

Maylands Peninsula Primary School

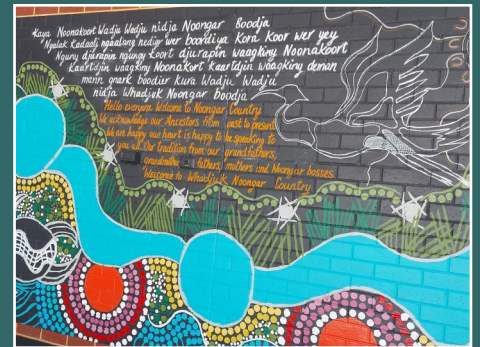


Maylands Peninsula
PRIMARY SCHOOL



2021

ANNUAL REPORT



Embracing Diversity

School Vision: Maylands Peninsula Primary School will be the preferred choice of school for local parents/caregivers and students. Along with catering for the diverse cultural, academic and socio-economic needs of our community, the school will further cultivate its reputation for being an inclusive and vibrant centre of study that achieves excellence through quality teaching and learning.

Foreword



Throughout this Annual Report you will find information relevant to school context, performance and management in 2021. The information provided is a snapshot of many of the activities, events and organisational structures within the school. I hope you find its contents informative.

Although in the midst of a pandemic, the school was barely impacted by COVID-19 in 2021 and it was generally business as usual delivering a quality teaching and learning program with our students. Apart from missing the very first week of school due to the Perth metropolitan area being in lock down, all our regular academic, sporting and social experiences were able to be run successfully.

The continued success of Maylands Peninsula is a direct result of the tremendous efforts of our school community to ensure that all our students are given the best educational opportunities. I would like to take this chance to acknowledge and thank our staff and community for working together to ensure that our vision is achieved.

It is with pleasure that I present to you the Maylands Peninsula Primary School 2021 Annual Report.

Paul Andrijich
Principal
March 2022

School Profile

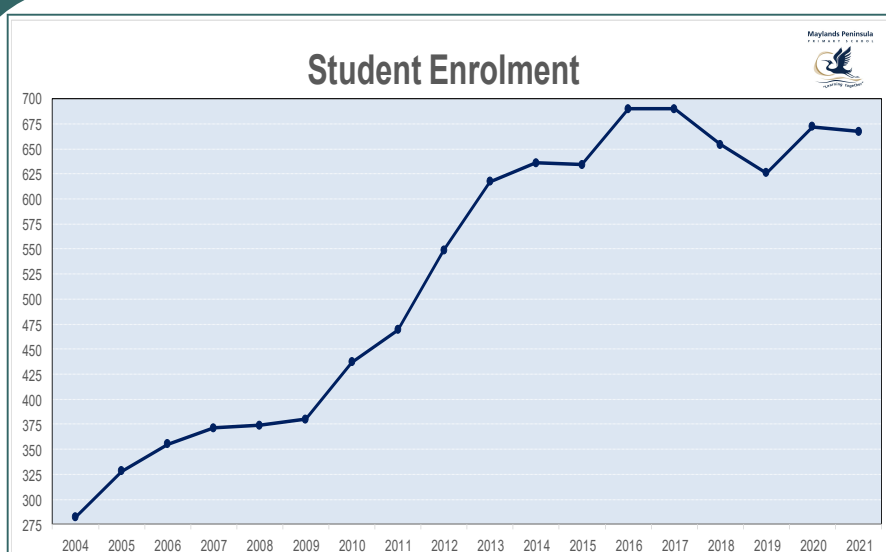


Opened in 2004, Maylands Peninsula is a vibrant and highly effective school that achieved Independent Public School status in 2011. Our unique cultural diversity provides a very practical understanding of the global community for our students. The school is an integral part of our extremely varied local community, and school facilities are provided for the use of a number of local associations and interest groups outside school hours. Maylands Peninsula offers an environment where children learn to appreciate and respect diversity, take responsibility for themselves, and care for the environment and each other.

Student Enrolment

After having grown considerably from 2010, student numbers have plateaued since 2017. Redevelopment in the Maylands area continues apace and this adds to the significant diversity in student population, characterised by students from the full range of socio-economic backgrounds, with a steady increase in students from middle to upper income families, and a multitude of cultural heritages.

In 2021 the school operated five Kindergarten groups, five Pre-primary classes and 19 Year 1-6 classes.



Student Demographics

Student demographics in 2021 were characterised by:

- student transience of 10.6%. For many years the school's transience figure had been around 40%. 2015 saw the first significant fall in this statistic to 23%. In 2020 and 2021, the restrictions on travel due to the COVID-19 pandemic resulted in a significant reduction in the number of enrolments and departures throughout the year.
- 50% of students with a language background other than English, with 69 other languages being spoken.
- 17% of students born in 38 countries other than Australia.
- 202 students categorised as an English as an Additional Language/Dialect (EAL/D) learner, either Stage 1 or 2.

Student Attendance

Student attendance at Maylands Peninsula has consistently been higher than the State average, providing our students with consistent opportunities to learn and achieve. This is also a good indication that students enjoy coming to school and that the learning experiences provided are meaningful and enjoyable.

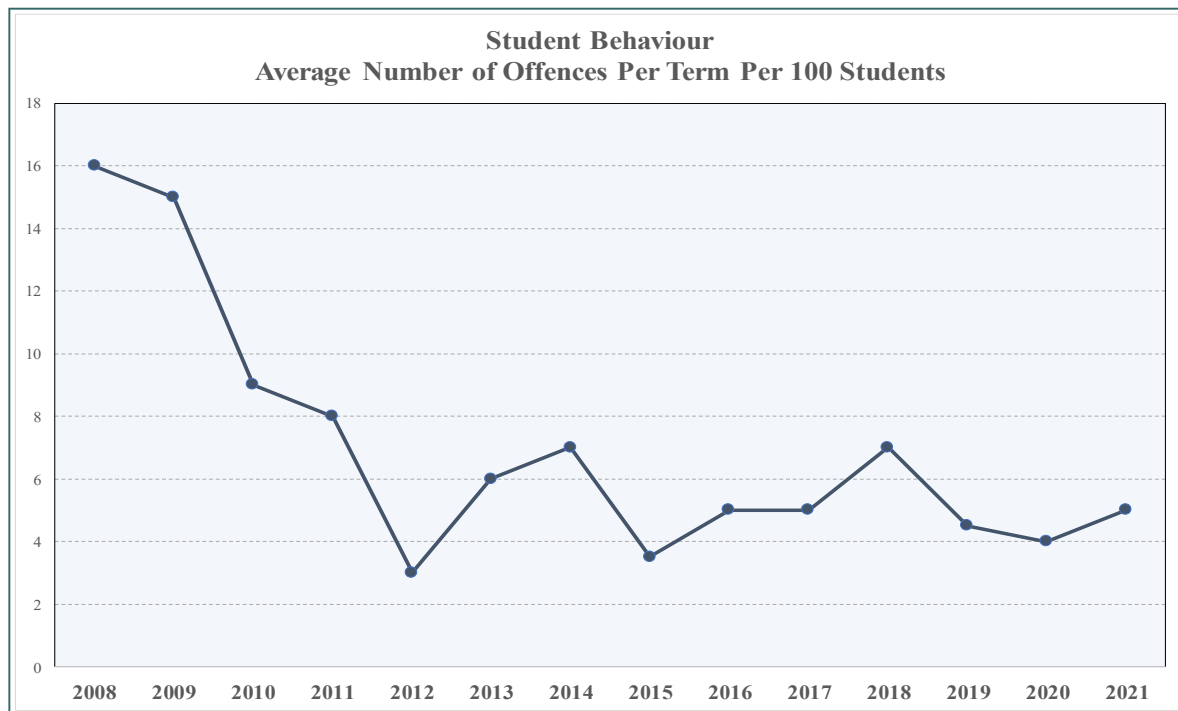
	Total Attendance	
	School	State
2019	93.3%	91.6%
Sem 2, 2020	94.1%	91.9%
2021	93.2%	91.0%

	Attendance Category			
	Regular (90-100%)	At Risk Attendance		
		Indicated 80-89%	Moderate 60-79%	Severe 0-59%
2019	77.5%	14.8%	6.6%	1.0%
Sem 2, 2020	81.8%	11.8%	5.1%	1.2%
2021	81.8%	14.2%	3.3%	0.7%

Travel restrictions internationally, interstate and within the State contributed to significantly fewer student absences due to in-term vacations. 10% of all student absences were due to 'unauthorised vacations'. With the few students who do have attendance issues, a case management approach is taken.

Student Behaviour

As illustrated in the graph below, student behaviour continues to be well managed and the number of incidences is relatively low.



Destination Schools

89% of students graduating from Year 6 in 2021 will be attending Department of Education secondary schools in 2022. The majority of our graduates are enrolled at either John Forrest Secondary College or Mount Lawley Senior High School.

Secondary School	Number of 2021 MPPS Graduates
Mount Lawley Senior High School	27
John Forrest Secondary College	28
Other state secondary schools	8
Private	8
Gifted and Talented Secondary Selective Entrance Program (see below)	11

Secondary School	GAT Selective Entrance Program
Perth Modern School	Academic - 1 student
Shenton College	Academic - 1 student
John Curtin College of the Arts	Drama - 2 students Media Arts - 2 students
Rossmoyne Senior High School	Languages - 1 student
Mount Lawley Senior High School	Languages - 4 students

Staff Profile

Maylands Peninsula has a dedicated and professional staff with a wide range of educational experience, ranging from new graduates to those with 40-plus years of teaching behind them. Our staff are active contributors to the overall direction of the school and engage in regular professional development and curriculum initiatives.

The staffing profile includes three administrators, 34.5 Full Time Equivalent (FTE) teachers including two Level 3 teachers and 14.4 FTE support staff. Two teachers retired in 2021 with there being a number of potential teaching and non-teaching retirees within the next five years.

2021 Highlights



There were many wonderful achievements in 2021, as evidenced on the following pages, all made possible by the hard work of a dedicated staff and the assistance of the school community. The partnership that exists between parents/caregivers, staff and students is a real feature of our school and the accomplishments described are a source of pride for us all.

Interschool Athletics Wins

Our fifth win at the Swan Valley Schools Interschool Athletics Carnival was achieved in 2021. We also celebrated bringing home the shield at the Interschool Cross Country Carnival where nine of the 16 place-getter positions were filled by students from our school.



Bush Tucker Garden

With assistance and donations from South East Regional Centre for Urban Landcare (SERCUL), students painted concrete steppers and raised garden beds and planted native plants traditionally used by Noongar people for food, medicine and building materials.

Inaugural Bike to School Day

Through the school's involvement with the Department of Transport's 'Your Move' program, our first *Bike to School Day* in October saw well over 150 students ride or scoot to school.



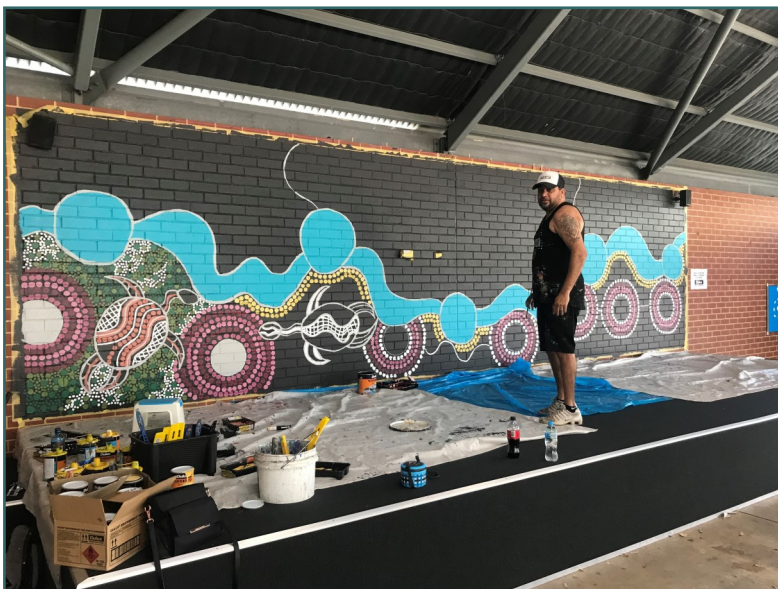
School Community Events

COVID-19 restrictions led to a modification of some of our school community events in 2021 but none were cancelled. Our Visual and Performing Arts Night, Book Week events, Xmas Singalong, Lapathon, faction cross country, athletic and swimming carnivals, Edu Dance performances and interschool sporting events were very well supported by all members of our school community.



Maylands Multicultural Playgroup

In December 2020, Maylands Peninsula was announced as one of two Perth schools to trial a Culturally and Linguistically Diverse early years program for children aged three years and under, and their parents/caregivers. Maylands Multicultural Playgroup began operation in Term 3, 2021, with 15 children and their parents. The aim of the program is to reduce the barrier to early childhood education and care through a 'soft entry point'. The free, facilitated playgroup for multicultural families uses the Abecedarian Approach, along with the families' home languages to build on children's social, emotional, language and cognitive development. The trial program will continue to run in 2022 and 2023.



New Stage and Mural

After a new, wider and longer stage was installed in the undercover area in August, local Noongar artist, Kevin Bynder, was commissioned by the P&C to create a backdrop mural. The mural, titled Kwobidak Boodja (Beautiful Country) reflects the traditional use of the nearby Swan River by local Indigenous people over the six different Noongar seasons.

Upgrade to Facilities

Apart from the new stage area, playground game line markings were refreshed, student toilet blocks reinvigorated with colourful murals and positive affirmations, a new kiln installed in the Art Room, new carpet layed in Middle Block and new IWB projectors provided to Junior B Block classrooms.



Cluedunnit Kids Win

In Term 2, a team of Year 6 students entered the Law Society of WA's *Cluedunnit Kids* competition. The team were required to investigate a criminal offence and created a stop motion animation to present their findings. They won the 2021 Ambassador Award, which was presented at the Children's Court of WA.



City of Bayswater Garden Win

In November, our school garden, in which students, with the assistance of volunteers, grow vegetables, herbs and plants, won the Best School Garden section of the City of Bayswater Gardens Competition.

The Learning Environment



Maylands Peninsula consists of learning communities located in four main buildings and a number of demountable classrooms. The school also has a library/arts centre, music room and undercover area. The Kindergarten and Pre-primary areas of the school are purpose built to meet the needs of the learning program for students at this stage of development. The school is wirelessly networked for Information Communication Technology (ICT). Computers are located in all classrooms as well as in the shared central area of each learning area and are an integral part of the curriculum. All classrooms have interactive whiteboards. Sets of iPads and Chromebooks are located in learning areas and utilised to further enhance students' ICT skills and digital learning.

Maylands Peninsula provides a wide range of teaching and learning programs for students from Kindergarten to Year 6. Specialist teachers provide programs in the areas of:

- Music - including choir and a rock band. Teachers from *Instrumental Music School Services* provide instruction in clarinet, flute and guitar for selected Year 5 and 6 students, while children in Years 1-6 have access to keyboard lessons and guitar tuition on a user-pay basis after school hours with *The Primary Music Institute*.
- Visual Arts.
- Physical Education.
- Languages - students from Year 2 to 6 study Italian.



Further extension opportunities are provided through Early Years Extension (EYE) for identified Year 1, 2 and 3 students and for selected Year 5 and 6 students via Primary Extension and Challenge (PEAC).

Students have the opportunity to attend many varied and interesting excursions and incursions during the year, including a camp at Dwellingup for graduating Year 6 students.

Despite the increasing demand for parents/caregivers to take paid employment, the school community are active participants in, and contributors to, their children's education. The school has an involved and supportive Parents' and Citizens' Association, which provides a five-day-a-week canteen service and a uniform shop, and in 2021 donated \$60 000 to supplement identified school needs.

2021 Priorities



Throughout 2021, the school focussed on:

- the continued safe navigation of the school through the COVID-19 pandemic.
- the successful commencement of the Maylands Multicultural Playgroup in Semester 2.
- upgrading school facilities.
- the continued progression of the Aboriginal Cultural Standards Framework Plan.
- consolidating and embedding the whole school progress of the *MPPS Writing* and *PLD Spelling Programs*, and introducing *NSW Foundation Script* to Year 3 students.
- consolidating the school's environmental focus with the Senses Garden and associated composting and worm whizz projects; and recycling program.
- 'backfilling' teacher positions throughout the year due to a higher than usual number of teachers commencing long-term periods of leave.

Business Plan 2021-2023 Achievements



In determining the quality of its performance, Maylands Peninsula has made use of a diverse range of data gathered from a number of sources. Data collection has been developed to meet a range of purposes, including the measurement of school performance against Like WA and ACARA (*My School* website) schools and the rest of the State and nation, and the performance of groups of students within our school population. This includes the performance of students by gender, ethnicity, English language acquisition (EAL/D students) and that of individual students to identify areas of need and to plan and resource effectively for improvement.

School performance data was presented to the School Board, demonstrating progress against targets set in both the current Business Plan and School Operational Plans.

Key Focus Area 1: Sustainable Learning Culture

Target: Build a sustainable learning community to meet future demand.	
Strategies	2021 Achievements
Build staff capacity for excellence in teaching through quality and relevant learning opportunities.	Continued targeted professional learning for all teachers on aspects of the <i>MPPS Writing Program</i> provided by the NMELDC. Provision of appropriate training for staff working with students with identified physical, medical and behavioural needs e.g. use of eye gaze technology.
A well-being committee is established to foster and promote staff well-being.	After school social get togethers on and off school site. Staff encouraged to access Employee Support Bureau Service when required.
Distributed Leadership.	Level 3 teachers, Learning Area leaders, Operational Plan coordinators, Literacy Leaders (<i>MPPS Writing Program</i>), ACSF group & NQS Coordinators took on key roles in leading initiatives.
Develop teacher expertise to implement data-informed planning.	Systematic analysis and distribution of data for whole school and classroom planning, as articulated in Operational Plans, took place at staff meetings and School Development Days.
Engage staff in the use of innovative technologies to deliver improved learning opportunities.	Teachers in the Senior Learning Area began using <i>Chromebooks</i> with students. A number of teachers chose to use <i>Planbook</i> to prepare their daily work pad.
Regular opportunities for development of effective collaborative practices.	Weekly early close meetings were scheduled to enable learning teams to collaboratively plan, moderate and assess student learning in the areas of Writing and Mathematics.
A commitment to developing whole school approaches to achieve student outcomes.	Continued implementation of whole school programs: <i>MPPS Writing Program</i> , <i>Promoting Literacy Development</i> , <i>Mathletics</i> , <i>Reading Eggs/press</i> , <i>iSTAR</i> , <i>You Can Do It</i> , <i>Animal Fun</i> and <i>NSW Foundation Script</i> took place.
Induction and mentoring of new staff.	Induction sessions and mentor appointments took place when new teaching and support staff commenced throughout the year.
Involvement in the Morley Schools Network.	All staff were encouraged to become members of a network group. One of our teachers coordinated the MSN Visual Arts group.
Use of paraprofessionals to meet increasing demands for support services.	A number of Speech Therapy students from Curtin University worked under the guidance of Cindy Stirling (NMELDC) with individual and small groups of Kindergarten, Pre-primary and Year 1 students with oral language difficulties.
Workforce planning to ensure succession plans are in place.	With the retirement of the school's ICT teacher, other options were explored and the employment of a technician from an external provider, one day a week, will be trialled in 2022.
Encourage broader community involvement.	Partnerships with university teacher training practicum departments continued. The commencement of the Maylands Multicultural Playgroup provided the opportunities for the families of young children to bridge the gap between home and school.



Key Focus Area 2: Facilitate Good Learning

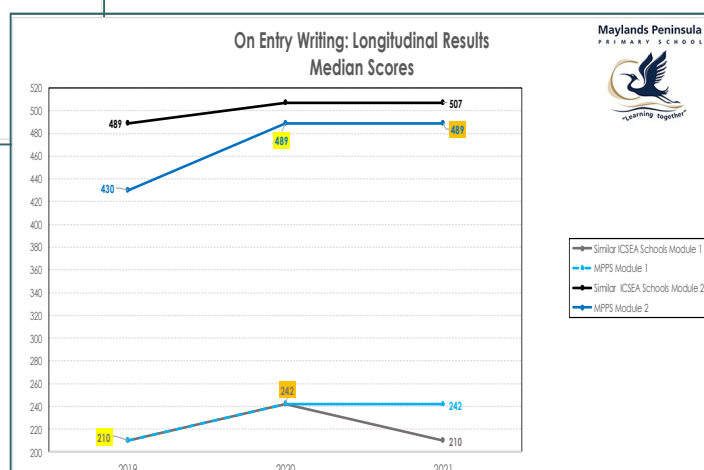
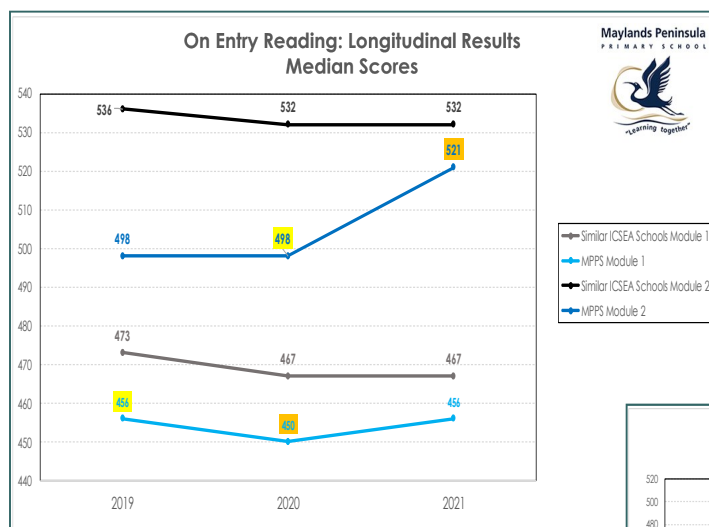
Target: Build a safe, inclusive and responsive school community culture.	
Strategies	2021 Achievements
Honour inclusivity and diversity.	Staff and students engaged in Harmony Day and NAIDOC Week activities. Students planned and established our Bush Tucker Garden. Fundraising activities were coordinated by student councillors to support organisations that provide services to children living with cancer and hearing impairment. Maylands Multicultural Playgroup began operation.
Further develop a caring and safe school that encourages resilience and respect.	Members of the school community accessed the School Chaplain. Continued use of <i>You Can Do It</i> program for Kindergarten and Pre-primary students. A 'Faction/House' Points system was introduced to Year 1-6 students. The Protective Behaviours curriculum was covered in classrooms.
Promote a connection with nature through a focus on environmental sustainability and unstructured outdoor play.	The food/senses garden continued to flourish with senior students selling garden produce: herbs, vegetables and potted plants. Waste Wise Wednesdays, Containers for Change, Worm Whizz and recycling programs continued. Year 4 students attended the Groundwater Festival at Whiteman Park.
Effective and timely communication with school community members.	Connect, Seesaw and email were all used, along with phone calls, notes home and meetings to provide parents/caregivers with information about the school and class events, achievements, student well-being and progress. Students' Semester 1 and Semester 2 reports were emailed to parents/caregivers and made available on Connect. The 'uptake' of Qkr! by parents increased with the majority of canteen and uniform shop orders, as well as payments for school excursions etc. made through the app. The school's website was refreshed and enhanced with most parent documents now able to be accessed, completed and submitted electronically.
Learning Support Coordinator.	Learning Support Coordinator monitored IEPs, GEPs, IBPs, SAER plans and CPFS 'In Care' Plans. LSC liaised with parents/caregivers, therapists, SSEN and CPFS to best cater for a number of students with high level needs.
School Chaplaincy program.	Counselling and support for staff, parents/caregivers and students was provided.
Student attendance tracking.	Targeted intervention plans were developed for students with moderate and severe attendance risks. A range of strategies were implemented and outside agencies consulted for those students with anxiety/school refusal.
Feedback from the school community is sought.	An election was held for two parent/caregiver positions on the School Board. Feedback was sought from parent/caregivers on a proposed change to the school uniform.
Opportunities are provided for senior students to develop team building and interpersonal skills.	Year 6 students were elected by their peers for Student Councillor and Faction Captain positions and auditioned for school band places. Year 6 students participated in a variety of outdoor pursuits designed to enhance their social relationships at Camp Dare, Dwellingup, in November.
Effective operation of School Board.	Measures for succession planning, induction of new members and communicating Board function and accountability to the wider school community were all progressed in 2021. Chair reports were made available to the wider school community via Connect after each Board meeting.
School facilities are utilised by community organisations out of hours.	Classrooms were used as meeting venues for the Eritrean and Ethiopian communities (language and cultural lessons) and instrumental music tuition.
Developing community partnerships.	Relationships with Notre Dame University, Edith Cowan University, Curtin University, North Metropolitan TAFE, City of Bayswater, YouthCare, Maylands Coles and Maylands IGA were continued in 2021. A number of businesses provided financial support by way of provision of student prizes and other resources.
Performance data is investigated and responded to.	Data from many sources was utilised for the lines of inquiry it provided in 2021 e.g. SAIS, Pre-primary and Year 1 On Entry results, teacher moderated work samples, ICAS testing, SIS attendance, BMIS, NAPLAN, AEDC, PLD tracking and the number of Year 6 students who successfully gained entrance to specialist secondary programs.



Key Focus Area 3: Literacy

Target: Students will develop functional and critical literacy skills.

Strategies	2021 Achievements
Maintain and improve standards of achievement in literacy.	<p>Achievement of NAPLAN literacy targets articulated in 2020-21 Operational Plans appears below and on the following page.</p> <p>2021 NAPLAN literacy longitudinal observations:</p> <ul style="list-style-type: none"> - Year 3 Reading performance continuing to track slightly below Like WA schools. - Year 5 Writing performance not as strong relative to Like WA schools as Year 3s in 2019. - Year 3 Spelling of concern. Second year of declining performance relative to Like WA schools. 2021 average below Australian average. - All other performances sound when compared to Like WA schools, and in case of Year 5s, when compared to 2019 Year 3 results. <p>Individual and subgroups of students were targeted to inform Individual Education Plans (IEPs) and Group Education Plans (GEPs). EAL in class support program operated for Stage 1 and Stage 2 EAL students.</p> <p>Consistent approaches to Reading, Spelling and Grammar were implemented at phase of learning levels.</p>
Enhance academic rigour in Kindergarten and Pre-primary education.	<p>Achievement of Module 1 and 2 On Entry literacy targets articulated in 2020-21 Operational Plans appears on the next page.</p> <p>Performance of Pre-primary and Year 1 cohorts in 2021 was as expected. See graphs below.</p> <p>On Entry Assessment data was utilised to identify student needs and develop targeted plans.</p>



The following tables outline the attainment of Literacy targets for 2021 On Entry and NAPLAN testing. Green text indicates the target was achieved and red indicates the target was not achieved. The names of targeted students appear in our School Operational Plans but are identified here as letters e.g. student A, due to confidentiality considerations.

NMS = NAPLAN National Minimum Standard

2021 On Entry Reading Targets	Achievement Analysis	2021 On Entry Writing Targets	Achievement Analysis
<p><u>Pre-Primary:</u> MPPS's median score to be within 40 points of other WA schools with an ICSEA decile of 2, that is 467.</p> <p><u>Year 1:</u> MPPS's median score to be within 35 points of other WA schools with an ICSEA decile between 1 and 3, that is, 532.</p> <p>MPPS gains in medians between Module 1, 2020 and Module 2, 2021 to be equivalent to that of other schools with an ICSEA decile between 1 and 3.</p> <p>60% of students to make moderate progress or better between 2020 and 2021 testing.</p> <p>Targeted students: A B C D E F G H I</p>	<p>MPPS median Pre-primary (Module 1) score = 456</p> <p>MPPS median Year 1 (Module 2) score = 521</p> <p>Like school gain 532 - 467 = 65 points</p> <p>MPPS gain = 521- 450 = 71</p> <p>80% made moderate progress or better between 2020 and 2021 testing.</p> <p>A, 503-581= 78 point gain B, 473 - left C, 416-515= 99 D, 478-581= 103 E, 434-519 = 85 F, 509-559 = 50 G, 388-519 = 131 H, 333-536 = 203 I, 462-506 = 44</p>	<p><u>Pre-Primary:</u> MPPS's median score to be within 30 points of other WA schools with an ICSEA decile of 2, that is 210.</p> <p><u>Year 1:</u> MPPS's median score to be within 20 points of other WA schools with an ICSEA decile between 1 and 3, that is, 507.</p> <p>MPPS gains in medians between Module 1, 2020 and Module 2, 2021 to be equivalent to that of other schools with an ICSEA decile between 1 and 3.</p> <p>65% of students to make moderate progress or better between 2020 and 2021 testing.</p> <p>Targeted students: J K A L M N O P Q R S T U V C W X F Y Z a b c d e</p>	<p>MPPS median Pre-primary (Module 1) score = 242</p> <p>MPPS median Year 1 (Module 2) score = 489</p> <p>Like school gain 507- 242 = 265</p> <p>MPPS gain = 489 - 242 = 247</p> <p>82% made average progress between 2020 and 2021 testing.</p> <p>J, 176 - left K, 450-587= 137 point gain A, 210-604 = 394 L, 210 - left school M, 210-556= 346 N, 372-541= 169 O, 372-621= 249 P, 242 - left Q, 176-469 = 293 R, 210 - left school S, 269-524= 255 T, 242-430= 188 U, 176-242= 66 V, 314-621= 307 C, 210-489= 468 W, 210-391=181 X, 242-541= 299 F, 242-572= 330 Y, 242-507= 265 Z, 242-430= 188 a, 242-572= 330 b, 210-604=394 c, 176-507= 331 d, 314-507= 193 e, 293-556 = 263</p>



2021 NAPLAN Reading Targets	Achievement Analysis	2021 NAPLAN Writing Targets	Achievement Analysis
<p><u>Year 3:</u> MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Fewer Year 3s represented in the lowest bands of achievement than Like WA Schools. More Year 3s represented in the highest bands of achievement than Like WA Schools.</p>	<p>MPPS Year 3 average: 451 Like WA Schools average: 455</p> <p>Lowest bands: 16% of MPPS Year 3s 11% of Like WA Schools</p> <p>Highest bands: 33% of MPPS Year 3s 30% of Like WA Schools</p>	<p><u>Year 3:</u> MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Fewer Year 3s represented in the lowest bands of achievement than Like WA Schools. More Year 3s represented in the highest bands of achievement than Like WA Schools.</p>	<p>MPPS Year 3 average: 438 Like WA Schools average: 443</p> <p>Lowest bands: 9% of MPPS Year 3s 11% of Like WA Schools</p> <p>Highest bands: 25% of MPPS Year 3s 28% of Like WA Schools</p>
<p><u>Year 5:</u> MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Targeted students to move from Band 2 to Band 4: A, B, C, D, E, F, G, H & I.</p> <p>Maintain the following students in the highest bands of achievement: J, K, L, M and N.</p>	<p>MPPS Year 5 average: 525 Like WA Schools average: 527</p> <p>A - Band 5 B - Band 5 C - Band 5 D - left school E - left school F - Band 6 G - left school H - left school I - Band 3</p> <p>J - Band 7 (too low) K - Band 8 L - Band 7 M - Band 8 N - Band 7</p>	<p><u>Year 5:</u> MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>No more than 10% of Year 5s represented at the lowest level of performance. At least 25% of Year 5s at the highest level of performance.</p> <p>Maintain at NMS: O</p> <p>Targeted student to progress from Band 3 to 4: P.</p> <p>Targeted students to progress from Band 6 to Band 7: Q, R, J, and S.</p> <p>Targeted students to maintain achievement in highest bands: K & T.</p>	<p>MPPS Year 5 average: 493 Like WA Schools average: 501</p> <p>14% of Year 5s at the lowest level of performance. 33% of Year 5s at the highest level.</p> <p>O - left school</p> <p>P - Band 5</p> <p>Q - Band 8 R - left school J - Band 5 S - Band 5</p> <p>K - Band 8 T - Band 6</p>





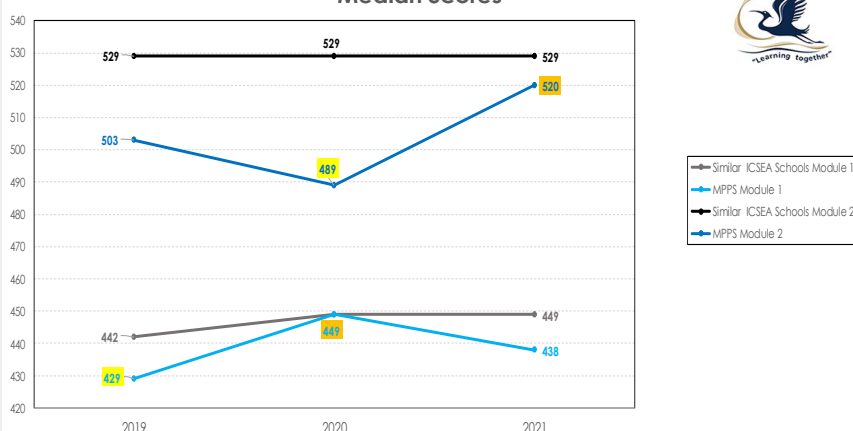
2021 NAPLAN Spelling Targets	Achievement Analysis	2021 NAPLAN Grammar & Punctuation Targets	Achievement Analysis
<p>Year 3: MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Fewer Year 3s represented in the lowest bands of achievement than Like WA Schools. More Year 3s represented in the highest bands of achievement than Like WA Schools.</p> <p>Year 5: MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Fewer Year 5s represented in the lowest bands of achievement than Like WA Schools. More Year 5s represented in the highest bands of achievement than Like WA Schools.</p> <p>Maintain at NMS: D, H, Q, C & A.</p> <p>Move from Band 3 to at least Band 4: R & S.</p> <p>Move from Band 4 to Band 5: T.</p> <p>Move from Band 6 to Band 7: U, V, T, W & X.</p> <p>Move from Band 7 to Band 8: N, M, Y, L & J.</p> <p>Move to Band 9: K, Z & Q.</p>	<p>MPPS Year 3 average: 416 Like WA Schools average: 433</p> <p>Lowest bands: 12% of MPPS Year 3s 12% of Like WA Schools Year 3s</p> <p>Highest bands: 17% of MPPS Year 3s 28% of Like WA Schools Year 3s</p> <p>MPPS Year 5 average: 522 Like WA Schools average: 526</p> <p>Lowest bands: 11% of MPPS Year 5s 10% of Like WA Schools Year 5s</p> <p>Highest bands: 27% of MPPS Year 5s 29% of Like WA Schools Year 5s</p> <p>D - left school H - left school Q - left school C - above A - at R - Band 5 S - Band 6 T - left school U - Band 6 V - Band 8 T - Band 8 W - Band 7 X - left school N - Band 7 M - Band 8 Y - Band 8 L - Band 8 J - Band 8 K - Band 8 Z - Band 8 Q - Band 8</p>	<p>Year 3: MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Fewer Year 3s represented in the lowest bands of achievement than Like WA Schools. More Year 3s represented in the highest bands of achievement than Like WA Schools.</p> <p>Year 5: Fewer Year 5s represented in the lowest bands of achievement than Like WA Schools. More Year 5s represented in the highest bands of achievement than Like WA Schools.</p> <p>Targeted students to move from Band 1 to Band 3: A, H and I.</p> <p>Targeted students to maintain at NMS: G, C & a.</p> <p>Targeted students to achieve at least moderate progress: b, c & d.</p> <p>Targeted students to maintain achievement in the top bands: Z, J, K & e.</p>	<p>MPPS Year 3 average: 446 Like WA Schools average: 453</p> <p>Lowest bands: 10% of MPPS Year 3s 10% of Like WA Schools Year 3s</p> <p>Highest bands of achievement: 22% of MPPS Year 3s 30% of Like WA Schools Year 3s</p> <p>Lowest bands: 11% of MPPS Year 5s 10% of Like WA Schools Year 5s</p> <p>Highest bands: 27% of MPPS Year 5s 29% of Like WA Schools Year 5s</p> <p>A - Band 5 H - left school I - Band 3 G - left school C - at NMS a - left school b - very high progress c - low progress d - left school Z - Band 8 J - Band 8 K - Band 10 e - left school</p>

Key Focus Area 4: Numeracy

Target: Students will become confident and competent mathematicians.

Broad Strategies	2021 Achievements
Maintain and improve standards of achievement in numeracy.	<p>Achievement of NAPLAN numeracy targets articulated in 2020-21 Operational Plans appears on the following page.</p> <p>2021 NAPLAN numeracy longitudinal observations:</p> <ul style="list-style-type: none"> - Year 3 performance comparable to Like WA schools. - Year 5 cohort closed the gap that was between themselves and Like WA Schools in Year 3 (2019) and achieved 8 points higher in 2021. <p>Individual and subgroups of students were targeted to inform IEPs and GEPs.</p> <p>EAL in-class support program operated for Stage 1 and Stage 2 EAL students.</p> <p>Whole school approaches to Mathematics e.g. <i>MTS Online</i> and <i>Mathletics</i>, operated throughout the school.</p>
Enhance academic rigour in Kindergarten and Pre-primary education.	<p>Achievement of Module 1 and Module 2 On Entry Numeracy targets articulated in 2020-21 Operational Plans appears on the next page.</p> <p>Performance of Pre-primary and Year 1 cohorts in 2021 was as expected. See graphs below.</p> <p>On Entry Assessment data was utilised to identify student needs and develop targeted plans.</p>

On Entry Numeracy: Longitudinal Results
Median Scores

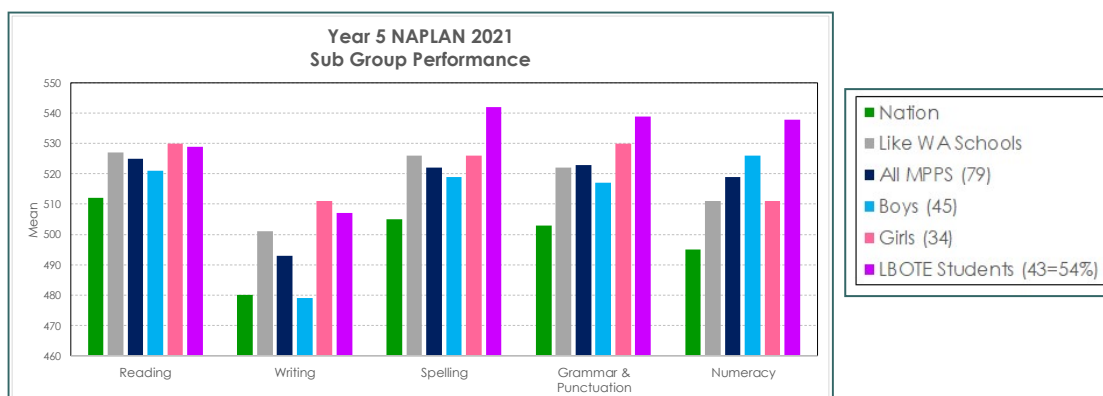


Maylands Peninsula
PRIMARY SCHOOL



2021 On Entry Numeracy Targets	Achievement Analysis	2021 NAPLAN Numeracy Targets	Achievement Analysis
<p><u>Pre-primary:</u> MPPS's median score to be within 35 points of other WA schools with an ICSEA decile of 2, that is 449.</p> <p><u>Year 1:</u> MPPS's median score to be within 40 points of other WA schools with an ICSEA decile between 1 and 3, that is, 529.</p> <p>MPPS gains in medians between Module 1, 2020 and Module 2, 2021 to be equivalent to that of others schools with an ICSEA decile between 1 and 3.</p> <p>40% of students to make moderate progress or better between 2020 and 2021 testing.</p> <p>Targeted students: K B f W F g H j d</p>	<p>MPPS median Pre-primary (Module 1) score = 438</p> <p>MPPS median Year 1 (Module 2) score = 520</p> <p>Like school gain 529 - 449 = 80</p> <p>MPPS gain = 520 - 449 = 71</p> <p>58% made moderate progress between 2020 and 2021 testing.</p> <p>K, 456-471= 15 B, 478 - left f, 486-544= 58 W, 435-529= 94 F, 550-603= 53 g, 372-434= 62 H, 415-550= 135 j, 539-534= -5 d, 510-617= 107</p>	<p><u>Year 3:</u> MPPS average to be equal to or higher than that of Like WA Schools.</p> <p>Fewer Year 3s represented in the lowest bands of achievement than Like WA Schools. More Year 3s represented in the highest bands of achievement than Like WA Schools.</p> <p><u>Year 5:</u> No more than 10% of students in the lowest bands of achievement. At least 25% in the highest bands.</p> <p>Targeted students to move from Band 2 to Band 3: f, g, I, G, C and D.</p> <p>Targeted students to move to highest bands of achievement: h, i, j, k, V, and l.</p> <p>Targeted students to remain in highest bands of achievement: m, L, Z, n and M.</p>	<p>MPPS Year 3 average: 410 Like WA Schools average: 418</p> <p>Lowest bands: 13% of MPPS Year 3s 11% of Like WA Schools Year 3s Highest bands: 26% of MPPS Year 3s 29% of Like WA Schools Year 3s</p> <p>11% of Year 5s at the lowest level of performance. 37% of Year 5s at the highest level of performance.</p> <p>f - Band 5 g - Band 5 I - Band 4 G - left school C - Band 5 D - left school h - Band 6 i - Band 7 j - low Band 7 k - Band 6 V - Band 8 l - Band 7 m - Band 10 L - Band 8 Z - Band 8 n - Band 9 M - Band 10</p>

Disaggregating our student performance data into various sub groups indicates very clearly that in all cohorts and all assessments, EAL/D students' performance is comparable to the rest of the cohort for whom English is their first language. Given that for almost half our student population English is their second language, these results are reflective of the strong EAL/D support program that operates in each classroom, enabling students to attain English language proficiency necessary for successful participation in mainstream schooling.

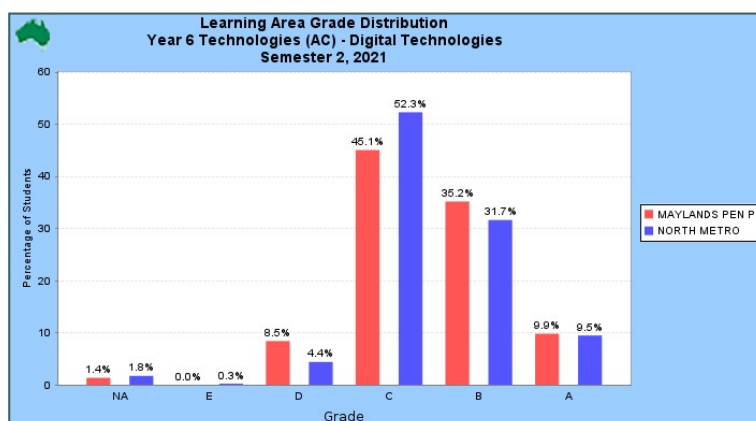
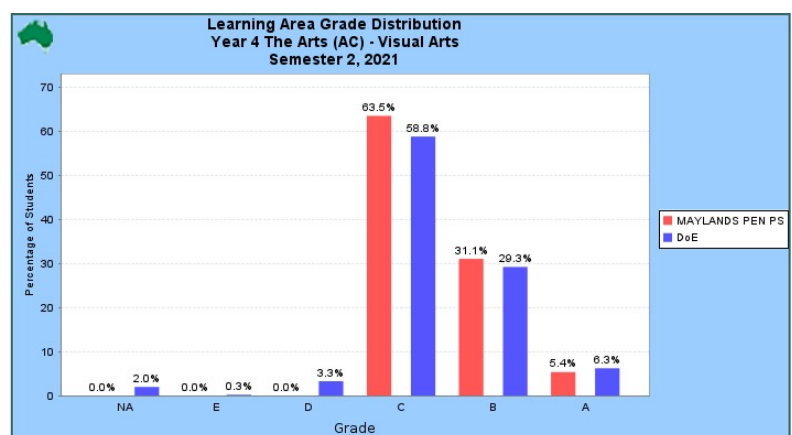
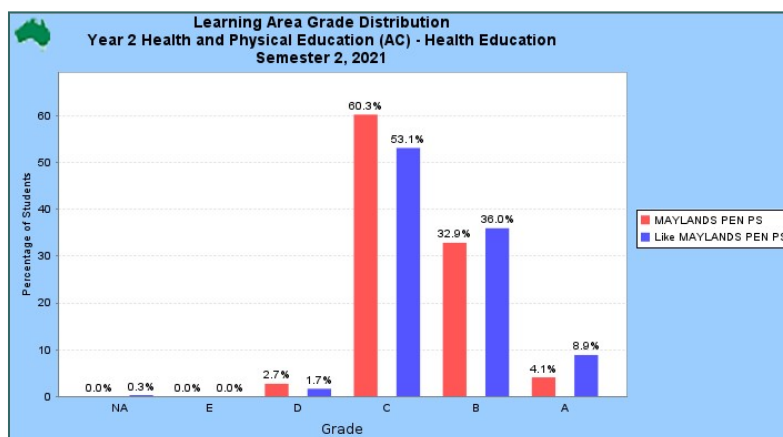


Student Performance in the Broader Curriculum



National testing is important, but Maylands Peninsula ensures comparative data is collected for all year levels and across a range of learning areas to monitor our student performance and compare it to that of schools with similar student populations.

Teacher judgements give an overall picture of what each student achieves over a semester on a range of tasks. The following graphs indicate that our teacher-moderated judgements overall are comparable to those of Like WA schools, others in the North Metropolitan Region and the Department of Education in a range of learning areas for both Semester 1 and 2.



Financial Summary



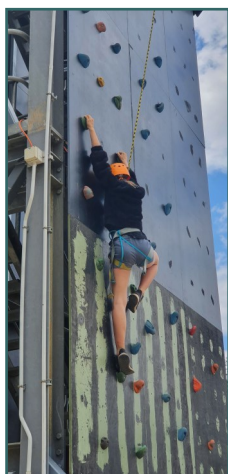
During 2021, income was received and distributed as shown below. Funds received during 2021 were expended in accordance with Department of Education policy.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$21,519.80	\$ 21,519.80
2	Charges and Fees	\$169,808.76	\$168,842.94
3	Fees from Facilities Hire	\$954.54	\$954.54
4	Fundraising/Donations/Sponsorship	\$38,112.87	\$38,894.22
5	Commonwealth Govt Revenues	\$3,997.98	\$3,997.98
6	Other State Govt/Local Govt Revenues	\$1000.00	\$1000.00
7	Revenue from CO, Regional Office & Other Schools	\$743.49	\$743.49
8	Other Revenues	\$7,196.50	\$7,765.81
9	Transfer from Reserve or DGR	\$18,798.00	\$18,798.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag & Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$262,131.94	\$263,516.78
	Opening Balance	\$92,660.00	\$92,660.39
	Student Centred Funding	\$493,631.55	\$493,631.55
	Total Cash Funds Available	\$848,423.49	\$848,808.72
	Total Salary Allocation	-	-
	Total Funds Available	\$848,423.49	\$848,808.72

	Revenue - Cash & Salary	Budget	Actual
1	Administration	\$33,100.00	\$21,518.49
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$180,237.37	\$165,093.15
4	Buildings, Property and Equipment	\$145,229.00	\$128,017.27
5	Curriculum and Student Services	\$324,631.43	\$259,313.98
6	Professional Development	\$12,000.00	\$6,640.68
7	Transfer to Reserve	\$124,000.00	\$124,000.00
8	Other Expenditure	\$4,804.00	\$4,600.40
9	Payment to CO, Regional Office & Other Schools	\$512.49	\$512.49
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag & Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
	Total Goods and Services Expenditure	\$824,514.29	\$709,696.46
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$824,514.29	\$709,696.46
	Cash Budget Variance	\$23,909.20	

Cash Position as at: 31 December 2021

	Bank Balance	\$431,582.70
	Made up of:	
1	General Fund Balance	\$140,112.26
2	Deductable Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$289,644.15
5	Suspense Accounts	\$5,546.29
6	Cash Advances	-
7	Tax Position	(\$3,720.00)
	Total Bank Balance	\$431,582.70



Conclusion



As evidenced, throughout 2021 staff worked seamlessly with parents/caregivers and the wider community to encourage students to achieve academically as well as continue with their creative, physical, social and emotional development.

Our challenges and directions for 2022 include:

- Preparedness for any future impacts of the COVID-19 pandemic including the requirement for staff to be fully vaccinated.
- The on-going challenges of a number of permanent teachers returning to work in a part-time capacity.
- The professional development and mentoring of a number of graduate teachers.
- Imbedding operation of the Maylands Multicultural Playgroup.
- Election of a further three parent/caregiver and one teacher representatives to the School Board.
- Further enhancement to playground opportunities for our Pre-primary students and the nature play options in the main playground.
- The creation of an outdoor classroom in the garden area outside JB Block.
- Arresting the longitudinal decline in Spelling performance when compared to Like WA schools in Year 3.
- The appointment of a new School Chaplain.
- Management of the school's ICT infrastructure by an external provider.

We thank all involved in helping to make 2021 a positive year. We move into the 2022 school year ready to reinforce the uniqueness and vibrancy of Maylands Peninsula Primary School.

Paul Andrijich
PRINCIPAL

Peter Klinger
BOARD CHAIR



Glossary



ACARA - The Australian Curriculum, Assessment and Reporting Authority is responsible for running the National Assessment Program (including NAPLAN) and collecting and publishing information about the performance and resources of all Australian schools on the *My School* website.

ACSF - Aboriginal Cultural Standards Framework. This Department of Education WA document sets expected standards for all staff when working with Aboriginal students, their families and communities.

AEDC - Australian Early Developmental Census. This nationwide census is conducted every 3 years with Pre-primary students. Teachers rate students' capabilities in a number of domains. The information collated helps support health, education and community policy and planning for early childhood.

Animal Fun - A movement program based on imitating animal gaits that promotes the motor skills and social skills of young children. The program is implemented in Kindy and Pre-primary classes.

Band - NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all the year levels from Year 3 to Year 9, and are divided into 10 bands.

BMIS - Behaviour Management Information System. Software used for recording and tracking student behaviour.

Connect - Connect is an integrated online environment developed by the Department of Education WA for staff, students and parents in public schools. It is the primary means of communication between our school and parents. It is also the platform via which 'online learning' is delivered during COVID lockdowns.

EAL/D - Refers to students/families for whom English is an additional language or dialect. EAL/D students are classified as Stage 1 (in their first year of English language acquisition), Stage 2 (second year) or Stage 3 (third year).

GAT Selective Entrance Program - Gifted and Talented Selective Entrance Program. A number of Department of Education secondary schools run selective academic, language, arts and sports GATE programs that require entry via testing/portfolio/interview/audition/trial/written application.

Harmony Day - 21 March. As a day to celebrate Australian multiculturalism and the successful integration of immigrants into our community, Harmony Day is an important date on the MPPS calendar. Amongst other activities, it is celebrated with students wearing national dress and sharing foods from their culture.

IEPs, GEPS, IBPs, SAER plans and DCPFS 'In Care' Plans - Plans written for specific students or groups of students targeting specific behaviours, skills or concepts to be developed. **IEP** - Individual Education Plan. **GEP** - Group Education Plan. **IBP** - Individual Behaviour Plan. **CPFS** - Plans required by the Department of Child Protection and Family Services for children in their care.

iSTAR - iSTAR is an acronym that describes the stages of a research based, cyclical model of teaching and learning. The letters stand for: inform/inspire, show/share, try/transfer, apply/action and review/reflect. The iSTAR model is implemented by all teachers from Kindergarten through to Year 6.

Level 3 Teacher - Level 3 teachers are those who have completed a selection process acknowledging their competency at meeting the needs of students and leading other teachers in best practice. Level 3 teachers are provided with a half day a week release time from their classroom to work on projects identified as being of priority in their particular school.

LBOTE - Refers to students/families who have a Language Background Other Than English. NAPLAN uses the term 'LBOTE' rather than 'EAL/D'.

'Like' Schools - Are schools identified by the Department of Education and ACARA that have a similar Index of Community Socio-Educational Advantage (ICSEA). ICSEA provides a scale that numerically represents the relative magnitude of factors such as a school's geographical location, proportion of Indigenous students, parents' occupation and education levels. Our school's ICSEA is 1093. The lower the ICSEA the greater the socio-economic disadvantage of a school. The average is 1000.

Mathletics - An online mathematics website that provides tutorials and practise activities for students suited to their mathematical ability. Teachers are able to set activities (concepts) for their students to complete. Students in Pre-primary to Year 6 have access. Our P&C provide the funds for our annual subscription.

MPPS Writing Program - This K-Year 6 program developed by staff at MPPS incorporates elements of Pie Corbett's *Talk 4 Writing* Program with NMELDC strategies. After being trialled and refined over a number of years, the program is now fully implemented across the school.

MTS - Mathematics Today Series. An online Mathematics curriculum resource used by teachers.

NAIDOC - NAIDOC originally stood for 'National Aborigines and Islanders Day Observance Committee'. This committee is responsible for organising activities during NAIDOC Week and the acronym has since become the name of the week.

NMELDC - North Metropolitan East Language Development Centre. One of the roles of NMELDC staff is to provide schools with professional learning on evidence based language programs. MPPS has had an association with NMELDC since 2017.

NMS - The National Minimum Standard is a NAPLAN term. The national minimum standard is a nationally agreed standard below which a student has not demonstrated the basic skills of literacy and/or numeracy expected of students at that year level. A 'national minimum standard' is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9.

NSW Foundation Script - This is the printing/handwriting font being gradually phased into the school. In 2022, Kindergarten - Year 4 students will write with this font.

NAPLAN - National Assessment Program Literacy And Numeracy. Conducted in May each year with students in Years 3, 5, 7 and 9. In 2019 NAPLAN assessments, except Year 3 Writing, went online.

NQS - National Quality Standards. The NQS consists of seven quality areas, each containing standards and elements, that early childhood education and care services are assessed and rated against.

On Entry Testing - During Weeks 3 to 6 of Term 1 each year, teachers across WA assess each Pre-primary student's skills and understandings of oral language, reading, writing and numeracy. At MPPS, our Year 1 students are also assessed. The information provided enables teachers to plan for the learning needs of every child.

PEAC - Primary Extension And Challenge. Courses are offered at a regional level to students who have been identified by either On Entry testing in Pre-primary, or PEAC testing in Year 4.

PLD - Promoting Literacy Development. The PLD Program, also known as the Diana Rigg Program, after its developer, is a structured program being implemented in our school from Kindergarten to Year 6. The focus of the program is on developing writing, phonological awareness, alphabet, decoding, phonic and spelling skills.

Qkr - Quicker is an smartphone app which enables parents to make electronic payments for school charges including fees, school uniforms, excursions and canteen orders. Parents are also able to provide permission via Qkr for students to attend excursions.

Reading Eggs and Reading Eggspress - An online literacy website that provides tutorials and practise activities for students suited to their reading ability. Teachers are able to set activities (concepts) for their students to complete. All students in Kindergarten to Year 3, and selected older students, have Reading Eggs or Reading Eggspress log ons.

SAIS - Student Achievement Information System. A web based graphing application that assists school staff to analyse student achievement.

SCSA - Schools Curriculum and Standards Authority. SCSA is responsible for the Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.

You Can Do It - Is a social and emotional learning program that is implemented in our Kindergarten and Pre-primary classes. The focus of the program is on resilience, persistence, getting along, confidence and organisation.

