

ANNUAL REPORT

2022



Endorsed by the School Board on 15th May 2023



Maidens Park Primary School

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CONTEXT

Principal's Message

It gives me great pleasure to present the 2022 Annual Report. This report outlines the school's performance, calendar highlights, and financial expenditures for the year. The information allows parents, carers, and members of the wider community to join in celebrating our successes and will enable us to communicate areas of improvement for 2023 and beyond.

Despite the many challenges of 2022, including the impacts of COVID, we continued to grow and define our pathway. With a strong focus on teaching and learning, the staff and instructional leaders unpacked data and looked closely at programs and their delivery across the school. We remained resolute with our focus on the four key priority areas of our Business Plan:

- Student achievement
- Wellbeing
- High-Quality Teaching and Leadership
- Relationships and Partnerships

Staff continued to build a culture of trust, transparency, feedback, and respect, using data and evidence to inform decision-making across the four priority areas of our Business Plan. Within curriculum committees, staff investigated deeper into aligning operational planning with direction and evidence and ensured our teams were equipped and resourced to deliver agreed whole school programs. The effectiveness of these strategies is evident in our students' performance. Congratulations, and thank you to all our staff who work collaboratively daily to ensure **every child matters** and their needs are considered and planned for in the varied learning programs and environment.

In 2022, we enacted our plan for classroom refurbishments. It is a long-term plan that will be carried out over a period of years. We are pleased with the finished product and know our students and staff will benefit from the new environment and furnishings. In 2023, work will commence on refurbishing another double classroom. Capital works will also begin on a Science (STEM) Room conversion as part of a government initiative. The project is estimated to be completed by the end of March 2023. The refurbishment planning is part of our commitment to providing a safe and engaging learning environment for all.

I want to thank and recognise the P&C. Led by Mrs Bianca Waddington, the P&C organised many fun and exciting events throughout the year, raising over \$5,000 for the school.

I would also like to thank the School Board for their time and contribution to the school's direction. I greatly appreciate the outgoing Board Chair, Mr John Jeffreys. John contributed eight years of service to Maidens Park Primary School, actively promoting the school to the broader community. Most significantly, John led the Board through the Public School Review in February 2022 before tendering his resignation. With Mr Mitchell Oliver appointed the new Chair, the Board remained engaged in our school improvement process. Board members contributed to the endorsement of the Annual Report, the Fees and Charges, Financial planning, and the analysis of student achievement data throughout the year.

2023 promises to be equally, if not more, exciting. I look forward to continuing our journey of improvement and development.

Louise Cairns

Principal

STAFF

Workforce Profile

The Maidens Park Primary School teaching staff meet the professional qualifications required to teach in Western Australian public schools and hold current Working with Children Checks. The AITSL Professional Standards for Teachers supports reflection and improvement for teachers. Our dedicated team of Education Assistants work to support school programs and students with special educational needs.

	Number	FTE	AB'L
Administrative Staff			
Principal	1	1.0	0
Associate / Deputy / Vice Principal	1	1.0	0
Total Administrative Staff	2	2.0	0

Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	9	9.0	0
Total Teaching Staff	11	11.0	0

School Support Staff			
Clerical/Administrative	2	1.8	0
Mainstream Education Assistants	6	4.0	0
Education Support Assistants	3	2.2	0
Aboriginal Islander Education Officer	1	0.6	1
Gardening/Maintenance	4	3.3	0
Other Non-Teaching Staff	2	0.6	0
Total School Support Staff	18	12.5	1

Total	31	23.5	1
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School Vision

To unite with families to provide a culturally safe and supportive environment where students are valued and encouraged to achieve.

Professional Learning

All staff attend professional learning during School Development days and after school. Staff also stay abreast of new initiatives and educational practices by attending relevant professional learning courses throughout the year. Planning sessions are focused on implementing the School Plan and priorities.

Some of the Professional Learning that staff undertook in 2022 include:

Leadership & Strategy	Teaching, Learning & Curriculum
<ul style="list-style-type: none"> → Leading School Improvement – Classroom Observations & Feedback → Regional Key Support School Team (ASD) → Language Leaders Foundation 2022 → Code of Conduct → WAMCSE Conference → Gatekeeper Training → First Aid Training → Two-Way Science Conference → Childhood Trauma → Anaphylaxis Training → Aboriginal Cultural Standards Framework: Whole School Implementation 	<ul style="list-style-type: none"> → Getting Started with Brightpath Narrative Assessment → Protective Behaviours Curriculum → Dr Paul Swan: Maths Vocabulary and Basic Facts → Heggerty: An Introduction to the Approach → Heggerty Phonemic Awareness: Intervention → Classroom Management Strategies for Education Assistants: Modules 1-4 → Classroom Management Strategies: Foundations → Letters & Sounds: Response to Intervention Tier 2 & Tier 3 (SSEN:D) → ASD: Modules 1-4 (SSEN:D) → Introduction to Soundwaves → Supporting Students with Language Difficulties (Year 4-6) → Functional Behaviour Assessments (SSEN: BE) → Sexual Health and Gender Diversity

South Bunbury Schools Network

Maidens Park Primary School belongs to the South Bunbury Schools Network, which comprises eleven schools within the Southwest Education Region.

In November, the SBSN attended a day of on-country cultural learning and reconciliation planning. The event was facilitated by Ernie Hill and involved presentations by local Wardandi Elders. Principals, AIEOs, and select school staff visited local sites, including the Collie River Elbow and Wyalup (Rocky Point), to learn of their cultural significance. In the afternoon, schools spent time on their reconciliation action plans.



STUDENTS

Index of Community Socio-Educational Advantage (ICSEA)

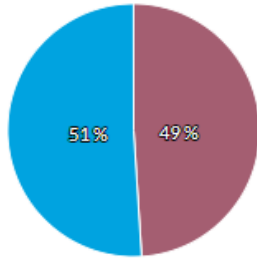
The ICSEA scale allows fair and reasonable comparisons among schools with similar students. It indicates the socio-economic background of the students. Many student and school factors, including geographical location, impact the ICSEA value. The table below shows a relatively stable ICSEA over time.

2016	2017	2018	2019	2020	2021
840	829	848	838	825	836

Student 2022

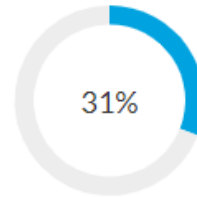
Total enrolments: 157

- Boys 80
- Girls 77



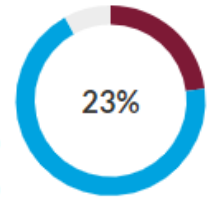
Full-time equivalent enrolments: 149.8

Indigenous students



Language background other than English

- Yes (23%)
- No (69%)
- Not stated (8%)



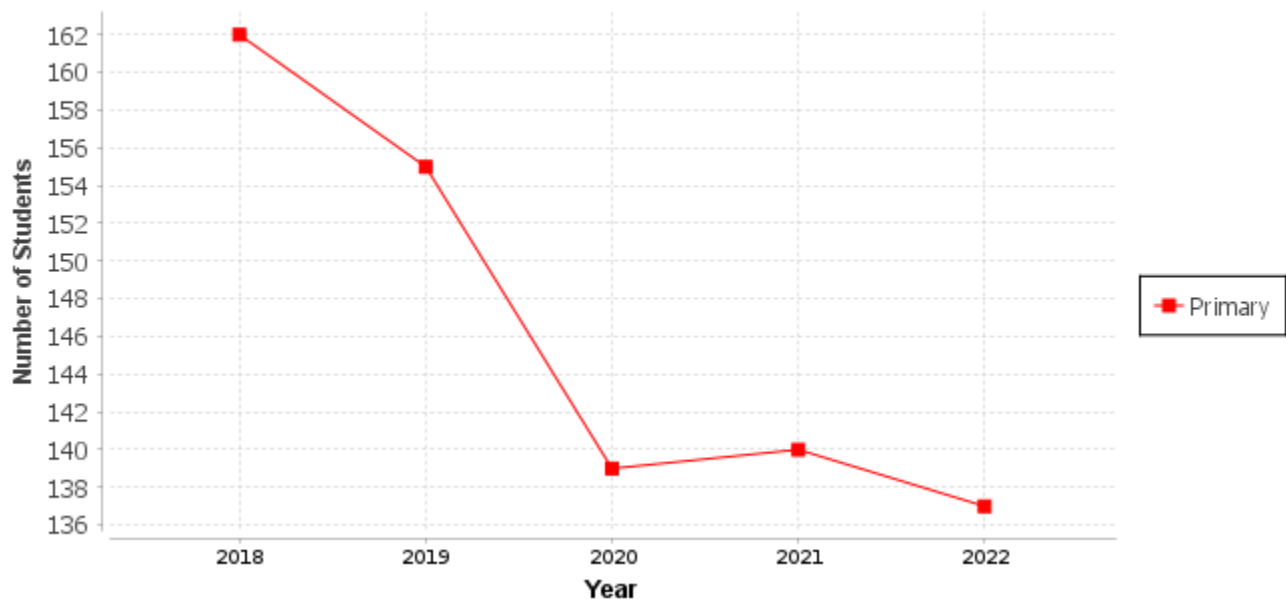
The table below shows the distribution of students from Kindergarten to Year 6 in 2022.

Primary	K	PP	1	2	3	4	5	6	Total
Full Time	(9)	28	20	19	16	16	20	20	148
Part-Time	18								

Enrolment Trends

(Based on Semester 1 census data)

Semester 1 Student Numbers



Attendance Summary

There is evidence-based research indicating the vital link between attendance and educational outcomes. Maidens Park Primary monitors attendance with regular tracking of students at risk. Ongoing communication with parents is critical. The school focuses on working with families to improve attendance rates for at-risk students.

Attendance Category	2020	2021	2022
Overall Average Rate	81.1%	81.9%	74.4%
Regular attendance (>89%)	40.9%	38.6%	26.6%
At-risk attendance (>89%-80%)	26.6%	29.4%	24.7%
Moderately at-risk attendance (>79%-60%)	17.5%	22.9%	27.9%
Severe attendance (>60%)	14.9%	9.2%	20.8%

Primary Attendance Rates	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public Schools	School	Like School	WA Public Schools	School	Like School	WA Public Schools
2020	85.2%	90.7%	93.2%	69.7%	75.6%	77.6%	81.1%	84.6%	91.9%
2021	86.1%	90.5%	92.4%	73.4%	75.2%	76.8%	81.9%	84.8%	91.0%
2022	79.9%	85.2%	88.3%	61.3%	62.2%	69.5%	74.4%	75.1%	86.6%

Strategies used to improve attendance rates/notification of absences:

- SMS messages are sent daily to carers by 10:00 am when a student is marked as having an unexplained absence.
- Regular checks of attendance input by staff to ensure entry on Integris by 9:00 am.
- Attendance data was provided to staff to identify students with low attendance.
- Initial contact attempts from the classroom teacher when student attendance is of concern.
- Administration involvement when student attendance does not improve.
- Case conferences are held for students with high, unexplained absentee rates.
- Individual Attendance Plans are developed for students with high, unexplained absentee rates.
- Letters are sent to parents explaining concerns regarding high absentee rates
- Involvement of Badged Attendance Officer to assist carers in getting 'school refusers' to attend school.
- Involvement of Regional Attendance Co-ordinator where engagement efforts are exhausted.

School Destination of the 2022 Year 6 Cohort

In 2022, most Year 6 students enrolled at Newton Moore Senior High School.

Destination Schools	Male	Female	Total
4040 Newton Moore Senior High School	13	6	19
4183 Dalyellup College		1	1
1021 Edmund Rice College		1	1
4210 Hammond Park Secondary College		1	1

GOVERNANCE & SUPPORT

Parents & Citizens Report

The P&C has had a fantastic year. We have had the pleasure of introducing some new events that have been well-received by the students, staff, and parents. These events include our Change Challenge, Milo Mondays, Icy Pole days, Crazy Days, and colouring competitions.

Fundraising Events & Activities	Money Raised
Milo Mondays	\$625.85
Icy Pole Days	\$677.80
P&C / Student Leader Crazy Days	\$118.05
Easter	\$83.00
Face Masks	\$180.00
Library Bags	\$31.00
Tea & Coffee	\$44.00
Change Challenge	\$638.35
NAIDOC Week	\$363.25
Movie Night	\$553.50
Mad Maths & Family Picnic Day	\$569.20
Mother's Day Raffle	\$56.10
Ninjago Raffle	\$127.00
Father's Day Raffle	\$81.00
Halloween	\$76.00
Christmas Raffle	\$152.00
Carols by Candlelight (<i>City of Bunbury</i>)	\$644.10
Total	\$5,230.70



Overall fundraising activities throughout 2022 have raised a total of \$5,230.70. Thank you to all those parents and family who generously gave their time, cooking skills, and donations throughout the year. Without your generous help and support, we would have been unable to raise such a fantastic amount of money for the school.

This year the P&C was happy to be able to provide funding for the following:

Contributions to the school	
Swimming lessons	\$1335.00
Aussie of the month – lunches	\$59.00
Total	\$1,394.00

In 2023, the funds we raise will be put to good use by funding the following:

Event	Raising money for
Milo Monday	Shade Sales
Icy Pole Day	Drink Bottle Filling Stations
Change Challenge	New Swing Set
Tea & Coffee Sales	Swimming Lessons

On behalf of the P&C, I would like to thank you for all your help and support during the year. We look forward to an even better year next year, working with both the school and its community again, as we bring you some exciting fundraising activities throughout 2023.

Bianca Waddington
P&C President

ACHIEVEMENTS & HIGHLIGHTS 2022

The students of Maidens Park enjoyed many different activities and events throughout the year.

Term 1	
<ul style="list-style-type: none"> • Athletics Carnival 	<ul style="list-style-type: none"> • Shine <i>(with the Chaplain)</i>
<ul style="list-style-type: none"> • Harmony Day – Indonesian Food Markets 	<ul style="list-style-type: none"> • Easter activities
<ul style="list-style-type: none"> • PBS Reward – Wet Day 	
Term 2	
<ul style="list-style-type: none"> • Crazy Hair Day 	<ul style="list-style-type: none"> • Cross Country
<ul style="list-style-type: none"> • Year 6 Excursion – Lighthouse & Cave 	<ul style="list-style-type: none"> • NAIDOC Week
<ul style="list-style-type: none"> • Mother's Day 	
Term 3	
<ul style="list-style-type: none"> • 100 Days of School 	<ul style="list-style-type: none"> • Children's Book Week & dress-up
<ul style="list-style-type: none"> • R U, Okay? Day 	<ul style="list-style-type: none"> • Jump Rope for Heart
<ul style="list-style-type: none"> • Fire & Emergency Services incursion 	<ul style="list-style-type: none"> • Winter Carnival
<ul style="list-style-type: none"> • Children's Book Week & dress-up 	<ul style="list-style-type: none"> • Team Spirit Day
<ul style="list-style-type: none"> • Story Dog Reading Program 	<ul style="list-style-type: none"> • PBS Reward – Des Ugle Park
Term 4	
<ul style="list-style-type: none"> • Year 5 STEM Day at NMSHS 	<ul style="list-style-type: none"> • Kindergarten Orientation
<ul style="list-style-type: none"> • Basketball Carnival 	<ul style="list-style-type: none"> • Family Maths Day
<ul style="list-style-type: none"> • Fremantle Dockers visit 	<ul style="list-style-type: none"> • High School Transition Day
<ul style="list-style-type: none"> • Year 6 Excursion – Forest Adventures 	<ul style="list-style-type: none"> • Year 6 – Graduation Lunch



STUDENT ACHIEVEMENT & PROGRESS

National Quality Standard (NQS)

The National Quality Standard (NQS) sets a national benchmark for education and care services across Australia. Early Childhood Education programs to Year 2 in Western Australia are required to meet the NQS.

In 2022, Maidens Park Primary staff participated in an external verification to moderate our school-based self-reflections. The verifiers visited classrooms and spoke with staff and students to provide feedback on our performance against all seven standards. The verification findings will assist our school in developing an improvement plan to better address elements of the NQS in 2023.

National Quality Standard	2022
QA 1 – Education Program and Practice	WT
QA 2 – Children’s Health and Safety	M
QA 3 – Physical Environment	WT
QA 4 – Staffing Arrangements	WT
QA 5 – Relationships with Children	WT
QA 6 – Collaborative Partnerships with Families and Communities	M
QA 7 – Leadership and Service Management	WT

* WT – Working towards; M - Meeting

On Entry

The On-entry Assessment Program is an assessment for learning rather than a review of learning. This assessment is conducted in the first term of each year for Pre-Primary – Year 2 students. It ensures teachers get information about the skills and understanding of each child to assist with the planning and delivery of targeted learning programs.



On-entry Assessment - Performance Summary Comparison - School to State

Class : MAIDENS PARK PS -
 Assessment Period : Start of 2022
 Assessment Module : Module 1
 Additional Filters Applied : None.

Scale Score Range	Speaking and Listening			Reading			Writing			Numeracy						
	State Wide		Students	State Wide		Students	State Wide		Students	State Wide		Students				
	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.	
0 - 99	<1%	0%	0	0%	0%	0	0%	0%	12%	12%	15%	15%	<1%	0%	0	0%
100 - 149	1%	2%	0	0%	0%	0	0%	0%	13%	25%	7%	22%	<1%	1%	0	0%
150 - 199	1%	3%	3	3%	1%	1	0%	0%	16%	41%	18%	41%	<1%	1%	0	0%
200 - 224	2%	4%	3	7%	0%	1	0%	0%	19%	60%	56%	96%	<1%	1%	0	0%
225 - 249	2%	6%	0	7%	<1%	1	0%	0%	17%	77%	4%	100%	<1%	2%	4	4%
250 - 274	0%	6%	0	7%	<1%	1	0%	0%	6%	83%	0%	100%	1%	3%	11	14%
275 - 299	3%	9%	3	10%	<1%	2	0%	0%	4%	87%	0%	100%	2%	4%	7	21%
300 - 324	0%	9%	0	10%	1%	3	4%	4%	3%	90%	0%	100%	3%	7%	0	21%
325 - 349	3%	12%	3	14%	1%	4	4%	7%	2%	92%	0%	100%	4%	11%	11	32%
350 - 374	4%	17%	3	17%	4%	8	4%	11%	3%	95%	0%	100%	8%	19%	18	50%
375 - 399	5%	22%	3	21%	6%	14	7%	19%	1%	97%	0%	100%	9%	27%	14	64%
400 - 424	12%	34%	34	55%	13%	26	30%	48%	1%	98%	0%	100%	15%	43%	14	79%
425 - 449	7%	41%	3	59%	17%	43	11%	59%	1%	98%	0%	100%	18%	61%	14	93%
450 - 474	16%	57%	21	79%	24%	68	41%	100%	1%	99%	0%	100%	13%	74%	7	100%
475 - 499	7%	64%	3	83%	16%	84	0%	100%	<1%	99%	0%	100%	10%	84%	0	100%
500 - 524	14%	78%	7	90%	10%	94	0%	100%	<1%	100%	0%	100%	8%	91%	0	100%
525 - 549	5%	83%	0	90%	4%	98	0%	100%	<1%	100%	0%	100%	4%	95%	0	100%
550 - 574	8%	92%	10	100%	1%	99	0%	100%	<1%	100%	0%	100%	3%	98%	0	100%
575 - 599	3%	95%	0	100%	1%	100	0%	100%	<1%	100%	0%	100%	2%	99%	0	100%
600 - 624	3%	97%	0	100%	<1%	100	0%	100%	<1%	100%	0%	100%	1%	100%	0	100%
625 - 649	0%	97%	0	100%	<1%	100	0%	100%	<1%	100%	0%	100%	0%	100%	0	100%
650 - 674	2%	99%	0	100%	<1%	100	0%	100%	0%	100%	0%	100%	<1%	100%	0	100%
675 - 699	0%	99%	0	100%	0%	100	0%	100%	<1%	100%	0%	100%	0%	100%	0	100%
=/≥ 700	1%	100%	0	100%	<1%	100	0%	100%	0%	100%	0%	100%	<1%	100%	0	100%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Comparing the % of students above the Scale Score Range – State and **School**, see observation notes for data explanation.

Reading: 60% **50%** Writing: 66% **76%** Numeracy: 66% **35%**

All Assessment Overview indicating Scale Score averages over time – Historical Data.			
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
2022	428	176	393
2021	422	176	379
2020	428	176	379

*The reporting of median scores for Pre-Primary students is intended to further support schools in analysing and interpreting their On-entry data and providing a means of comparison to students in similar schools. This information should not be used to set targets for Pre-primary students.

Responses to On-Entry Data

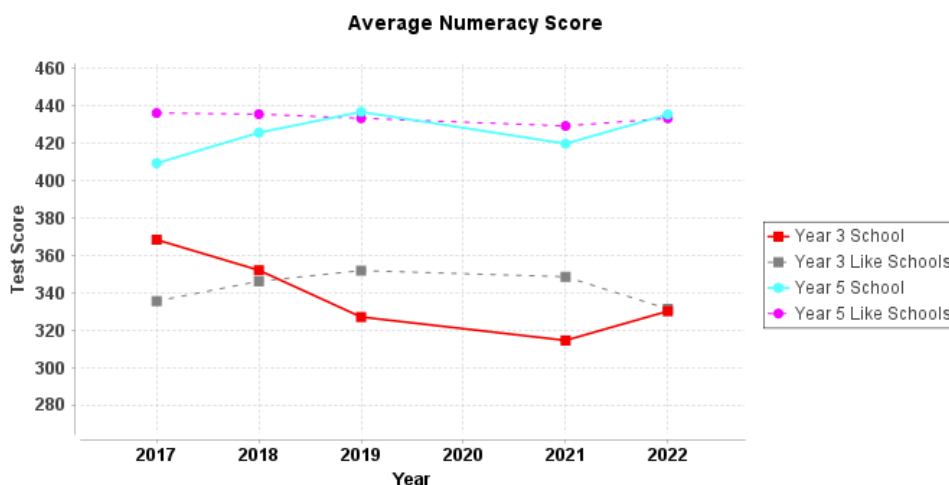
- Continue to work with The Language Development Centre (LDC) to collate formative assessment data to identify students at risk with comprehension and plan for intervention.
- Continue with the Speech and Language program.
- Term 4 On Entry retest for PP students at risk (SAER).
- Continue implementing the Heggerty Phonemic Awareness Program in Kindergarten to Year 3 in 2023.
- Review explicit teaching of Structured Synthetic Phonics (Letters & Sounds) from K-3.
- Consolidate delivery of Words, Grammar & Fun program from K – Year 2 for 2023.

NAPLAN

The National Assessment Program – Literacy and Numeracy is a series of standardised tests focused on basic skills essential for every child to progress through school and life, such as reading, writing, spelling, grammar, and numeracy. NAPLAN is not about passing or failing but about assessing learning progress.

Numeracy

Year 3 and 5 numeracy scores were in line with like schools in 2022. An upward trend line is shown for both Years 3 and 5.



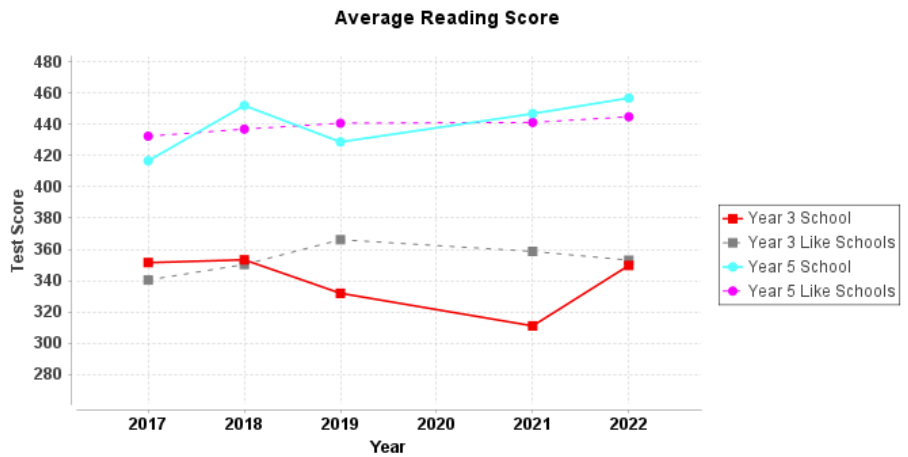
These results reflect that focus will be required to improve future progress and achievement. This will include the following:

- Closely monitoring the impact and consistency in implementing the agreed scope and sequence and interventions.
- Investigating a whole school program (e.g., Bond Blocks)
- Continue implementing Brightpath Maths and increasing teacher data literacy to ensure targeted planning and interventions, to continue student progress.
- Audit resources to ensure all staff can access equipment to support teaching and learning programs.



Reading

Year 3 reading scores for 2022 are slightly below like schools but show an upward trend. Year 5 reading scores are maintaining an upward trend line. In 2022, Year 5 reading scores were above that of like schools.

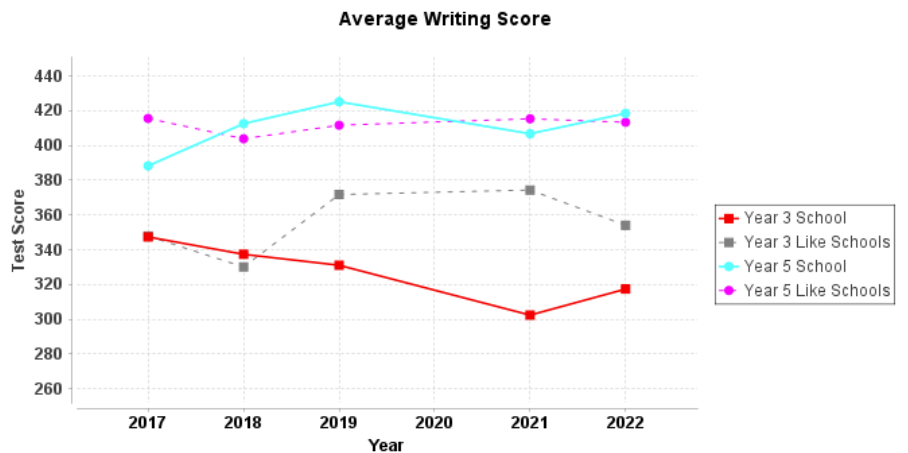


These results support continued review of progress from On-Entry to Year 3 to ensure agreed whole school programs are delivered with fidelity:

- Continue implementation of Heggerty Phonemic Awareness across K-3. Implement Heggerty Intervention to SAER in Years 3-6.
- Continue explicit teaching of Structured Synthetic Phonics (Letters & Sounds) from K-3.
- Revisit the Response to Intervention (RTI) model to ensure reading intervention is provided and aligned.
- Audit reading resources to ensure all staff can access equipment, including decodable readers, to support teaching and learning programs.

Writing

Year 3 writing scores remain below like schools in 2022, while Year 5 scores are positioned slightly above that of like schools. Both the Year 3 and Year 5 writing scores highlight an upward trend line.



These results support continued review of progress across all years to ensure agreed whole school programs are delivered consistently:

- Continue explicit teaching of Spelling (Soundwaves) from 3-6.
- Continue Speech and Language interventions (K-2) to target developmental vulnerabilities.
- Ensure adequate opportunities for staff to engage in moderation processes to make judgements (Brightpath) accurately.

Attitude, Behaviour & Effort

The following tables represent judgements made by teachers about a student's attitude, behaviour, and effort at school in 2022.

Lower Primary Attribute Summary	Con	Of	Som	Seld	N/A
Is enthusiastic about learning	16	29	20	1	4
Participates responsibly	25	24	14	3	4
Sets goals and works towards them	13	11	32	10	4
Totals	54	64	66	14	12
Percentages	25.7	30.5	31.4	6.7	5.7

Primary Attribute Summary	Con	Of	Som	Seld	N/A
Works to the best of his/her ability	41	20	6	1	2
Shows self-respect and care	46	16	4	2	2
Shows courtesy and respect for the rights of others	46	16	5	1	2
Participates responsibly in social and civic activities	46	17	4	1	2
Cooperates productively and builds positive relationships with others	46	16	4	2	2
Is enthusiastic about learning	48	16	3	1	2
Sets goals and works towards them with perseverance	34	23	10	1	2
Shows confidence in making positive choices and decisions	42	19	6	1	2
Totals	349	143	42	10	16
Percentages	62.3	25.5	7.5	1.8	2.9

Con: Consistently
Seld: Seldom

Of: Often
N/A: Not Assessed

Som: Sometimes

PBS Expectations



SPECIALIST CURRICULUM & PROGRAMS

Science

Learning in Science in 2022:

Biological Sciences

Our Year 4-6 students explored how living things have structural features and adaptations that help them to survive in their environment. They researched various plants and animals that can survive in the desert, particularly in Australia. They made a terrarium to demonstrate how ecosystems work and how plants adapt to the environment, then monitored the terrarium for the remainder of the semester. In Term 4, they could see if their terrarium had succeeded and consider whether their ecosystem was self-sustaining. Students adapted the terrarium to make improvements and took them home as potential gifts for someone important to them.



Our Year 3 students explored how living things can be grouped by observable features and distinguished from non-living things. They investigated “detritivores” (animals present in leaf litter around the school) and their role in the ecosystem. Students learnt about greenhouses and made a mini greenhouse to observe how it works to support plant growth.

Our Year 1/2 students explored how living things have various external features and live in different places where their needs are met. They compared the exterior features of modern and prehistoric animals and the multiple types of teeth required to eat different food types. Students created a “Dinosaur Journal” to represent what they learnt about prehistoric animals. They learnt about the role paleontologists play in understanding how dinosaurs adapted to the environment and explored a mock “dig-site” to role-play being paleontologists themselves!

Chemical Sciences

Our Year 5/6 class investigated how changes to materials can be reversible or irreversible. They became a “Change Detective” where they needed to pose questions, make predictions, observe, measure and record data, and classify physical and chemical changes to materials. Students conducted experiments to investigate melting, freezing, dissolving and gas and whether it is possible to reverse the change.

Our Year 4/5 class investigated the physical properties of materials and their suitability for specific purposes. They identified which shapes provide the strongest structure in products and which materials make the least environmental impact. Students used wax to strengthen paper to make it more suitable for protecting a breakable item so it could be sent via post. They considered other ways to enhance natural materials to package items that need protection.



Our Year 3 students investigated how solids or liquids are influenced by temperature. They experienced how everyday items can change their state by melting cheese on a pizza and chocolate in a pancake. Through other hands-on investigations, students explored how the size of pieces of chocolate affects the melting time. They made predictions about what would happen when different materials were placed in a freezer and compared the results with the predictions.

Earth and Space Sciences

Our Year 4-6 students explored Earth’s place in space and the critical features of our solar system. Each student worked with others to construct an “orrery” (a moving model) to demonstrate how they understood the Sun, Earth, and Moon to work in relation to each other. As we investigated further, they were able to use the scientific knowledge developed to adapt the orrery to improve accuracy and challenge their original conceptions. Each

student then chose a planet to investigate and constructed an eye-catching information poster to demonstrate understanding.

Our Year 3 students explored how Earth's rotation on its axis causes regular changes, including night and day. Through role-play, digital technologies, and physical activities such as becoming a "human sundial", they developed a deeper understanding of night and day. Students used this knowledge to construct a "coat hanger" model of the Sun, Earth and Moon, then verbally described how it worked in front of an audience.

Our Year 1/2 students explored how Earth's resources are used in various ways. They used materials available on the school grounds, such as sand, dirt, rocks, leaves, and sticks, to construct a model to show what happens when rain falls. Students investigated how we collect water in a variety of ways, including the extraction of groundwater. They observed and described the responsible use of water at school, home, and community.



Physical Sciences

Our Year 5/6 class explored how electrical energy can be transferred and transformed in electrical circuits and can be generated from various sources. Students were given different materials for generating electricity, including batteries, wires, switches, light globes, and motors. They worked with others to make a model that uses a circuit to transform energy from one form to another.



Our Year 4/5 class explored how light from a source forms shadows and can be absorbed, reflected, and refracted by using torches, mirrors, and other materials around the classroom. Students were provided with hands-on, shared experiences of how different materials (transparent, translucent, or opaque) affect light transmission.

Our Year 3 students explored how heat can be produced in many ways and can move from one object to another. They identified heat sources within the school and investigated how heat is produced. By designing charts and diagrams, students demonstrated an understanding of how some objects have heat and others obtain heat by being in contact with a heat source.

Our Year 1/2 students explored how light and sound are produced by various sources and can be sensed. Much of our work focused on the *Marvelous Toy*, a song from the 1960s. They used resources within the classroom to investigate things that produce light and sound, how vibrations cause sound (e.g., guitar strings), how sound travels through materials, and how light is needed to see things. Students participated in role-play activities and hands-on investigations such as using a torch to see inside a dark "peek box" to develop their understanding further.



STEM Extension

Early in Term 4, an opportunity arose via a generous donation from Deadly Science to put together a STEM Extension group. Students from Years 1-6 were chosen based on attendance, demonstration of STAR values and those that had shown a keen interest in STEM-based subjects.

Our first official meeting was in Week 2. We had fun unpacking and playing with a MASSIVE box of Lego from the Deadly Science crew, whose mission is to provide resources for remote schools in Australia with more than 15% of Indigenous students.

www.deadlyscience.org.au

In Week 3, students participated in an online "Deadly Learners" session with Tom Gordon from Deadly Science and Leah Kalimeris and Robin Cook from ICRAR (<https://www.icrar.org/>). Students could ask many questions about Earth and Space and hear about what it is like to be an astronomer!



In Week 9, students again had a fantastic opportunity to chat online, this time with Senior Engineer, Nick Mortimer, working on Australia's Research Vessel, "Investigator". Students could ask questions and see what it's like working as an Engineer in the deep waters of the Ningaloo Reef.

The STEM Extension group will continue in 2023 with more exciting opportunities to interact with experts in their field and participate in challenges to further their inquiry skills.

Instrumental Music - Clarinet

The clarinet was offered again to Year 5 and 6 students. In 2022 we had one Year 6 and four Year 5 students taking up the clarinet. In 2023 we will have three Year 5 students joining the classes.

Physical Education

In Term 1, we had another successful School Athletics Carnival, with all students competing in various events. Our Student Leaders and Faction Captains stepped up with High School Students unable to attend this year. They did a fantastic job of assisting in organising races and running the tabloid rotations.



Term 2 saw another great Cross Country involving all the School's students. Our Leaders helped run the short course for the Kindy and Pre-Primary Students. The longer period was altered to start and finish by the Undercover Area, which was a great success.



During Term 3, Students skipped every morning to keep fit and raise funds for the Heart Foundation. A group rehearsed a great skipping routine for our Jump Off Assembly. We took AFL and Netball Teams to the Forrest Interschool.



Our Girls competed very successfully at the Term 4 Interschool Basketball Carnival, just missing first place. Maidens Park coordinated this interschool event and had positive feedback from schools, parents, and coaches. Other highlights include Rugby League training sessions with a Wester Force member and a visit from the Fremantle Dockers team members!



Digital Technologies

In 2022, new banks of iPads have assisted teachers in integrating Digital Technologies into their classrooms. Regular typing practice and various technologies have helped our younger students work independently and show their learning through various media. Lessons for our upper primary students strongly emphasised cyber safety and responsible use of social media. After successfully trialling a school-based social media platform called Digi Social, the P&C agreed to fund it for our Year 4 to Year 6 students in 2023. The platform allows students to learn and make mistakes in a controlled environment.

Health and Wellbeing

The health curriculum was an essential part of our newly established Wellbeing Committee. It has also begun to be integrated into the classrooms through whole-school training in Protective Behaviours. We are starting 2023 with training and implementation of the Zones of Regulation across the school. This program helps students to understand and regulate their emotions. Mrs Whitby and Mr Patterson have continued implementing the Smiling Mind program across the school. A successful grant application was made early in the year, and we now have a mural design, paint, and outdoor rugs to create a mindfulness space in the school.

Dardy Koolaankas

The Dardy Koolaankas is a performing group of Indigenous students. The opportunity to be involved is open to interested students in Years 3 to 6. The boys mentor each other to learn the didgeridoo. The girls mentor each other to speak the Noongar language when delivering the Acknowledgment of Country at school assemblies. Once a week, students practice dances linked to storytelling reflecting the current Noongar season. Each year the school applies for a PALS Grant to fund a Noongar Elder to share cultural knowledge through a workshop.

NAIDOC Week

In 2022, Aboriginal Elders Charmaine Bennell and David Dann provided workshops on Aboriginal dance and didgeridoo playing through storytelling for all students in Years 1 to 6. The Elders also worked exclusively with the Dardy Koorlangkas to prepare a showcase of song and dance for a special NAIDOC service for the school community. Noongar Elder Nora Dann provided a Welcome to Country to open the service. This was achieved through a PALS Grant.



STUDENT SERVICES & SUPPORTS

Learning Support Coordinator

The Learning Support Coordinator forms part of our Student Services team and oversees students with diverse learning needs, including students at education risk (SAER). Our LSC supports staff development, curriculum, learning support, and extension and enrichment programs for K-6. In 2022, the LSC worked with Disability Resourcing Services (DRS), facilitated case conferences with Child Protection caseworkers, liaised with visiting teachers from SSEN, ensured all SAERs had regularly reviewed documented plans and provided support for staff in developing escalation profiles and functional behaviour assessments (FBA).

Key Support Team (Autism Spectrum Disorder)

Our Key Support Teachers (KST) develop knowledge and understanding of the characteristics of ASD and how these may impact engagement and learning within our school. Our team are available to provide coaching for staff across the school community. The coaching sessions develop the knowledge, understanding, and experience of completing four planning frameworks (Ziggurat Worksheet, Learner Profile, Planning Matrix, and Escalation Profile) and implement strategies to meet the individual and specific needs of students with ASD and imputed disabilities.

Aboriginal Islander Education Officer

Aboriginal Islander Education Officers help promote inclusive practices within schools and build positive participation, communication, and interactions between staff, Aboriginal and Torres Strait Islander students, their parents and families, and the local Aboriginal community. In 2022, Mr Robert Jones assisted in fostering a supportive and inclusive learning environment by working with students, staff, and families.

Chaplain

In 2022, Mrs Natasha Lay serviced our school on Monday and Tuesday. This program is funded by the WA Government and managed through YouthCARE WA under the National School Chaplaincy and Student Welfare Program guidelines. Chaplaincy is a non-denominational program that supports the spiritual, social, and emotional well-being of our students, parents, families, and staff. Natasha helped students and staff with one-on-one mentoring, social and emotional well-being programs, sanitary/hygiene packs, and resources for the school breakfast program.

Shine Program

In Semester 1, Natasha facilitated the Shine program, working alongside Year 6 girls. By participating in the program, the students achieved learning and motivational outcomes that formed the foundation of the ultimate goal – a greater level of understanding about their own personal worth, strength, and purpose.

- Developed holistic personal and problem-solving skills
- Enhanced social support networks
- Greater understanding of gifts and talents
- Greater awareness of community contribution and participation.

Rock and Water Program

In Semester 2, Natasha led the Rock & Water program, working with Year 4/5 boys. The results showed that students who participated in the R&W intervention had increased development in multiple outcomes in both the interpersonal domain (aggression) and the intrapersonal domain (psychological well-being, internalising behaviour) and secondary outcome measures (self-control and emotion regulation).



- Increased the student's capacity to build meaningful relationships with peers.
- Provided a safe program for students.
- Taught appropriate social skills and classroom strategies to assist learning.
- Provided a structured environment for students to learn and practice self-regulation.
- Fostered school solidarity.



Maidens Park Primary School is a complex school with diverse needs. Being able to provide social/emotional well-being resources such as knowledge and programs on self-regulation and physical resources such as sanitary packs, the students Natasha worked alongside have increased their classroom capacity for learning and improved school-based friendships.

School Psychologist

Maidens Park Primary is fortunate to have a school psychologist on-site three days per fortnight. School psychologists provide mental health and wellbeing services, disability, behaviour, learning and motivation, and incident management. In 2022, our school psychologist, Kathryn Shackleton, worked with our Student Services Team, including our Learning Support Coordinator and teachers, students, parents, the community, and interagency partners. Her work included assessment, consultation, and intervention with individuals and groups.

PARTNERSHIPS

Child-Parent Centre / Investing in our Youth

The Child and Parent Centre and Investing in our Youth provide opportunities throughout the year for our families, including playgroup on Friday mornings and parenting workshops/presentations.

The Home Interaction Program for Parents and Youngsters (HIPPY) is also available for parents. HIPPY is a free, two-year, home-based early childhood learning and parenting program that empowers parents and carers to be their child's first teacher!

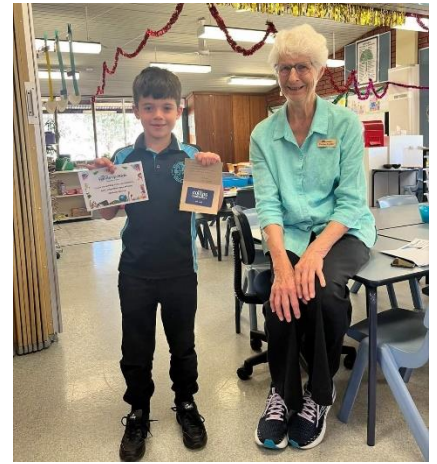


Hands Up 4 Kids

The Hands Up for Kids program has volunteers from the community who listen to reading. We have approximately 15-20 volunteers who work across the school.

Ed Connect Mentors

Our Ed Connect volunteers do one-to-one mentoring and classroom support. The year started slowly, with many volunteers on extended holidays and recovering from injuries. However, they returned as the first term progressed, and we acquired some new volunteers. The volunteers are becoming more invested in the school, dedicating more time, meeting parents, arranging special events, or sponsoring some children.



Story Dogs Reading Program

In Semester 2, the Story Dogs Reading Program started at our school. Daisy and her owner, Bec, visit our school every week and complete one-to-one reading with select students from Year 2. Reading sessions occur in the library, and books are selected to suit the student's interest and reading level. The students love Daisy the Story Dog, and we look forward to working with her handler, Bec, in 2023.



PUBLIC SCHOOL REVIEW

In Term 1, Maidens Park Primary participated in a Public School Review (PSR). The PSR provided feedback to our leadership team, staff, and school community to help improve school performance across six domains:

- Relationships & Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement & Progress

Maidens Park Primary received validation in four domains and will undertake a One-Year Return review focusing on Teaching Quality and Student Achievement & Progress in Term 1, 2023.

The full report is available for download at Schools Online.

TARGETED INITIATIVES & FUNDING

Additional Education Assistant

In 2022, the school received funding of \$113,882.58. This funding assists the school in employing additional Education Assistants. These assistants support school programs, such as the Speech and Language Program, and provide extra support in classrooms for students at educational risk.

Chaplaincy Funding 2020 - 2022

Maidens Park Primary applied for and received partial funding for the 2020-2022 School Chaplaincy Program. In 2022, the school was allocated \$20,280.00 (National School Chaplaincy Program) and \$2,239.99 (In School

State-Funded Chaplaincy Program) to purchase chaplaincy services through Youthcare two days per week to support the pastoral care of children.

Level 3 Classroom Teacher (Additional Teacher Time) and Mental Health Programs

Maidens Park Primary receives \$11,648.96 for Level 3 Classroom Teacher time and \$11,648.96 as additional support for delivering Mental Health Programs. These funds provide release time for our Learning Support Coordinator (LSC).

The LSC oversees students with diverse learning needs, including students at education risk (SAER). We consider SAER to be those students at both ends of the spectrum: Gifted and Talented and those who are towards the bottom echelon of achievement and are funded through disability resourcing. Our LSC supports staff development, curriculum, learning support, and extension and enrichment programs for K-6.

National Partnership on Universal Access to Early Childhood Education

The National Partnership on Universal Access to Early Childhood Education is an Agreement to ensure every child can participate in a quality preschool program the year before starting full-time school. Funding is based on enrolment numbers at the February census. In 2022, the school received \$19,960.00. This money helps to provide the opportunity for kindergarten children to access early childhood education and attend fifteen hours per week (or 600 hours per year).

Sporting Schools

Sporting Schools is an Australian Government initiative that provides schools with easy access to accredited coaches and sporting goods packages. In 2022, we applied for two terms of Sporting Schools funding to the total value of \$4,400.00, providing hours of additional sports activities across the school. Throughout the year, Mr Patterson has successfully applied for Specialist Coaches and improved our sports equipment. Our school now has a fantastic range of additional AFL, basketball, and gymnastics resources.

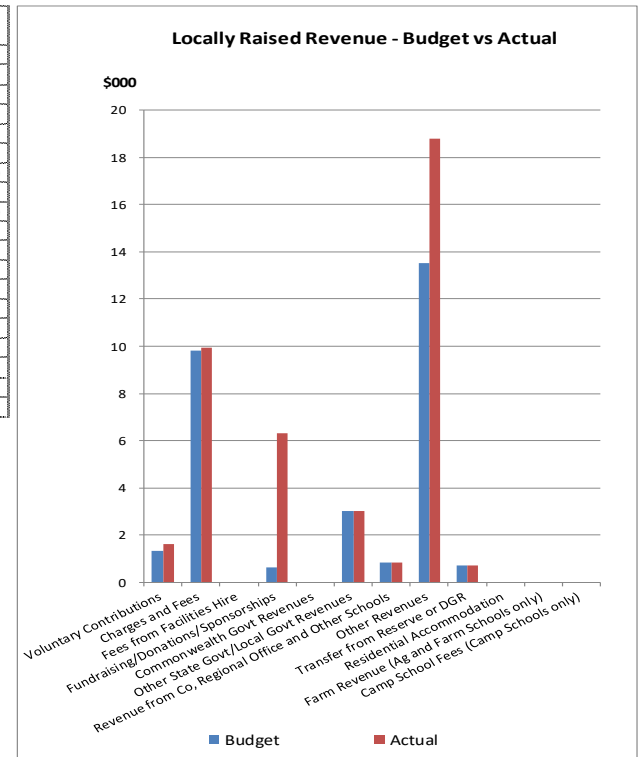
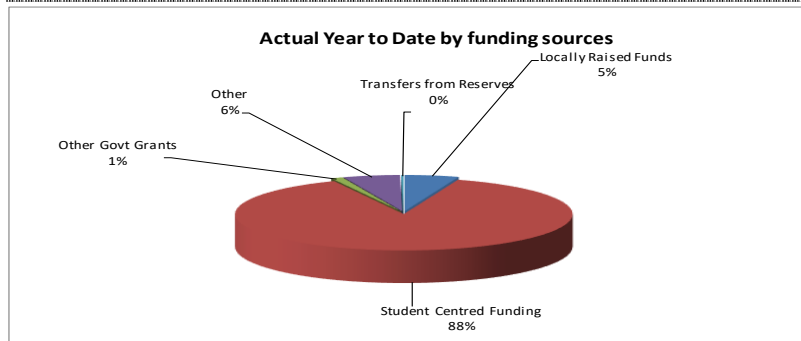
Containers for Change

From January to December this year, Maidens Park Primary has saved 4630 containers from landfill. These containers have been collected from children's lunchboxes, brought from family homes, and even donated directly to the school's collection centres. This is the second year the school has formally collected containers. We have had a fantastic response from students and families who regularly bring in containers from home. We hope to increase our container collection numbers in 2023!

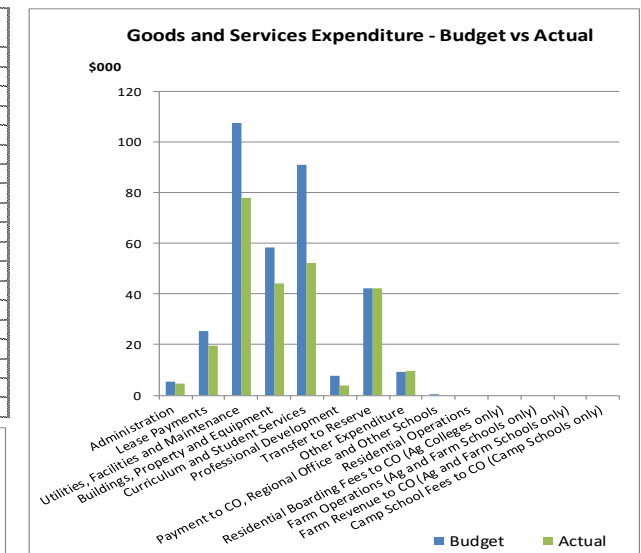
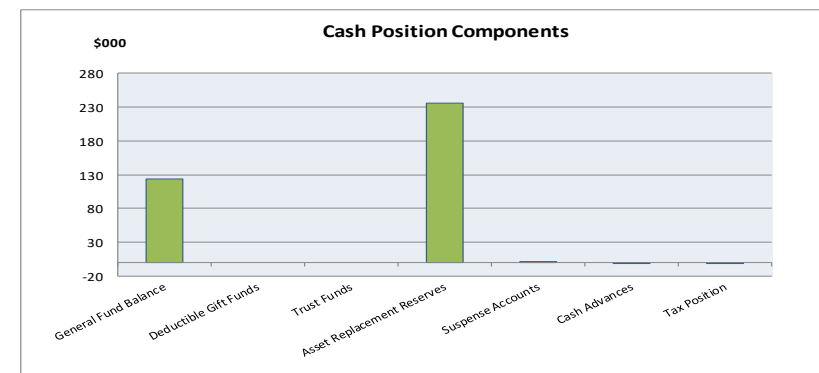
FINANCIAL SUMMARY 2022

Maidens Park Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,343.00	\$ 1,633.00
2 Charges and Fees	\$ 9,824.00	\$ 9,928.50
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 621.18	\$ 6,314.88
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 850.00	\$ 850.00
8 Other Revenues	\$ 13,515.37	\$ 18,788.04
9 Transfer from Reserve or DGR	\$ 725.00	\$ 725.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 29,878.55	\$ 41,239.42
Opening Balance	\$ 34,127.90	\$ 34,127.90
Student Centred Funding	\$ 282,540.56	\$ 302,541.19
Total Cash Funds Available	\$ 346,547.01	\$ 377,908.51
Total Salary Allocation	\$ 2,346,129.00	\$ 2,346,129.00
Total Funds Available	\$ 2,692,676.01	\$ 2,724,037.51



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 5,376.44	\$ 4,718.64
2 Lease Payments	\$ 25,446.00	\$ 19,518.41
3 Utilities, Facilities and Maintenance	\$ 107,251.21	\$ 77,900.21
4 Buildings, Property and Equipment	\$ 58,228.00	\$ 44,121.17
5 Curriculum and Student Services	\$ 90,761.64	\$ 52,126.38
6 Professional Development	\$ 7,600.00	\$ 4,049.25
7 Transfer to Reserve	\$ 42,312.00	\$ 42,312.00
8 Other Expenditure	\$ 9,117.18	\$ 9,703.02
9 Payment to CO, Regional Office and Other Schools	\$ 454.54	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 346,547.01	\$ 254,449.08
Total Forecast Salary Expenditure	\$ 2,138,389.00	\$ 2,138,389.00
Total Expenditure	\$ 2,484,936.01	\$ 2,392,838.08
Cash Budget Variance	\$ -	\$ -



Bank Balance	\$ 358,592.99
Made up of:	
1 General Fund Balance	\$ 123,459.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 235,718.06
5 Suspense Accounts	\$ 1,031.50
6 Cash Advances	\$ (150.00)
7 Tax Position	\$ (1,466.00)
Total Bank Balance	\$ 358,592.99