast was a highlight of the school year. Organised by the P&C and class parents the evening celebrated a range of food and drinks representing the many cultures found within our school. The event was supported by hundreds of eager participants and many parents and staff members who helped with the preparation and clean up.

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

The beginning of the 2017 school year saw students enjoying the completed NaturePlay area. This area has provided an excellent opportunity for quality play in a school area that is prohibitively small. Regular maintenance is provided for the NaturePlay installation.

As the student enrolment continues to grow, issues concerning classroom accommodation and play areas have become increasingly important. The School Board and the P&C have been strong advocates for improved classroom accommodation across both the Primary School and the Deaf School. The School Infrastructure Committee (SIC) was established as a sub-committee of the P&C. The Committee has established close links with the Town of Mosman Park (ToMP) and have been active in seeking options to overcome the crowding and accommodation issues at the school.



**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 alternatively to 'all Australian schools'

	2010	2011	2012	2013	2014	2015	2016	2017
Year 3								445
Year 5								530

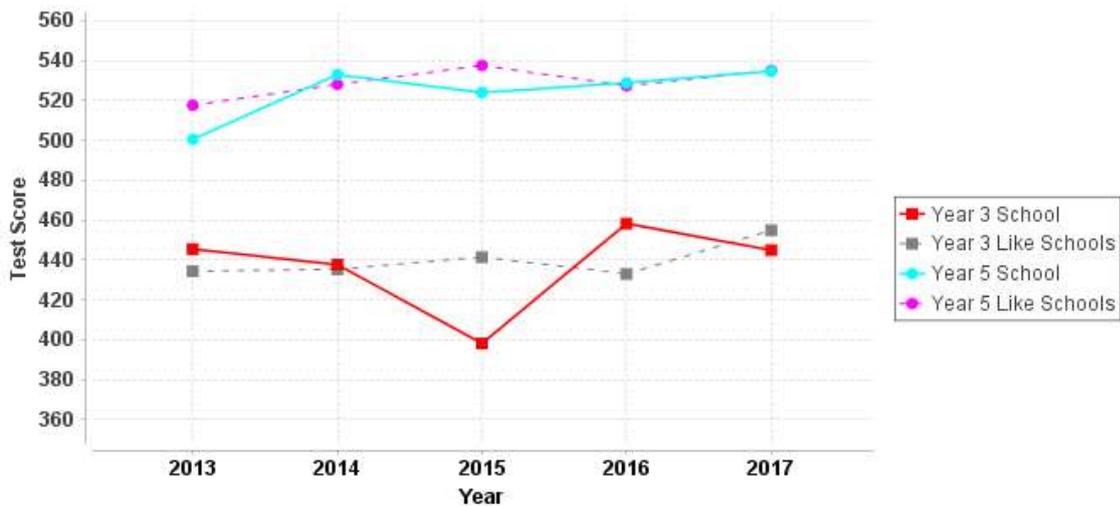
Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

[www.MySchool.edu.au](http://www.MySchool.edu.au)

## NUMERACY

Average Numeracy Score



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		
	2015	2016	2017	2015	2016	2017
Top 20%	22%	59%	43%	46%	41%	44%
Middle 60%	68%	32%	50%	50%	53%	53%
Bottom 20%	11%	9%	7%	4%	6%	3%

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		
	2015	2016	2017	2015	2016	2017
Top 20%	39%	36%	57%	48%	40%	48%
Middle 60%	58%	64%	41%	48%	54%	48%
Bottom 20%	3%	0%	3%	4%	6%	4%

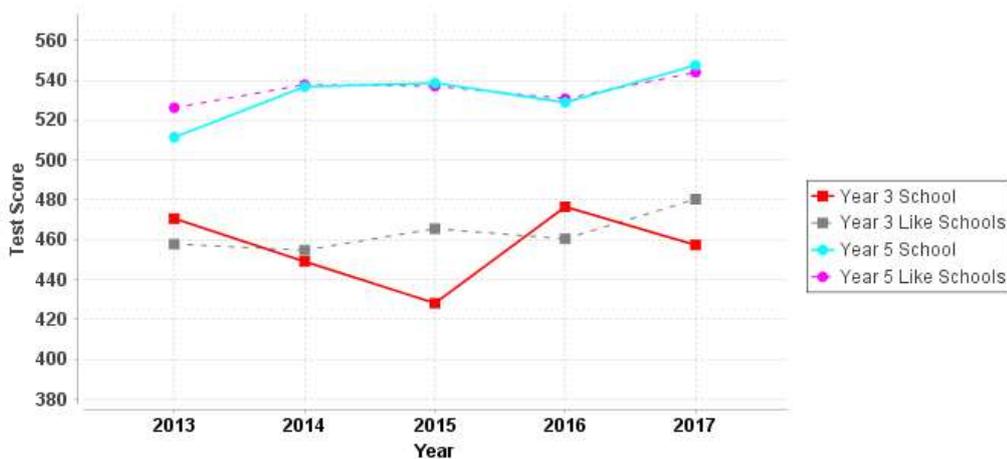
Results for Year 3 students were similar to those expected when compared to Like Schools. The variability of the graphed results is indicative of the strengths exhibited by particular year level cohorts.

Year 5 results indicate significant improvement across the cohort since they sat the Year 3 NAPLAN (2015). This group of students has increased to 57% (Top 20%) from their original 22% (Top 20% - Year 3, 2015). These students have also performed more strongly than expected when compared to Like Schools.

## READING



Average Reading Score



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		
	2015	2016	2017	2015	2016	2017
Top 20%	27%	53%	43%	43%	40%	48%
Middle 60%	62%	41%	46%	52%	55%	48%
Bottom 20%	11%	6%	11%	4%	5%	4%

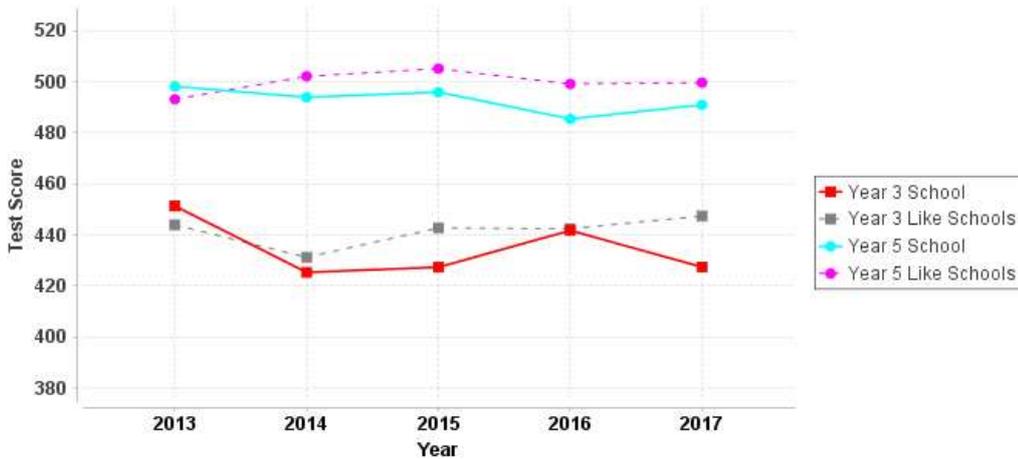
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	55%	43%	46%	44%	36%	44%
Middle 60%	37%	50%	49%	52%	58%	51%
Bottom 20%	8%	7%	5%	4%	5%	5%

Both Year 3 and Year 5 students have performed near to, or above the expected range in comparison with Like Schools. Although the Year 3 cohort did not perform as strongly as the previous year's cohort, the range is within an expected level. The 11% of Year 3 students who performed in the Bottom 20% have been targeted as a line of inquiry through the whole-school planning process.

**WRITING**

**Average Writing Score**



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		
	2015	2016	2017	2015	2016	2017
Top 20%	24%	45%	31%	43%	45%	47%
Middle 60%	70%	45%	58%	51%	49%	49%
Bottom 20%	5%	9%	11%	6%	6%	4%

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		
	2015	2016	2017	2015	2016	2017
Top 20%	26%	39%	42%	39%	45%	45%
Middle 60%	74%	56%	53%	56%	51%	50%
Bottom 20%	0%	5%	5%	5%	4%	5%

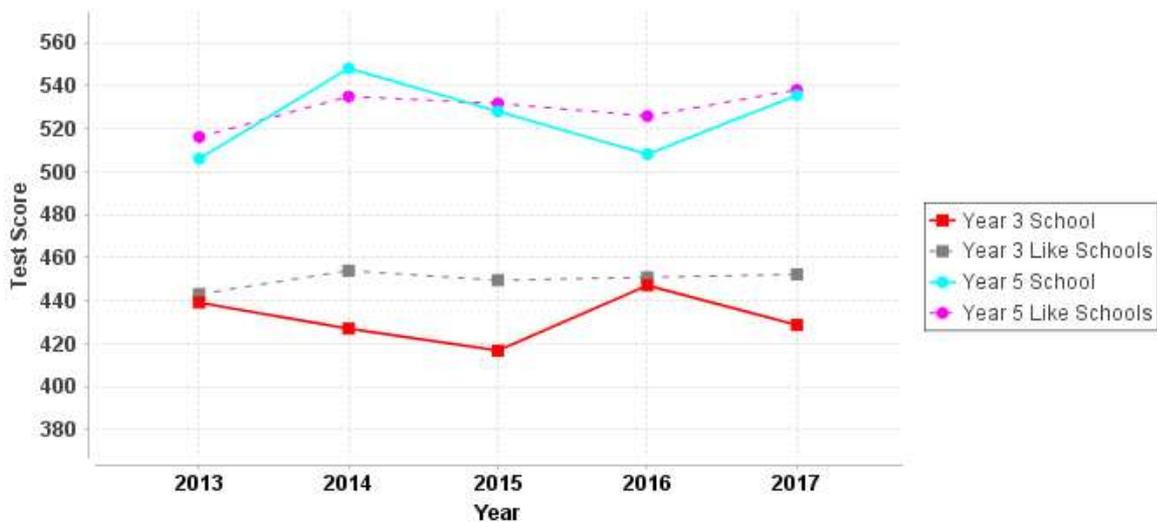
Writing continues to be a priority area across the school with the implementation of a number of evidence-based strategies (Talk for Writing, Seven Steps to Successful Writing).

Our Year 3 students have not performed as strongly as expected when compared to Like School peers. This is evidenced by both the trend line (above) and percentage performance. As with reading, 11% of Year 3 students performed in the Bottom 20%. This is of concern and will remain a focus of whole-school improvement.

Year 5 students continue to perform near to the expected level. As our whole-school programs take effect through the early years we would expect to see an increased improvement across the writing area.

## SPELLING

**Average Spelling Score**



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		
	2015	2016	2017	2015	2016	2017
Top 20%	35%	24%	27%	39%	33%	37%
Middle 60%	51%	67%	69%	57%	61%	57%
Bottom 20%	14%	9%	4%	5%	6%	6%

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

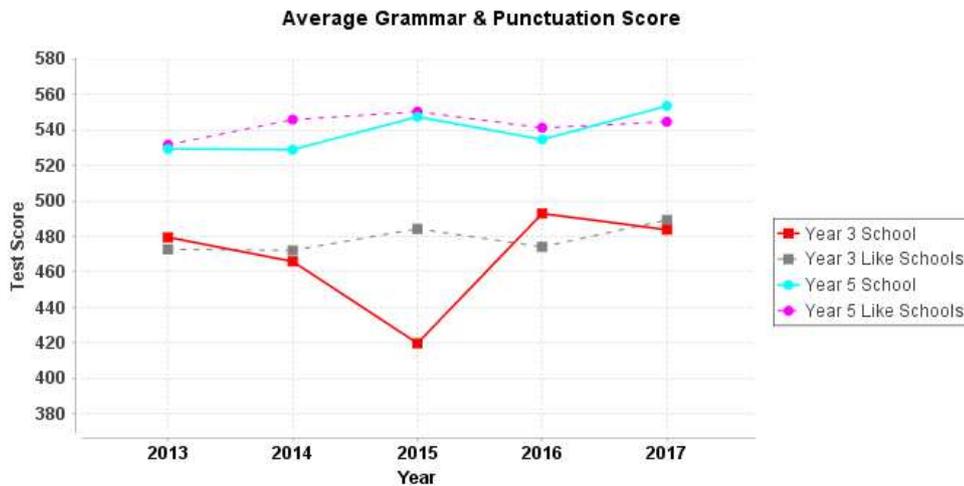
WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	37%	24%	39%	37%	38%	43%
Middle 60%	61%	71%	55%	59%	55%	53%
Bottom 20%	3%	5%	5%	4%	7%	4%

Spelling performance across both Year 3 and 5 has been an area of focus over the past years. In 2017 the Year 3 students performed well and were close to the expected average score. With 27 % in the Top 20% (37% for Like Schools) we will continue our focus on improvement with regular dedicated spelling blocks.

For Year 5 students the Spelling performance was close to expected with 39% of our students in the top 20% (Like Schools – 43%). The whole school approach to consistent use of Spelling programs and resources will serve to support further progress.



## 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		
	2015	2016	2017	2015	2016	2017
Top 20%	8%	48%	45%	43%	40%	42%
Middle 60%	81%	48%	42%	52%	55%	53%
Bottom 20%	11%	3%	13%	5%	5%	5%

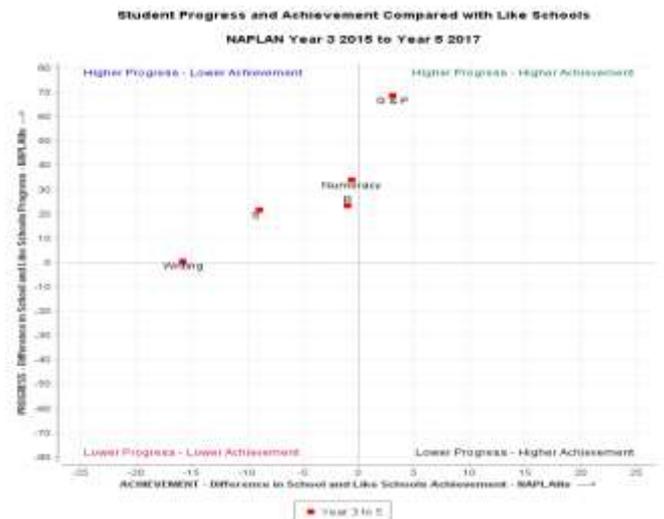
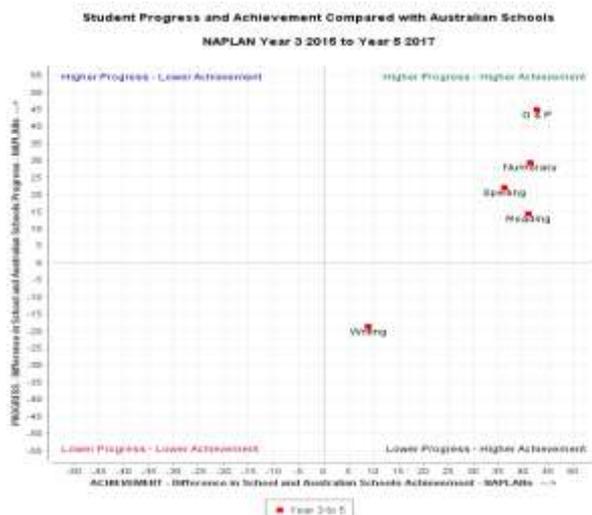
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	45%	26%	39%	50%	37%	44%
Middle 60%	47%	67%	61%	47%	59%	53%
Bottom 20%	8%	7%	0%	3%	4%	4%

After an alarming drop in performance in 2015 the Year 3 student cohort has continued to perform strongly across the Punctuation and Grammar area in 2017. With 45% of students in the top 20% the number of students in the Bottom 20% (13%) will remain the focus for improvement. The Year 5 students performed relatively well with an average score near to that expected. Pleasingly, none of the students were in the Bottom 20% for this assessment area.

## 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 progress for Reading, Numeracy, Spelling and Grammar/Punctuation is higher than expected. Progress for Writing is as expected in comparison to other similar schools. Achievement across the Spelling and Writing areas is lower 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. Although the majority of our students perform consistently across the range of attributes (see tables below) our 2016 – 2018 Business Plan identifies the following targets

These include:

- 'Works to the best of his/her ability' – 75% of students achieve this consistently
- 'Sets goals and works towards them with perseverance' – 80% of students achieve consistently

The tables below indicate that 70% of students in Years 3 – 6 were assessed as consistently working to the best of his/her ability. Similarly, 76% of Year 3 – 6 students were identified as consistently setting goals and working toward them with perseverance.

Lower primary students (PP – Year 2) were less likely to be identified as consistently setting goals and working towards them (58%). This is understandable as goal setting is an attribute that students learn and consolidate as they progress through the primary years.



### Mosman Park Primary School Primary Attribute Summary

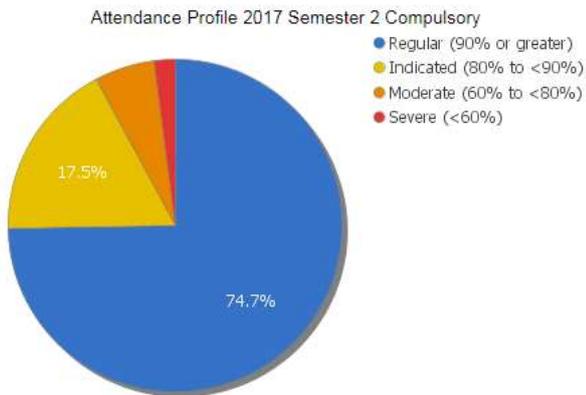
All Years					
Sorted by					
Reporting Period(s): Semester 1 2017 to Semester 2 2017					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	253	91	17	2	1
Shows self respect and care	328	25	10	0	1
Shows courtesy and respect for the rights of others	296	55	22	0	1
Participates responsibly in social and civic activities	291	61	11	0	1
Cooperates productively and builds positive relationships with others	285	64	14	0	1
Is enthusiastic about learning	294	51	16	2	1
Sets goals and works towards them with perseverance	275	63	24	1	1
Shows confidence in making positive choices and decisions	288	76	18	1	1
<b>Totals</b>	<b>2280</b>	<b>486</b>	<b>132</b>	<b>6</b>	<b>8</b>
<b>Percentages</b>	<b>78.5</b>	<b>16.7</b>	<b>4.5</b>	<b>0.2</b>	<b>0.3</b>

**Mosman Park Primary School**  
**Lower Primary Attribute Summary**

All Years					
Sorted by					
Reporting Period(s): Semester 1 2017 to Semester 2 2017					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	241	50	6	1	4
Participates responsibly	231	47	18	1	5
Sets goals and works towards them	170	76	40	9	7
<b>Totals</b>	<b>642</b>	<b>173</b>	<b>64</b>	<b>11</b>	<b>16</b>
<b>Percentages</b>	<b>70.9</b>	<b>19.1</b>	<b>7.1</b>	<b>1.2</b>	<b>1.8</b>

**Attendance**

**Primary Attendance Rates**



	Attendance Rate		
	School	WA Public Schools	Like Schools
<b>2015</b>	94.7%	92.7%	95.1%
<b>2016</b>	94.8%	92.6%	94.9%
<b>2017</b>	93.9%	92.7%	95.4%

**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'. Significant areas of concern relate to attendance in the middle primary years. 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 however, this has not had a significant effect in reducing non-attendance. This area will continue to be an area of focus for school improvement and community engagement.



## SCHOOL SURVEY

A comprehensive school survey was undertaken in 2016 and reported in the previous year's Annual Report. The next National School Opinion Survey will be conducted mid-2018. The survey contains a range of mandatory items that are required for reporting at both a Federal and State level.

A summary of the findings from the 2016 survey are summarised below. Actions taken in the past 18 months are outlined in the table on page 23.

### 2016 Survey - PARENTS

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

Lower scored items included:

- 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

### 2016 Survey - STUDENT

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.

### 2016 Survey - STAFF

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)

Only one survey item decreased

- Student behaviour is well managed at this school (↓ 4.2 to 4.1)



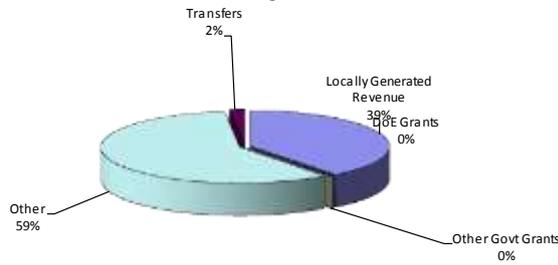
IDENTIFIED AREAS FOR IMPROVEMENT	ACTIONS UNDERTAKEN since survey submission
<ul style="list-style-type: none"> <li>➤ STEM</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of whole school ICT policy and focus</li> <li>• ICT Committee strongly supported and Digital Technologies specialist teacher appointed</li> <li>• Additional digital technologies programs provided through Scope IT</li> <li>• Whole-school focus on Mathematics through Operational and classroom planning. Dedicated Maths and Science teaching blocks.</li> <li>• Science specialist teacher</li> </ul>
<ul style="list-style-type: none"> <li>➤ academic expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Communities provide year level teachers with opportunities for collaborative planning and effective moderation</li> <li>• Active teacher participation in out of school networks and Shenton conference which serve to provide wider context of academic expectation</li> <li>• Active engagement in across school Professional Learning focus – Formative Assessment</li> <li>• Strong student participation in PEAC and Early Year Extension programs</li> </ul>
<ul style="list-style-type: none"> <li>➤ communication</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide formal opportunities for meeting with parents – beginning of year, end of each semester</li> <li>• Parents are invited to meet informally with teachers before/after school or during teacher DOTT times</li> <li>• Regular class updates are provided via teacher email</li> <li>• P&amp;C Class Reps work actively with the class teacher to organise school and social functions</li> <li>• New Website – <a href="http://www.mosmanparkps.wa.edu.au">www.mosmanparkps.wa.edu.au</a> - published</li> <li>• Fortnightly newsletters sent to all parents/carers</li> </ul>
<ul style="list-style-type: none"> <li>➤ school presentation and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• NaturePlay area installed and officially opened by the Premier. This project has represented a hugely collaborative effort between the school, P&amp;C and wider community.</li> <li>• Formation of P&amp;C Sub-committee – Planning and Infrastructure Committee. This committee has been directly involved in liaising with the Town of Mosman Park and the wider school community to develop a concept plan for future school development</li> <li>• Regular maintenance has been undertaken on areas that require attention. School garden committee has a focus on ensuring the garden area is well used by students</li> </ul>
<ul style="list-style-type: none"> <li>➤ supervision of students and managing student behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of new Behaviour Support Policy endorsed and supported by the School Board</li> <li>• Establishment of a Student Services/ Pastoral Care Committee – including Administration, Teachers, LSC, School Psychologist and Chaplain. The committee meets regularly and focuses on a Case Management approach to student behaviour and management concerns.</li> </ul>



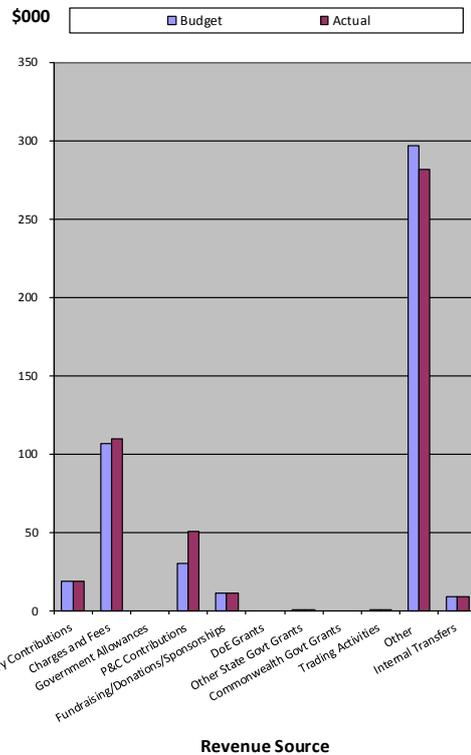
## Mosman Park Primary School Financial Summary as at 31 December 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 18,935.00	\$ 18,935.00
2	Charges and Fees	\$ 106,531.00	\$ 109,735.77
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 30,150.00	\$ 50,100.20
5	Fundraising/Donations/Sponsorships	\$ 10,868.00	\$ 11,047.75
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 750.00	\$ 750.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 424.00	\$ 424.08
10	Other	\$ 296,873.75	\$ 281,769.20
11	Internal Transfers	\$ 8,456.00	\$ 8,456.00
	<b>Total</b>	<b>\$ 472,987.75</b>	<b>\$ 481,218.00</b>
	<b>Opening Balance</b>	<b>\$ 71,145.00</b>	<b>\$ 71,145.24</b>
	<b>Total Contingency Funds Available</b>	<b>\$ 544,132.75</b>	<b>\$ 552,363.24</b>
	<b>Total Salary Allocation</b>	<b>\$ 1,115,000.00</b>	<b>\$ 1,115,000.00</b>
	<b>Total Funds Available</b>	<b>\$ 1,659,132.75</b>	<b>\$ 1,667,363.24</b>

**Current Year Actual Contingencies Revenue Sources**

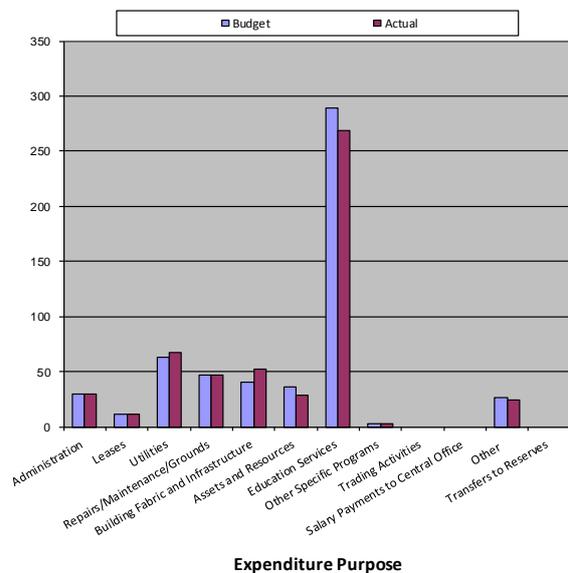


**Contingencies Revenue - Budget vs Actual**

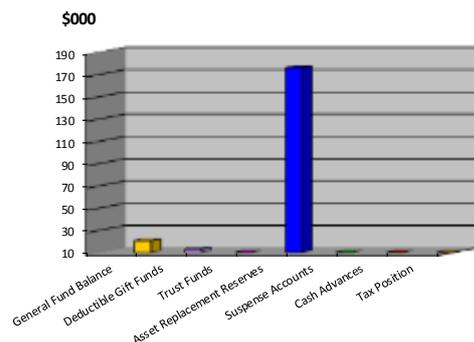


	Expenditure	Budget	Actual
1	Administration	\$ 29,330.00	\$ 29,408.73
2	Leases	\$ 11,550.00	\$ 11,553.60
3	Utilities	\$ 63,122.00	\$ 67,186.40
4	Repairs/Maintenance/Grounds	\$ 46,350.00	\$ 47,082.74
5	Building Fabric and Infrastructure	\$ 39,915.00	\$ 52,308.57
6	Assets and Resources	\$ 35,785.00	\$ 29,028.32
7	Education Services	\$ 289,599.66	\$ 268,517.49
8	Other Specific Programs	\$ 3,176.00	\$ 2,970.34
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ -	\$ -
11	Other	\$ 26,281.00	\$ 23,793.23
12	Transfers to Reserves	\$ -	\$ -
	<b>Total Contingencies Expenditure</b>	<b>\$ 545,108.66</b>	<b>\$ 531,849.42</b>
	<b>Total Salary Expenditure</b>	<b>\$ 1,115,000.00</b>	<b>\$ 992,068.00</b>
	<b>Total Expenditure</b>	<b>\$ 1,660,108.66</b>	<b>\$ 1,523,917.42</b>

**Contingencies Expenditure - Budget vs Actual**



**Cash Position**



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 206,252.10</b>
Made up of:	\$ -
1 General Fund Balance	\$ 20,513.82
2 Deductible Gift Funds	\$ 13,072.04
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 175,930.19
5 Suspense Accounts	\$ 1,640.82
6 Cash Advances	-\$ 200.00
7 Tax Position	-\$ 4,704.77
<b>Total Bank Balance</b>	<b>\$ 206,252.10</b>

# HIGHLIGHTS OF THE YEAR

## OUTSTANDING ACHIEVEMENTS

- Young Writers Creative Writing competition –  
1<sup>st</sup> prize Sayori Sakaeva Yr 6  
1<sup>st</sup> prize Danica Hehre Yr 2  
Commendation Ben Measey Yr 1
- Mia Yeo – selected for the under 12's girls squad football team to play in the 2017 Pacific School Games.
- George Mc Goldrick – Bronze in Kumite (Sparring) representing Australia in the 10/11 age & under 34kg category at the Global Karate Championships.
- Eliza Gould-Lemmon – represented WA PCYC at the International Gymnastics in Singapore



## COMMUNITY LINKS AND PARTNERSHIPS

Alcoa – Community Grant – 2 bench and table sets donated

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

Leukemia Foundation – Shave for a Cause

Mosman Park Primary Kindy – Early Years Program

YMCA Before and After School Care continues at MPPS

Partnerships with PLC, Iona College, St Hilda's (NAIDOC Day)

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

Bunnings tree planting and mulching in Nature Play area

Coles, Mosman Park

Baiha'i Day Camp

MPSDC – AUSLAN classes for MPPS students, staff and parents

Scholastics Book Club

Commonwealth Bank – Dollarmites school banking

Cancer Council – Australia's Biggest Morning Tea

Brad Ness, Paralympian – Aust Wheelchair Basketballer spoke at Value's Assembly

Classes involved in tree planting with Giles Pickard

Mosman Park Community Fair - cake stall

Sausage sizzle at Bunnings, Claremont – run by fathers



## MUSIC AND THE ARTS

School Musical – The Big Time Yr 3 – 6's

After school Drama club

IMSS – Guitar and Brass lessons for individual students

Performing Arts Group

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

## SPECIAL DAYS AND CELEBRATIONS

Welcome Picnic, Harmony Day, and Community Feast

ANZAC Commemorative Service at MPPS

Hopman Cup paraded at MPPS

Mother's Day afternoon tea

NAIDOC week

Visit from Hon Peter Collier, Minister for Education

P&C Lapathon

Book Week (Grove Library), Science Week and Auslan Day

Excursions to – Statewide Services, Padbury Whale Shark finishing line celebrations, Shipwreck Museum, Canning River Eco Education Centre, Fremantle Prison, Fremantle Literature Centre, Hyogo Japanese Cultural Centre, Perth Zoo, Herdsman Lake Wildlife Centre, AQWA, Revolution Sports, Kings Park Naturescape, Claremont Museum, Art Gallery, Canning River Eco Education Centre, Tsunami Restaurant (Japanese students), Spare Parts Puppet Theatre, Parliament House, CREC, SciTech

Incursions: Professor Maths, Docker's, The Bully is Back, UWA scientist, Mining presentation, Science Alive, Life Education Mobile Learning Centre, TRG - Bearcat, RASWA – Farm Ed, First Aid, Eagles Rock, Foodbank, Japanese indigenous artist, Animal Farm

Master Chef Competition

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

School Camp – Year 5

Big Week out – Year 6

National Tree Planting Day

Volunteer Thank You morning tea





## NEW INITIATIVES

Acoustic panels - K, PP and Year 1 rooms  
 Triple P – Positive Parenting Program  
 STEAM – Scope IT, Tynker and Scratch - Years 1 – 6  
 Digital Technologies  
 Makerspace  
 WaterWise School  
 Full time Learning Support Coordinator  
 Staff wellness – Yoga weekly session  
 Harry Perkins Medical Research Institute - hands on science  
 Early Years' Extension Program – Year 1's and 2's  
 Ecocean Whale Shark Project  
 Science Club  
 Code Club  
 Chaplain's Experiential Learning for Social & Emotional Wellbeing – after school  
 Additional Year 6 responsibilities:  
 Media Captains  
 Sustainability Captains  
 Music Captains  
 Science Captains  
 Library Captains

## SPORT

House Swimming Carnival – winner BUCKLAND  
 Interschool Swimming Carnival – 3rd overall  
 Cross Country Interschool – at Jolimont PS. 4<sup>th</sup> overall  
 House Athletics Carnival – winner BALDWIN  
 Interschool Athletics Carnival – 3rd place overall  
 Interschool Jumps & Throws – 2nd 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

