



WORKING TOGETHER

Mount Pleasant Primary School

2021 Annual School Report



We strive to provide the tools for lifelong learning and long term happiness to empower socially aware and resilient critical thinkers.

MOUNT PLEASANT PRIMARY SCHOOL

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1. Preamble

From the School Board Chair

This year began with significant changes. The school had a new Principal, a new Board Chair, a new Board Secretary, half the Board members were new, a COVID lockdown and a new business plan cycle to commence. From a business leader's perspective that could be seen as a worst case scenario, but it was also an awesome opportunity to redefine our school governance.

The Board's Terms of Reference were updated, operations were streamlined by making the Board one third smaller, we changed the way financial information is presented and we restructured our meetings to be more conversational and issues based. Then, collaborating with parents and teachers we clarified the purpose of the Board and how to achieve it. We collaborated with staff to develop a new school Vision Statement which will act as a North Star from which decisions will be guided. Board members underwent ongoing training sessions, both externally with the Department of Education and internally during our meetings. This increased knowledge in various school processes resulted in Board members being more able to help parents.

During the year we conducted a Parent Survey which gave us data from which we established some key priorities. We analysed NAPLAN Data and set targets for the schools. These priorities and targets are now in the 2022 - 2024 business plan.

My vision for the Board next year is to:

1. Focus on assisting the school develop more consistent communication between teachers and parents.
2. Assist the school implement its new business plan.
3. Continue to build the knowledge and experience of the Board, as well as cement our new processes such that when the current Board moves on, the new Board will have a strong foundation from which to continue working.
4. Increase the profile of the Board and its members so that we are more accessible and useful to parents.
5. Increase the focus and rate at which the school develops so that the parent group who participates in the school's progress, is the same cohort that benefits from it.

I want to extend my personal thanks to every Board member for their tremendous support, dedication and participation in 2021.

David Clark
School Board Chair

From The Principal

It is with great pleasure that I present the 2021 Annual Report for Mount Pleasant Primary School. Though COVID continued to impact on our work, by the end of the year there was a sense of 'business as usual' evident across the school. We continued to see the best of people and the community reaffirmed an ability to work together and focus on what was truly important.

To support our students, we maintained a focus on simplifying what we did and ensure our classrooms were safe, predictable and effective learning environments.

2021 brought changes to the school leadership with Mrs Hooper leaving at the end of first term to take up opportunities to be Principal of neighbouring schools. This saw Mrs Kathy Williams step in as the acting

Deputy Principal for second term and, subsequently, the appointment of Dr Deborah Wake into this position for the remainder of the year.

2021 was a year of review for the school, with an inward focus on our processes and practices. This led a revised school vision, a clarification of the school values, changes to the composition of the School Board and the creation of the 2022 – 2024 School Business Plan.

I truly appreciate the endeavours of our school community and in particular the School Board and P&C for working together to provide the community perspective in many significant decisions.

Finally, I thank the staff for their commitment and passion.

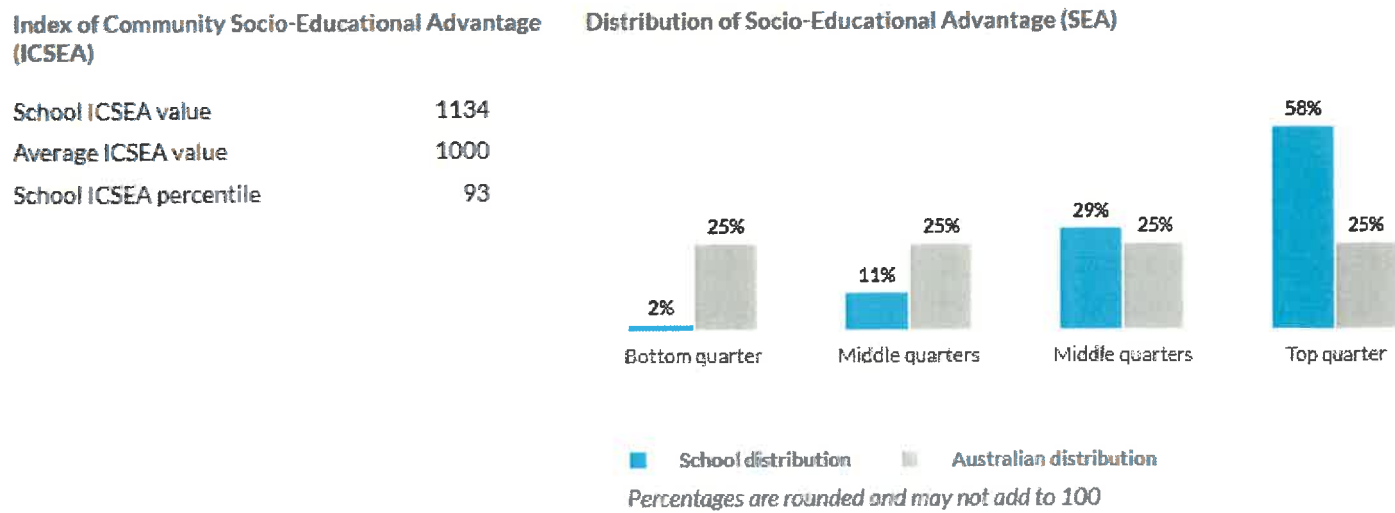
Gary Crocetta
Principal

2. Our Community

Mount Pleasant Primary School’s student population is culturally diverse. Since 2020 there has been an increase in the proportion of students that come from homes in which the language background is one other than English. This has increased from 24% to 37% of the student population. This evolving trend has resulted in the school re-examining the approaches it has in place to support these.

Education is valued by the community and families like to be actively involved in what happens at the school.

Student background

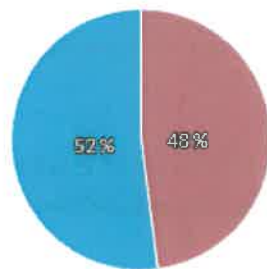


Students

Total enrolments: 538

Boys 282

Girls 256



Full-time equivalent enrolments: 514.0

Indigenous students

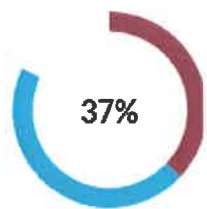
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Language background other than English

Yes (37%)

No (45%)

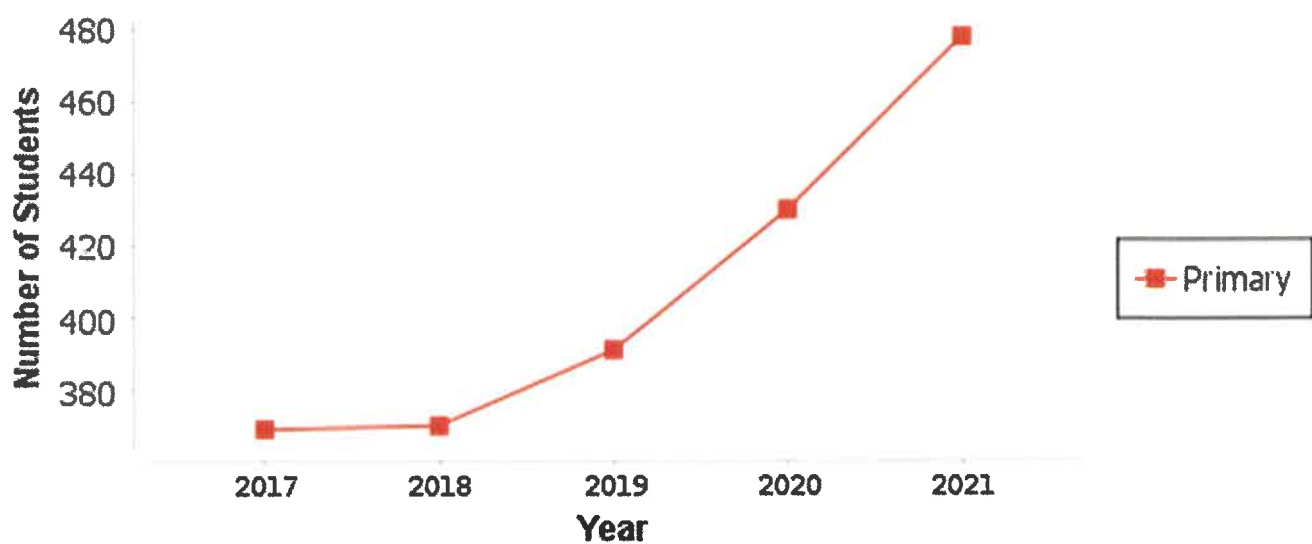
Not stated (18%)



3. Student Enrolment and Attendance

Enrolment Trend

Semester 2 Student Numbers



As a result of increasing enrolments two additional transportable classrooms were allocated to the school for 2021.

Attendance Rates

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	93.5%	91.6%
2020	95.2%	91.9%
2021	93.9%	91.0%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	93%	92%	94%	94%	94%	95%	94%
2020	95%	96%	95%	95%	94%	95%	96%
2021	94%	94%	93%	94%	95%	94%	94%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Note

The 2020 attendance rates have excluded Week 7-10 of Term 1.

4. Staff Profile

The school is staffed with caring individual. Teachers are generally well experienced. The growth in student populations has seen a growth the number of staff employed at the school. This has added further to the diversity of strengths already on site, available to teach and support our students.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	4	4.0	0
Other Teaching Staff	32	21.9	0
Total Teaching Staff	36	25.9	0
School Support Staff			
Clerical / Administrative	3	2.7	0
Gardening / Maintenance	1	0.4	0
Other Non-Teaching Staff	15	9.2	0
Total School Support Staff	19	12.3	0
Total	58	41.3	0

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

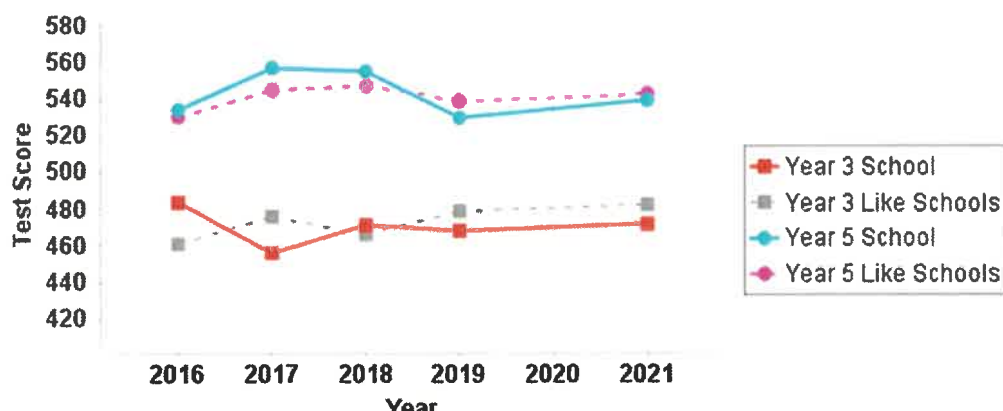
5. Student Academic Achievement

Following is a summary of student achievement data and the School Board's recommendations:

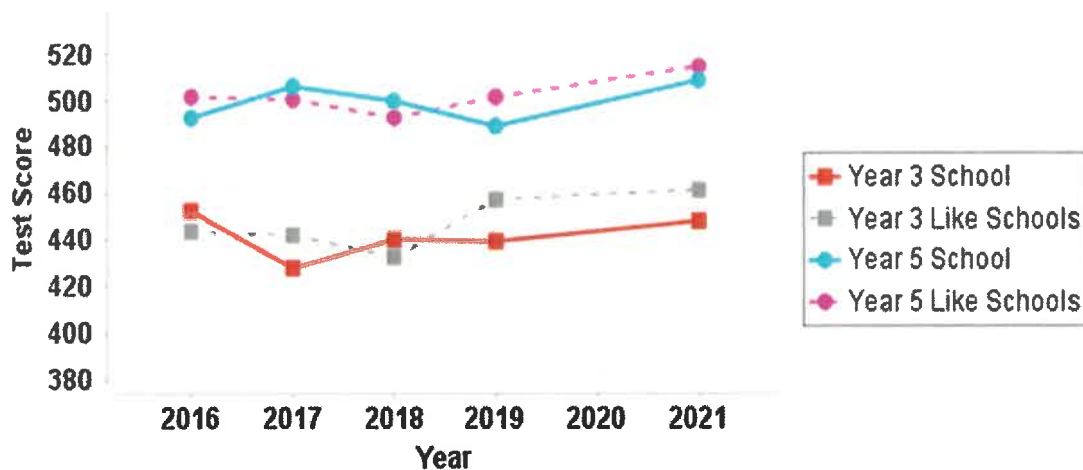
NAPLAN

How we compare to schools like us.

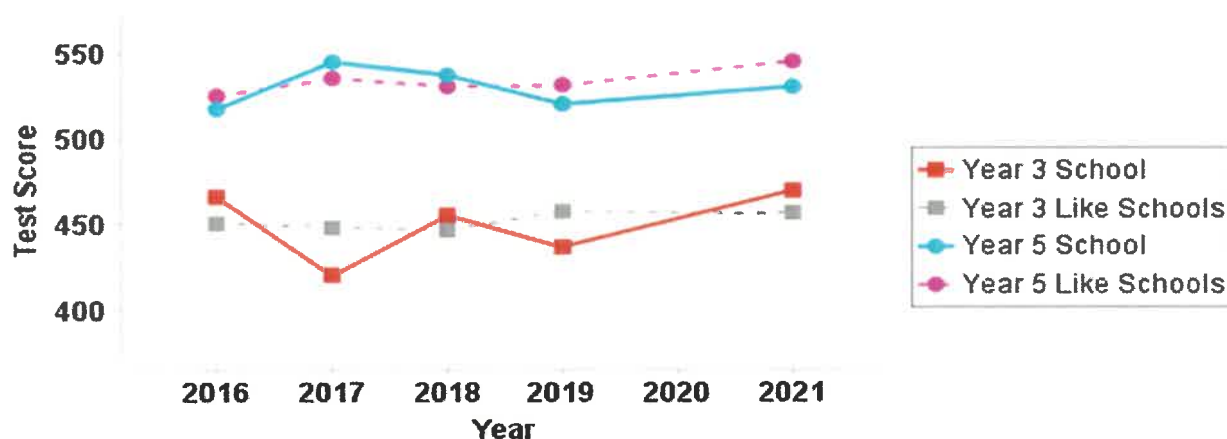
Average Reading Score



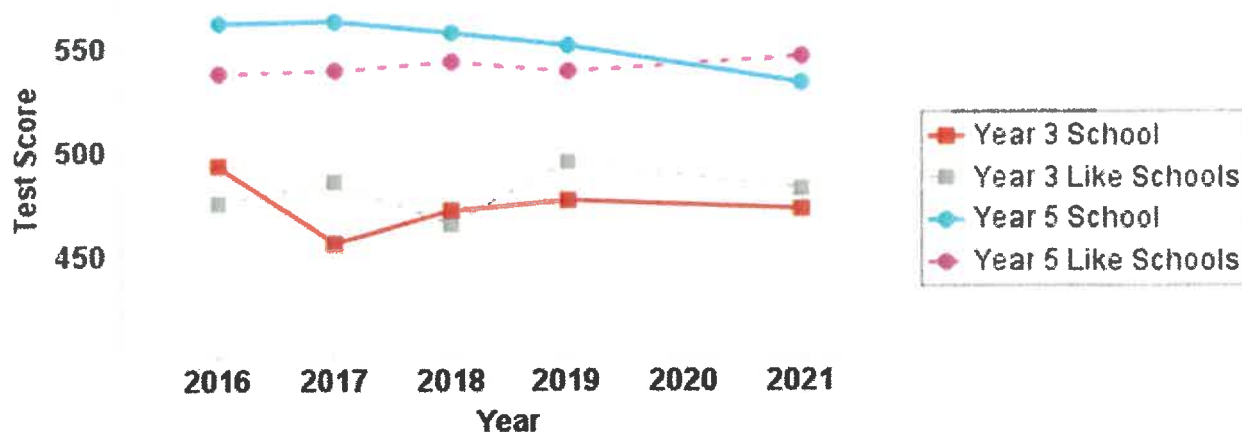
Average Writing Score



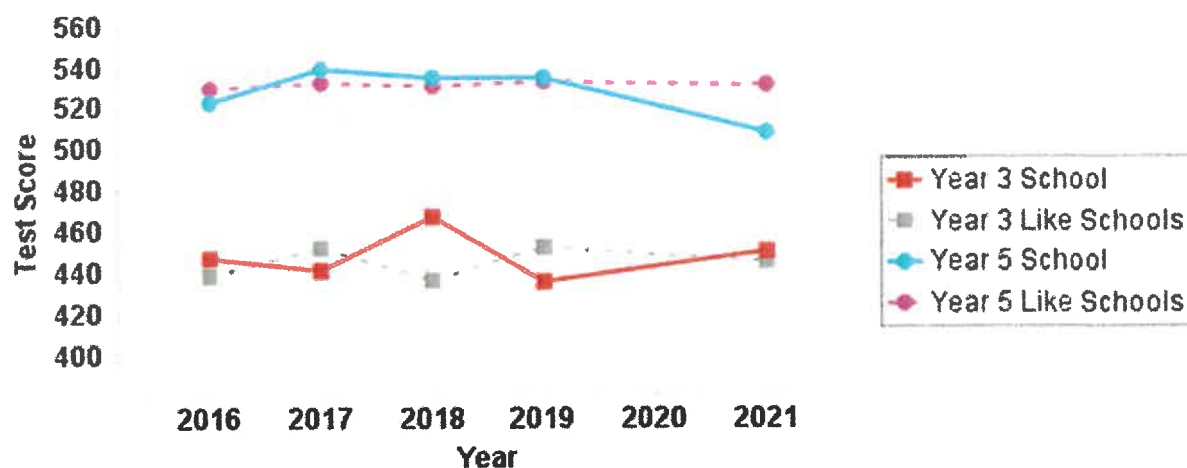
Average Spelling Score



Average Grammar & Punctuation Score



Average Numeracy Score



The school's average scores across assessments are generally below the average of like schools.

The School Board recommends that the school targets achieving an average school score above like schools across all assessments by 2024.

Comparative Performance

The Comparative Performance Tables compares a school's performance to a modelled expected performance across the NAPLAN assessment areas for year 3 and 5.

The school's performance is measured in Standard Deviations with the modelled expected performance represented as zero. Results for students with intellectual disabilities recognised by Schools Plus are excluded from the calculations.

Year 3	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	0.7	-0.3	1.0	-0.7	0.8	50	56	45	44	64
Reading	1.2	-0.7	-0.0	-0.2	-0.1	50	56	46	45	66
Writing	0.4	-1.1	-0.1	-1.0	-0.7	50	55	46	45	66
Spelling	0.7	-1.2	0.2	-0.5	0.6	50	56	46	44	65
Grammar & Punctuation	0.7	-1.0	-0.3	-0.3	-0.0	50	56	46	44	65

Year 5	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	0.3	1.1	0.1	0.4	-0.7	54	47	53	54	49
Reading	0.2	0.8	-0.4	-0.2	-0.0	54	47	54	55	50
Writing	-0.0	0.7	-0.2	-0.6	0.1	53	47	54	55	50
Spelling	0.9	0.6	-0.1	0.4	0.2	54	47	54	55	49
Grammar & Punctuation	1.1	1.5	-0.2	1.3	-0.0	54	47	54	55	49

Above Expected - more than one standard deviation above the predicted school

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

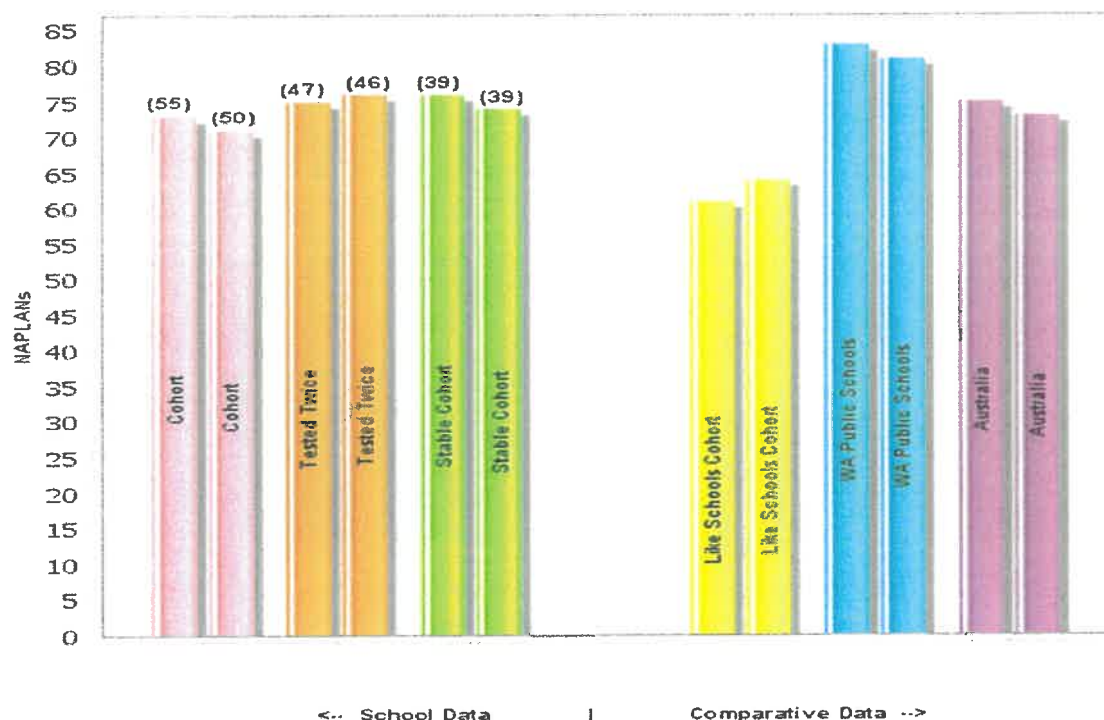
If blank, then no data available or number of students is less than 6

The school is performing as expected. No recommendations.

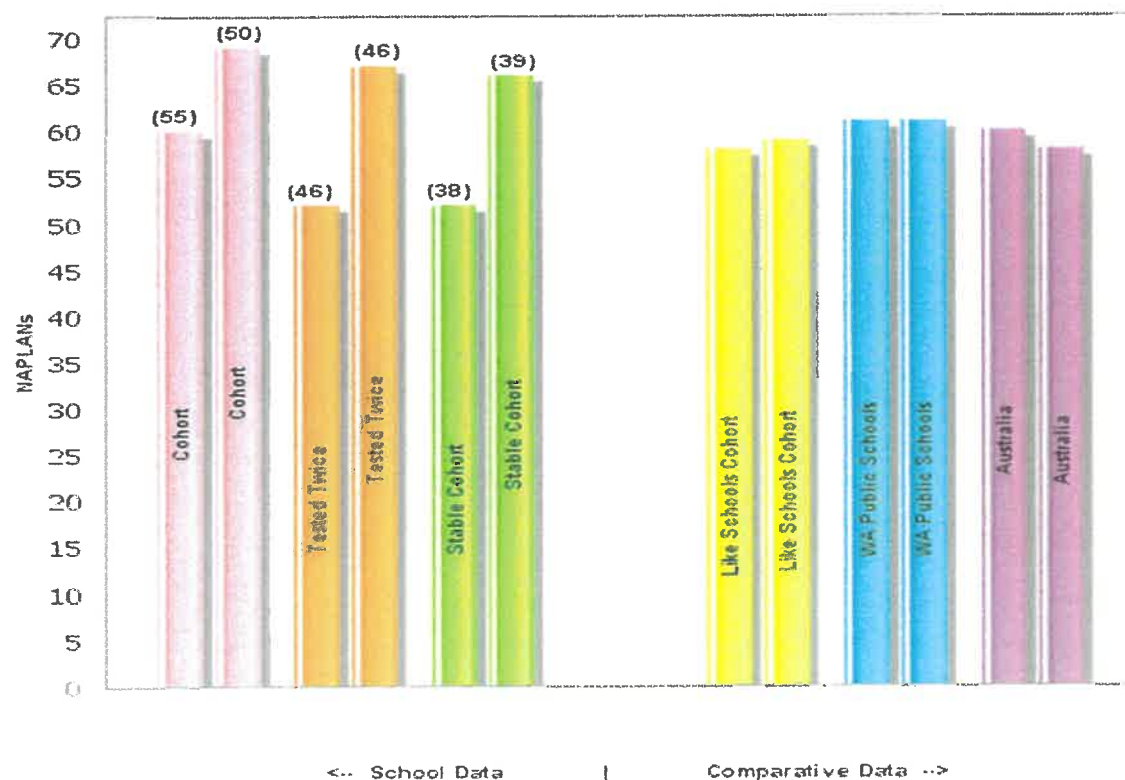
Student Progress

The following graphs show how the progress made between year 3 and 5 compare to a variety of variables. The first column in each colour is the 2017 – 2019 cohort and the second is the 2019 – 2021 cohort.

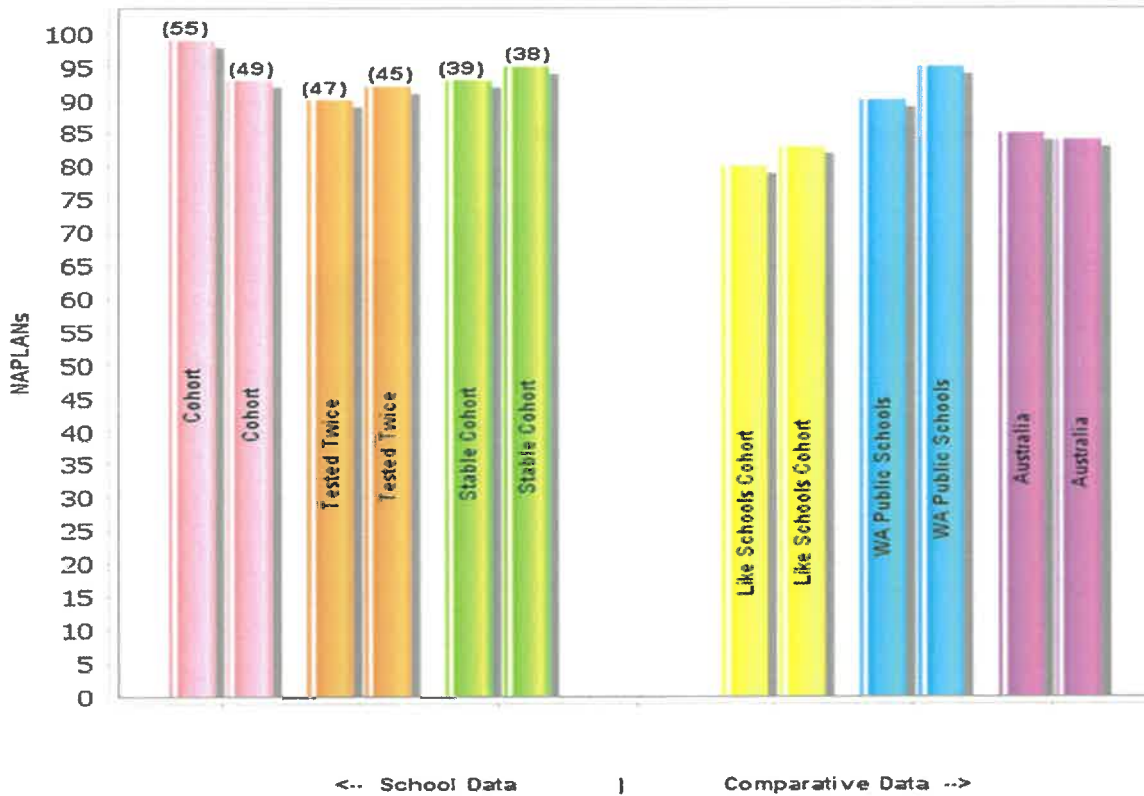
Progress from Year 3 to Year 5 - Reading



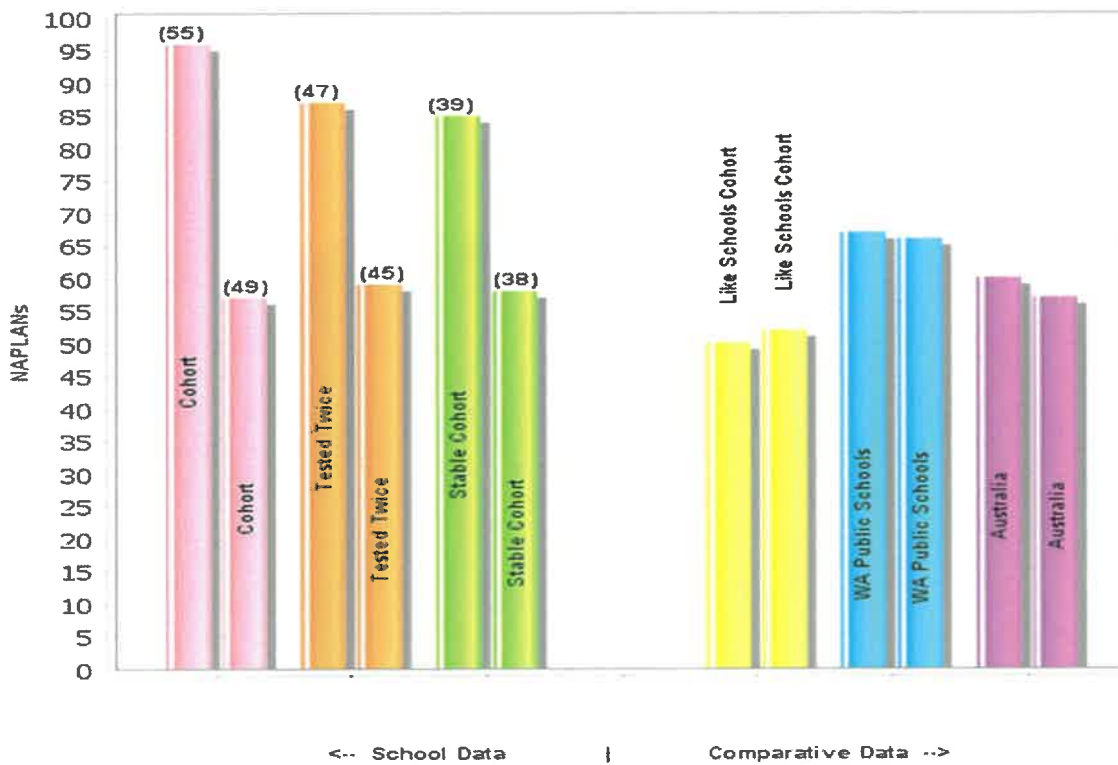
Progress from Year 3 to Year 5 - Writing



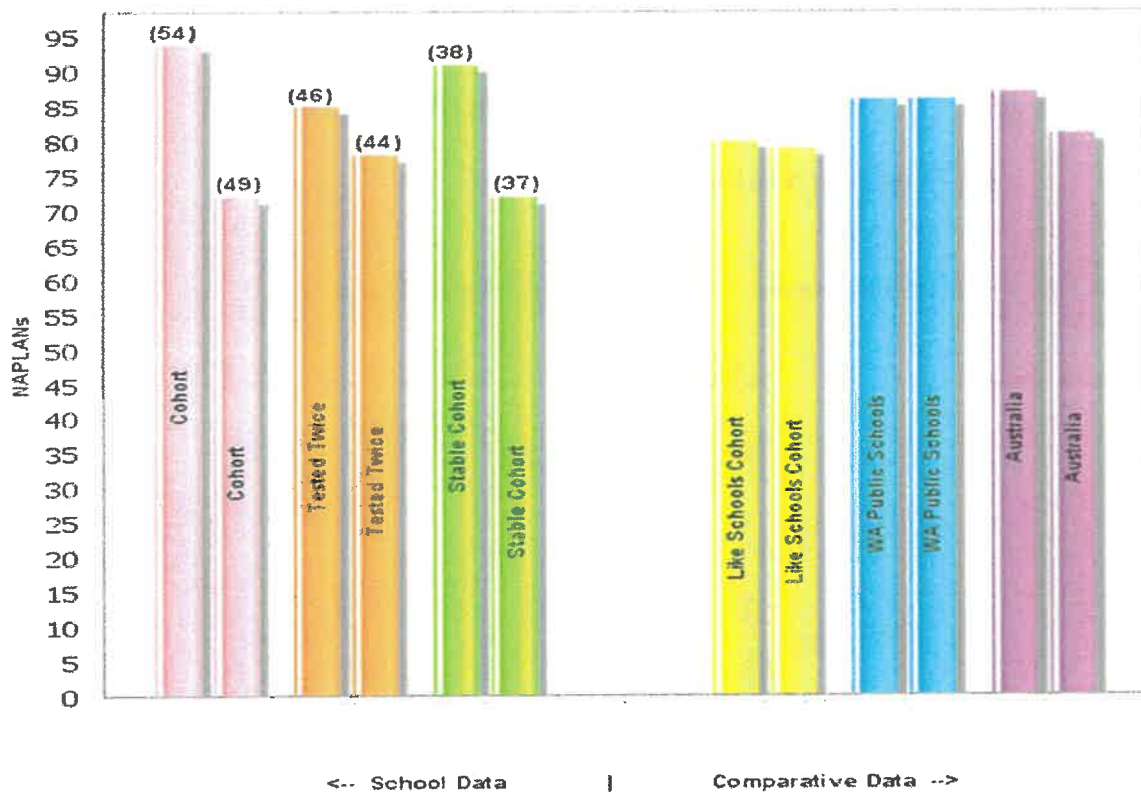
Progress from Year 3 to Year 5 - Spelling



Progress from Year 3 to Year 5 - Grammar & Punctuation



Progress from Year 3 to Year 5 - Numeracy

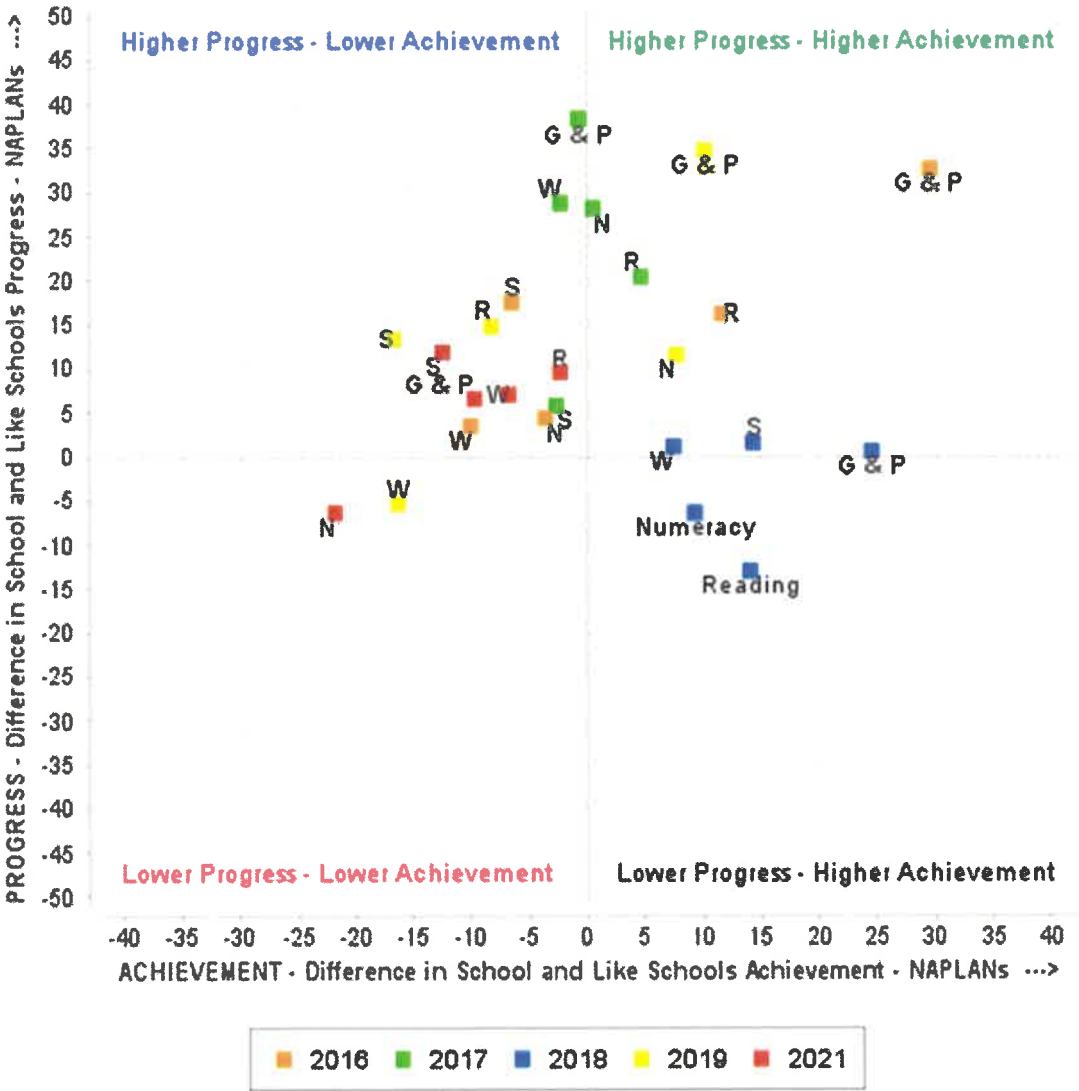


In general, our students make better progress when compared to students in like schools. No recommendations from the School Board.

Student Progress and Achievement Compared to 'Like Schools'

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal



Over time our students generally make high progress but the level of achievement varies. Most recently they have made high progress but demonstrated lower achievement when compared to students in like schools. It is recommended that the school targets demonstrating higher progress and higher achievement across all assessments by 2024.

5.2 Student Wellbeing and Engagement

2021 Wellbeing and Engagement Census Data

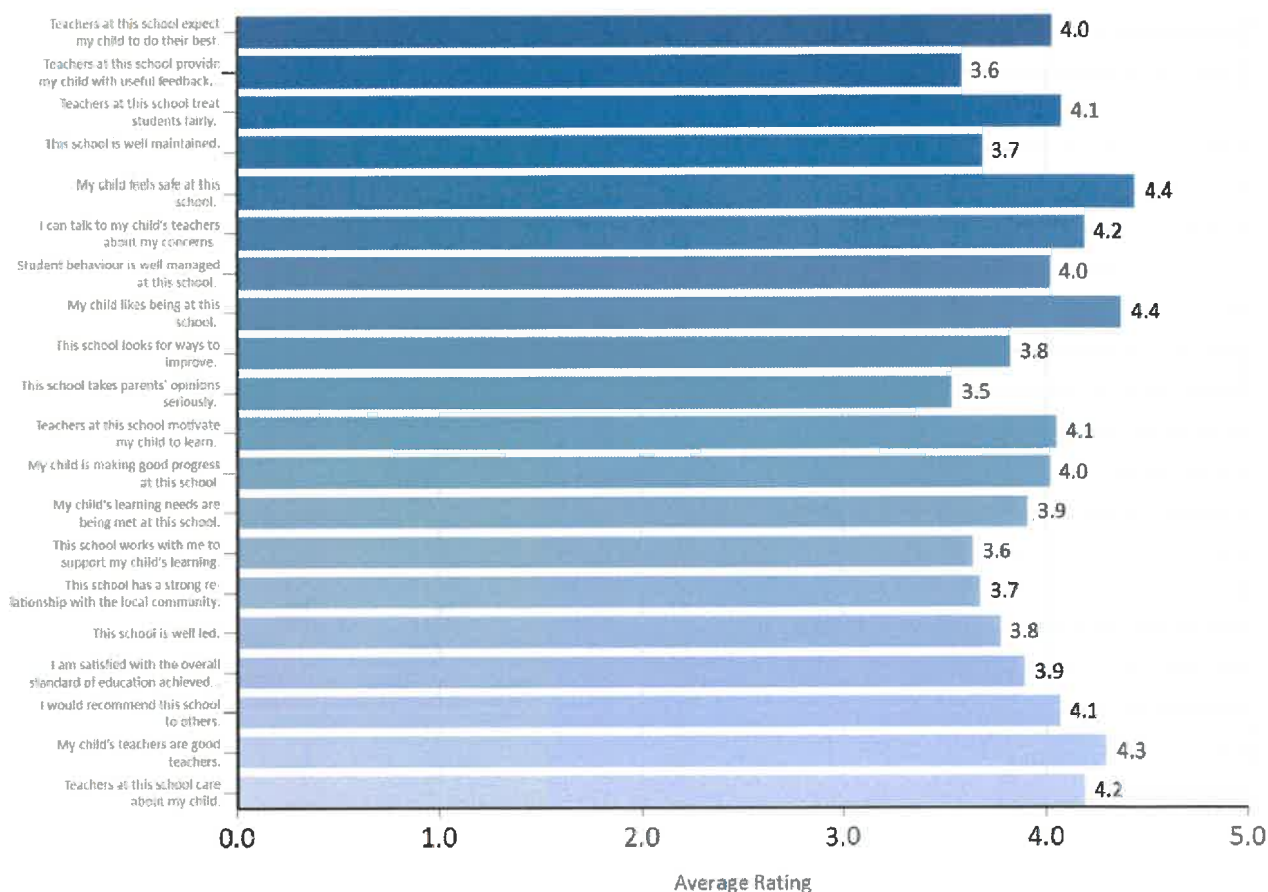
	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Emotional wellbeing							Year
Happiness	98	57	22	55%	32%	12%	2021
Optimism	78	72	28	44%	40%	16%	2021
Satisfaction with life	70	68	37	40%	39%	21%	2021
Emotion regulation	61	72	43	35%	41%	24%	2021
Absence of sadness [^]	94	61	21	53%	35%	12%	2021
Absence of worries [^]	67	66	41	39%	38%	24%	2021
Engagement with school							Year
Important adults at school	109	60	9	61%	34%	5%	2021
Connectedness to adults at school	109	54	11	63%	31%	6%	2021
Emotional engagement with teachers	124	43	5	72%	25%	3%	2021
School climate	94	67	16	53%	38%	9%	2021
School belonging	94	46	30	55%	27%	18%	2021
Peer belonging	92	51	31	53%	29%	18%	2021
Friendship intimacy	116	36	25	66%	20%	14%	2021
Engagement (flow)	36	82	56	21%	47%	32%	2021
Absence of physical bullying [^]	124	42	7	72%	24%	4%	2021
Absence of verbal bullying [^]	75	79	21	43%	45%	12%	2021
Absence of social bullying [^]	72	84	18	41%	48%	10%	2021
Absence of cyberbullying [^]	139	29	4	81%	17%	2%	2021
Learning readiness							Year
Perseverance	86	75	15	49%	43%	9%	2021
Cognitive engagement	114	46	15	65%	26%	9%	2021
Academic self concept	118	46	12	67%	26%	7%	2021
Health and wellbeing out of school							Year
Overall health	58	86	33	33%	49%	19%	2021
Body Image	110	54	6	65%	32%	4%	2021
Nutrition - breakfast	152	11	14	86%	6%	8%	2021
Sleep	103	36	36	59%	21%	21%	2021
Music and arts	108	38	24	64%	22%	14%	2021
Sports	93	41	33	56%	25%	20%	2021
Organised activities	150	17	7	86%	10%	4%	2021

This is the first year this data has been collected. This information provides a benchmark by which our students' well-being and engagement can be tracked and the effectiveness of our Social and Emotional Wellbeing programs monitored.

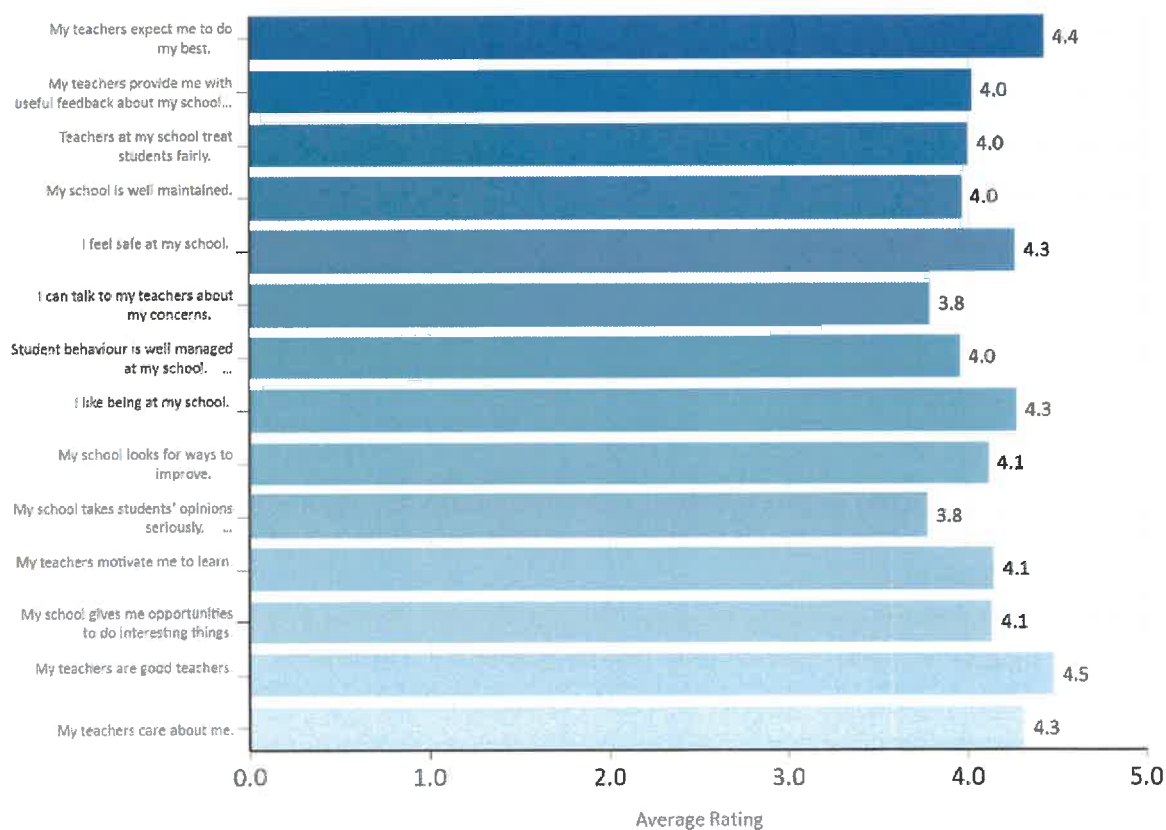
The School Board recommends aiming to increase the percentage of students identified as having high wellbeing in the 'Engagement with School' and 'Learning Readiness' domains.

6. Community Opinion Surveys

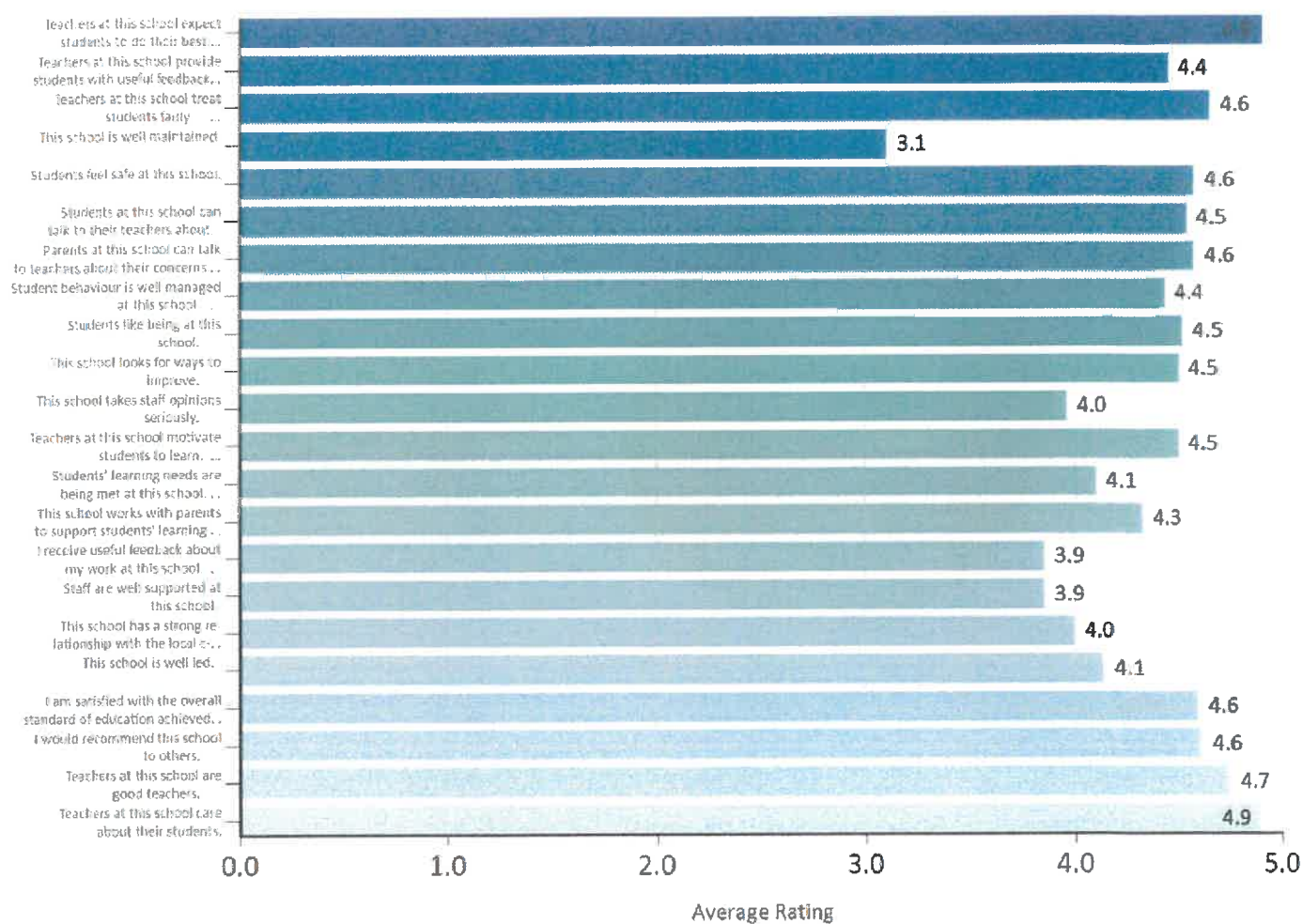
Parents and Carers Responses



Student Responses



Staff Responses

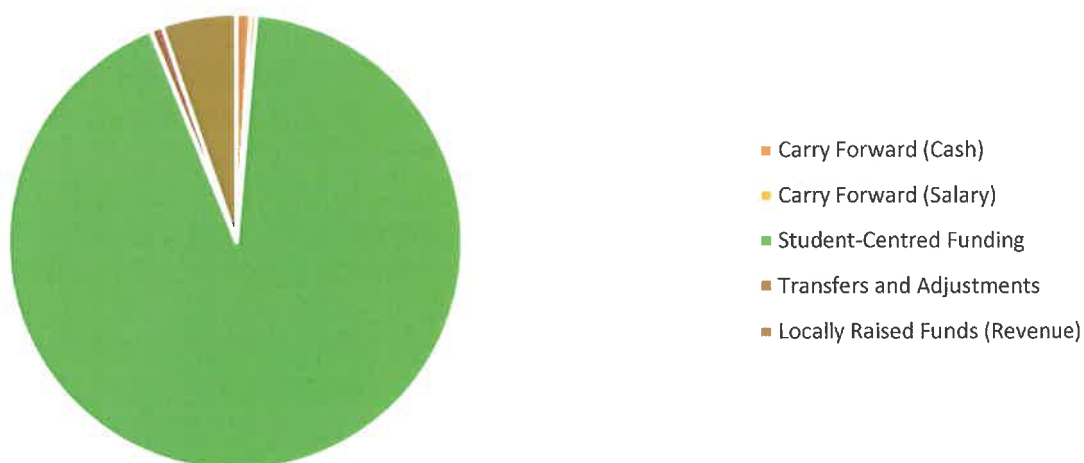


The School Board recommends improving communication and connection be a focus within the next business planning cycle.

7. 2021 Financial Summary

Income

2021 Total Income
\$5 272 480.04

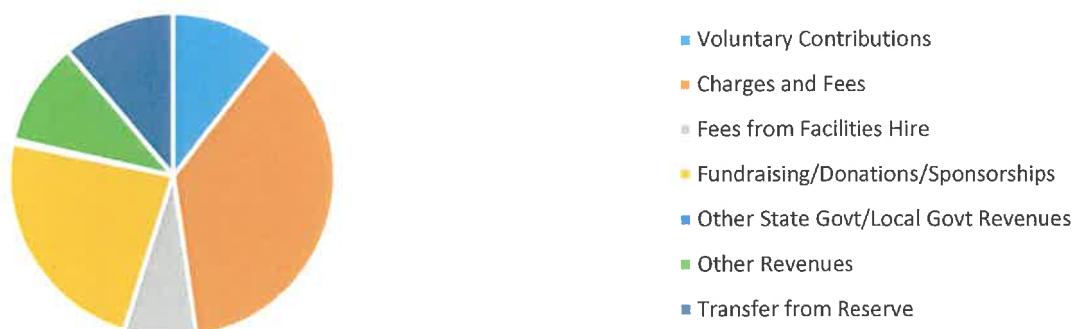


Income Sources

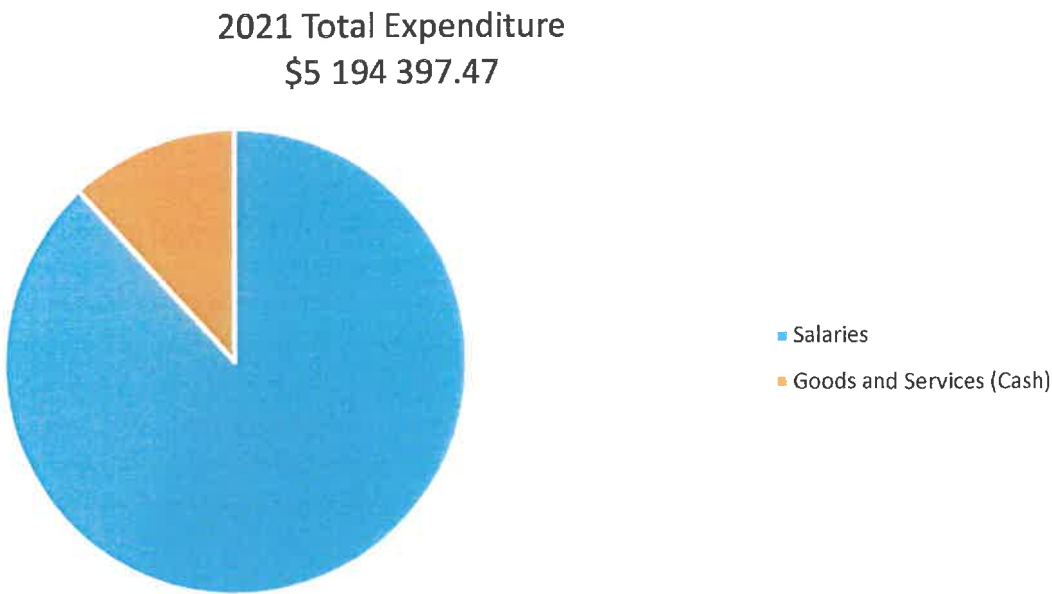
Student Centred Funding
\$4 872 531.54



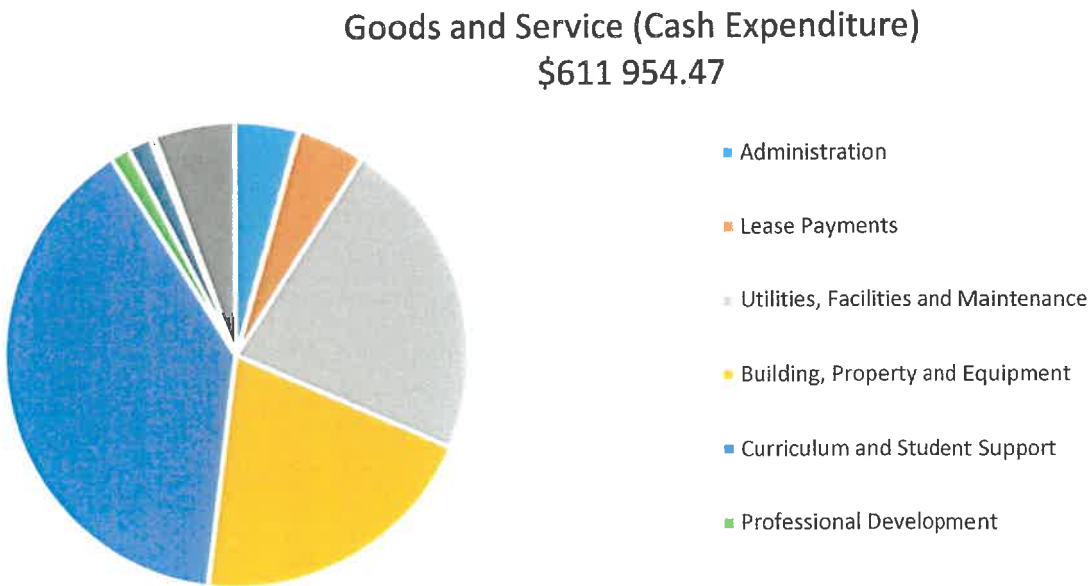
Locally Raised Funds
\$279 480.04



Expenditure



Cash Expenditure



The school meet all its requirements in this area.