

# ANNUAL REPORT

## 2023



Endorsed by the School Board on 26/02/2023



**Maidens Park Primary School**

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# CONTEXT

## Principal's Message

I am delighted to share the Annual Report for the 2023 academic year, offering a comprehensive overview of our school's performance, notable events, and financial expenditures. This report serves as a means of celebrating our achievements. It also provides an avenue for reflection and improvement as we look ahead.

Throughout 2023, our school experienced sustained growth and reinforced its strategic direction. With a dedicated focus on teaching and learning, our faculty and instructional leaders meticulously analysed data and tailored program delivery to align with our newly developed Instructional Framework. We remained steadfast in our commitment to the core priorities outlined in our Business Plan, specifically emphasising Student Achievement, Well-being, High-Quality Teaching and Leadership, and Relationships and Partnerships.

Central to our school's vision is cultivating a culture of trust, transparency, feedback, and mutual respect among our staff. This culture is underpinned by data-driven insights, guiding our decision-making processes. Within our curriculum committees, staff undertook detailed exploration to align operational planning with evidence-based directives, ensuring that our teams are adequately equipped and resourced to execute agreed-upon whole-school initiatives.

In early 2023, our school participated in a One-Year Return Public School Review, focusing on enhancing Teaching Quality and Student Achievement & Progress. The review team confirmed our significant progress in implementing agreed-upon pedagogy and interventions to improve student progress and achievement. Furthermore, they highlighted our robust collaboration culture and purposeful data use to monitor student progress. The tangible outcomes of these strategic initiatives are evident in the notable performance of our students, particularly in NAPLAN assessments. Our Year 3 cohort performed within the expected range for Numeracy and exceeded expectations in all other areas, while our Year 5 cohort performed within the expected range across all domains. We eagerly anticipate further growth data for Year 5 in 2025. I extend heartfelt congratulations and gratitude to all our staff members who collaborate diligently daily, ensuring that every child's unique needs are acknowledged and thoughtfully addressed within the diverse array of learning programs and opportunities provided.

I extend my heartfelt appreciation to the Parent and Citizen (P&C) Committee, led by Mrs Bianca Waddington, for their invaluable contributions, including successful fundraising efforts totalling over \$8,000. Additionally, we thank Mr. Mitchell Oliver, the School Board Chair, and the Board members for their exemplary leadership and governance throughout the year. To outgoing Board members Courtney Coyne, Ian Anstee, and Mark Patterson, I express profound gratitude for their invaluable contributions to shaping the strategic direction of our school.

In closing, I sincerely thank the parents, caregivers, and families whose unwavering support enriches the fabric of Maidens Park Primary School. Special commendation is reserved for our dedicated staff members, whose care and commitment to student-centric excellence embodies our school's core values. Together, let us embrace each day with gratitude and a commitment to excellence, ensuring that every student's potential is realised to the fullest extent.

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
<b>Administrative Staff</b>			
Principal	1	1.0	0
Associate / Deputy / Vice Principal	1	1.0	0
<b>Total Administrative Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>

<b>Teaching Staff</b>			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	9	9.0	0
<b>Total Teaching Staff</b>	<b>11</b>	<b>11.0</b>	<b>0</b>

<b>School Support Staff</b>			
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
<b>Total School Support Staff</b>	<b>18</b>	<b>12.5</b>	<b>1</b>

<b>Total</b>	<b>31</b>	<b>23.5</b>	<b>1</b>
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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 2023 include:

Leadership & Strategy	Teaching, Learning & Curriculum
<ul style="list-style-type: none"> <li>→ Regional Key Support School Team (ASD)</li> <li>→ Language Leaders Foundation 2023</li> <li>→ Code of Conduct</li> <li>→ Letters &amp; Sounds: Train the Trainer</li> <li>→ Team Teach Tutor Training</li> <li>→ Gatekeeper Training</li> <li>→ First Aid Training</li> <li>→ Workplace Health &amp; Safety Conference</li> <li>→ WHS Representative training</li> <li>→ Planning with SSEN:D</li> <li>→ Performance Management</li> <li>→ Graduate Certificate of Education Business Leadership</li> </ul>	<ul style="list-style-type: none"> <li>→ Intepreting Brightpath Data &amp; moderation</li> <li>→ Bond Blocks (Dr. Paul Swan)</li> <li>→ Heggerty: An Introduction to the Approach</li> <li>→ Heggerty Phonemic Awareness: Intervention</li> <li>→ InitialLit</li> <li>→ MacqLit</li> <li>→ Talk4Write</li> <li>→ The Science of Reading (PLDC)</li> <li>→ Classroom Management Strategies for Education Assistants: Modules 1-4</li> <li>→ Classroom Management Strategies: Foundations</li> <li>→ ASD: Modules (Pivot)</li> <li>→ Success for Students with ADHD (ADHD WA)</li> <li>→ Avoiding the Power Struggle (SSEN:BE)</li> <li>→ EdMed (Ronald McDonald)</li> <li>→ Digital Technologies workshop</li> <li>→ Working together to support school-aged students on the ASD spectrum (Positive Partnerships)</li> <li>→ Local Aboriginal Family Groups &amp; Understanding Family Structures (Keipa Boodja)</li> </ul>

## South Bunbury Schools Network

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

Maidens Park PS joined Djidi Djidi Aboriginal School in April and July, providing various opportunities, including moderation and staff networking. Staff also participated in cultural learning about local Aboriginal family groups and family structures presented by Gail Hill and Annette Garlett (Keipa Boodja Aboriginal Corporation).



# STUDENTS

## Index of Community Socio-Educational Advantage (ICSEA)

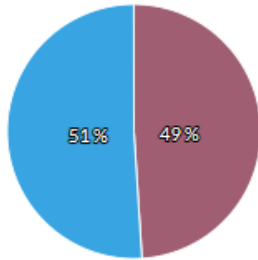
The ICSEA scale indicates the socio-economic background of the students. Many student and school factors, including geographical location, impact the ICSEA value. The table below shows a relatively stable ICSEA over time.

2018	2019	2020	2021	2022	2023
848	838	825	836	816	865

### Student 2023

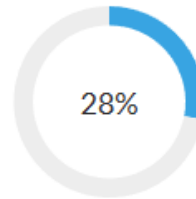
Total enrolments: 169

- Boys 86
- Girls 83



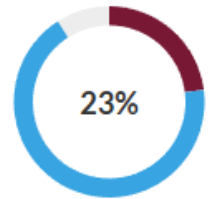
Full-time equivalent enrolments: 159.8

Indigenous students



Language background other than English

- Yes (23%)
- No (68%)
- Not stated (9%)



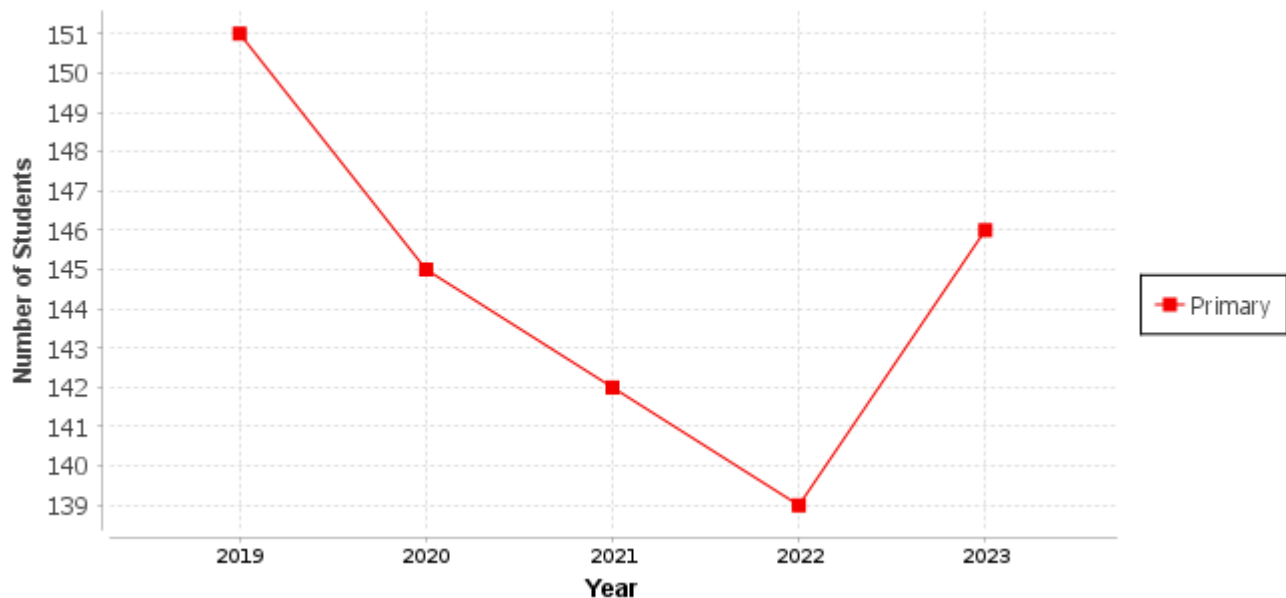
The table below shows the distribution of students from Kindergarten to Year 6 in 2023.

Primary	K	PP	1	2	3	4	5	6	Total
Full Time	(12)	17	32	23	18	17	15	24	158
Part-Time	23								

### Enrolment Trends

(Based on Semester 2 census data)

Semester 2 Student Numbers



## Attendance Summary

The tables and graphs below illustrate our attendance data.

Attendance Category	2021	2022	2023
Overall Average Rate	81.9%	74.4%	81.6%
Regular attendance (>89%)	38.6%	26.6%	34.2%
At-risk attendance (>89%-80%)	29.4%	24.7%	32.2%
Moderately at-risk attendance (>79%-60%)	22.9%	27.9%	18.4%
Severe attendance (>60%)	9.2%	20.8%	15.1%

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
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%
2023	83.8%	88.3%	90.3%	75.8%	69.8%	74.3%	81.6%	81.0%	88.9%

### 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.
- Regularly check attendance input by staff to ensure entry on Integris by 9:00 am.
- Initial contact attempts from the classroom teacher when student attendance is of concern.
- Attendance Team 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.
- Parents receive letters explaining concerns regarding high absentee rates or acknowledging regular attendance.
- Attendance certificates and celebrations are held each term.
- 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 2023 Year 6 Cohort

In 2023, most Year 6 students enrolled at Newton Moore Senior High School.

Destination Schools	Male	Female	Total
4040 Newton Moore Senior High School	8	9	17
4008 Bunbury Senior High School	1		1
4183 Dalyellup College	1	4	5





# GOVERNANCE & SUPPORT

## Parents & Citizens Report

The P&C has had a fantastic year this year. We have run some unique events during the year that the students, staff, and parents have well received. These events include our Change Challenge, Milo Mondays, Icy Pole Days, Crazy Days, and colouring competitions.

Fundraising Events & Activities	Money Raised
Milo Monday's	\$588.10
Icy Pole Day's	\$690.30
P&C Crazy Days	\$71.80
Tea & Coffee	\$21.00
Change Challenge	\$638.35
Friday Feeds	\$1,111.30
Don Punch Donation	\$400.00
Colour Run	\$1,988.00
NAIDOC	\$1,211.50
Music at Maidens	\$686.60
Easter Raffle	\$172.00
Mother's Day Raffle	\$137.00
Father's Day Raffle	\$699.00
Christmas Raffle	TBA
<b>Total</b>	<b>\$8,414.95</b>



Overall fundraising activities throughout 2023 have raised \$8,414.95 to date. Thank you to all those parents and families 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	
Guided Reading Books	\$6,000.00
Swimming Lessons	\$1,300.00
New Netball Uniforms	\$765.00
Year 6 Leadership Conference	\$457.50
DiGii Social Annual School Subscription	\$331.50
Aussie of the month lunches	\$35.10
<b>Total</b>	<b>\$8,889.10</b>



We look forward to working with the school again next year as we bring you some exciting events and fundraising activities throughout 2024. 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.

Bianca Waddington  
**P&C President**

# ACHIEVEMENTS & HIGHLIGHTS 2023

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

Term 1	
<ul style="list-style-type: none"> <li>• Athletics Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Indonesian cooking</li> </ul>
<ul style="list-style-type: none"> <li>• ANZAC Day activities &amp; service</li> </ul>	<ul style="list-style-type: none"> <li>• Easter activities</li> </ul>
<ul style="list-style-type: none"> <li>• PBS Reward – Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Wear Orange Day (Story Dogs)</li> </ul>
<ul style="list-style-type: none"> <li>• Schools Clean-Up Day</li> </ul>	<ul style="list-style-type: none"> <li>• GRIP – Student Leadership Conference</li> </ul>
Term 2	
<ul style="list-style-type: none"> <li>• First Aid Incursion</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Country</li> </ul>
<ul style="list-style-type: none"> <li>• Mother’s Day activities</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2-4 Excursion - Hidden Treasures</li> </ul>
<ul style="list-style-type: none"> <li>• Year 4-6 Excursion - BREC</li> </ul>	<ul style="list-style-type: none"> <li>• PP-2 Excursion – Dolphin Discovery Centre</li> </ul>
<ul style="list-style-type: none"> <li>• Bullying Incursion</li> </ul>	<ul style="list-style-type: none"> <li>• Dental Incursion</li> </ul>
<ul style="list-style-type: none"> <li>• Year 4/5 Excursion – Ocean Star Aged Care</li> </ul>	<ul style="list-style-type: none"> <li>• NAIDOC Week</li> </ul>
<ul style="list-style-type: none"> <li>• Year 6 Excursion – Lighthouse &amp; Cave</li> </ul>	<ul style="list-style-type: none"> <li>• Pyjama Day</li> </ul>
Term 3	
<ul style="list-style-type: none"> <li>• Spelling Bee</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s Book Week &amp; dress-up</li> </ul>
<ul style="list-style-type: none"> <li>• R U, Okay? Day</li> </ul>	<ul style="list-style-type: none"> <li>• Winter Carnival</li> </ul>
<ul style="list-style-type: none"> <li>• Colour Run</li> </ul>	<ul style="list-style-type: none"> <li>• PBS Reward – Disco</li> </ul>
Term 4	
<ul style="list-style-type: none"> <li>• Year 5 STEM Day at NMSHS</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Orientation</li> </ul>
<ul style="list-style-type: none"> <li>• In-Term Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Fire &amp; Emergency Services incursion</li> </ul>
<ul style="list-style-type: none"> <li>• Basketball Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• High School Transitions</li> </ul>
<ul style="list-style-type: none"> <li>• Year 6 Excursion – Forest Adventures</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 – Graduation Lunch</li> </ul>
<ul style="list-style-type: none"> <li>• Holiday Dress-Up Day</li> </ul>	





# STUDENT ACHIEVEMENT & PROGRESS

## On Entry

The On-entry Assessment Program is a diagnostic assessment for learning rather than a review of learning. This assessment is conducted in Term 1 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 - Class to State

Class : MAIDENS PARK PS - Room 11

Assessment Period : Start of 2023

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.
0 - 99	<1%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0
100 - 149	2%	2%	0	0%	0%	0	0%	14%	14%	38%	38%	1
150 - 199	1%	3%	0	0%	1%	1%	0%	0%	17%	45%	12%	69%
200 - 224	2%	5%	0	0%	0%	1%	0%	0%	19%	54%	19%	88%
225 - 249	2%	7%	0	0%	<1%	1%	0%	0%	16%	80%	12%	100%
250 - 274	0%	7%	0	0%	<1%	2%	0%	0%	6%	86%	0%	100%
275 - 299	3%	10%	6	6%	<1%	2%	0%	0%	3%	89%	0%	100%
300 - 324	0%	10%	0	0%	6%	1%	0%	0%	2%	92%	0%	100%
325 - 349	4%	13%	12	19%	2%	5%	0%	0%	2%	93%	0%	100%
350 - 374	4%	18%	12	31%	4%	9%	0%	0%	3%	97%	0%	100%
375 - 399	5%	22%	6	38%	6%	16%	25%	25%	1%	98%	0%	100%
400 - 424	13%	35%	25	62%	13%	29%	19%	44%	1%	98%	0%	100%
425 - 449	8%	43%	6	69%	18%	46%	19%	63%	1%	99%	0%	100%
450 - 474	16%	58%	12	81%	24%	71%	19%	81%	1%	100%	0%	100%
475 - 499	7%	66%	0	81%	15%	85%	12%	94%	<1%	100%	0%	100%
500 - 524	13%	79%	12	94%	9%	94%	0%	94%	<1%	100%	0%	100%
525 - 549	5%	85%	0	94%	4%	98%	0%	94%	<1%	100%	0%	100%
550 - 574	8%	93%	0	94%	1%	99%	0%	94%	<1%	100%	0%	100%
575 - 599	3%	95%	0	94%	<1%	100%	6%	100%	<1%	100%	0%	100%
600 - 624	2%	98%	0	94%	<1%	100%	0%	100%	<1%	100%	0%	100%
625 - 649	0%	98%	0	94%	<1%	100%	0%	100%	<1%	100%	0%	100%
650 - 674	2%	99%	6	100%	<1%	100%	0%	100%	<1%	100%	0%	100%
675 - 699	0%	99%	0	100%	0%	100%	0%	100%	0%	100%	0%	100%
=> 700	1%	100%	0	100%	<1%	100%	0%	100%	<1%	100%	0%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

Reading: 50% **38%**      Writing: 55% **31%**      Numeracy: 53% **19%**

All Assessment Overview indicating Scale Score averages over time – Historical Data.			
	Reading	Writing	Numeracy
<b>2023</b>	450	210	435
<b>2022</b>	428	176	393
<b>2021</b>	422	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 comparing students in similar schools. This information should not be used to set targets for Pre-primary students.

## Responses to On-Entry Data

- Consolidate delivery of the Heggerty Phonemic Awareness Program in Kindergarten to Year 3 in 2024.
- Term 4 On-Entry retest of PP students at risk (SAER).
- Implementation of PreLit (Early Literacy Program) for kindergarten students in 2024
- Explore and prepare for the rollout of InitialLit for PP-2 in 2025.
- Review explicit teaching of Structured Synthetic Phonics (Letters & Sounds) from K-3.
- Continue implementation of Bond Blocks teaching in Kindergarten to Year 3.

## NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across Australia for students in Years 3, 5, 7 and 9. The standardised tests are 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. NAPLAN testing was conducted in Term 1 this year. As this is a different time and baseline, growth data for Year 5 will not be available until 2025.

### Comparative Performance Summary

	Year 3	Year 5
	2023	2023
Numeracy	0.8	0.5
Reading	1.8	0.7
Writing	1.8	0.9
Spelling	1.4	0.8
Grammar & Punctuation	1.6	0.7

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

■ Expected - within one standard deviation of the predicted school mean

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

#### Our Year 3 Cohort:

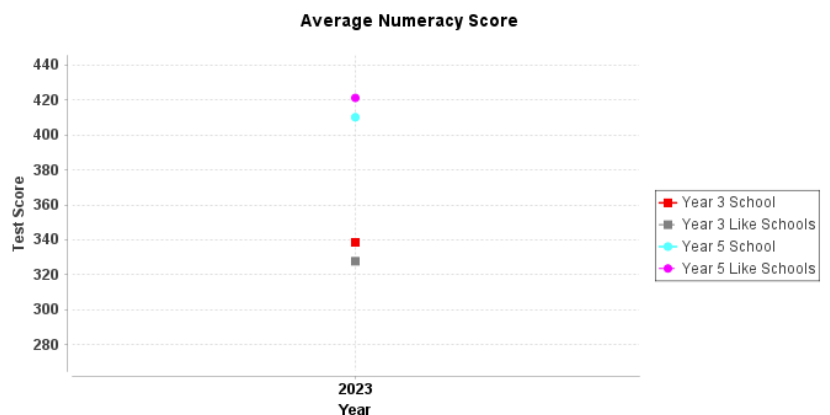
Performed within the expected performance range for Numeracy. They performed above expectations in all other areas.

#### Our Year 5 Cohort

Performed within the expected performance range for all areas.

### Numeracy

This graph indicates that Year 3 students performed above *Like Schools* in Numeracy. Year 5 students are tracking below *Like Schools*.



### Student Distribution

Numeracy				
	MPPS Year 3	Like Schools	MPPS Year 5	Like Schools
Top 20%	0%	3%	0%	6%
Middle 60%	58%	47%	62%	47%
Bottom 20%	42%	50%	38%	47%

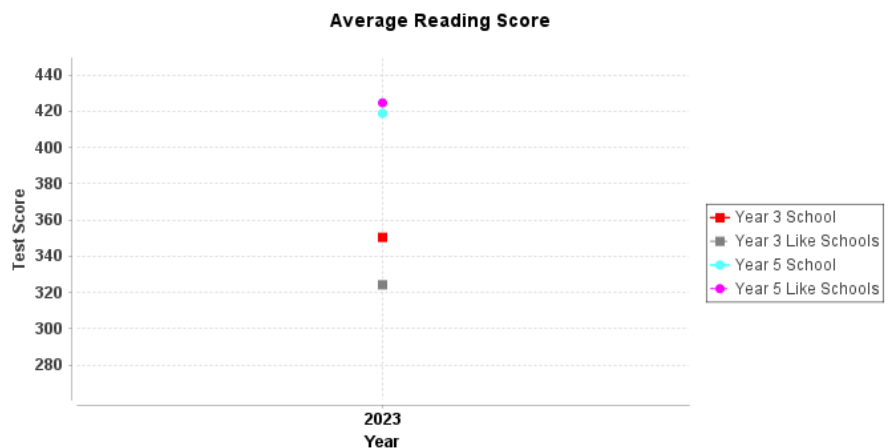
Compared to *Like Schools* in Year 3 and 5 Numeracy, we have a higher percentage of students achieving in the middle 60%, and a lower rate in the bottom and top distributions.

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 (Paul Swan milestones).
- Explicit teaching of Maths Vocabulary using Paul Swan resources.
- Continued implementation of Bond Blocks teaching in Kindergarten to Year 3, and intervention in Years 4-6.
- Continue implementing Brightpath Maths and increasing teacher data literacy to ensure targeted planning and interventions to continue student progress.

## Reading

This graph indicates that Year 3 students performed above *Like Schools* in Reading. Year 5 students are tracking slightly below *Like Schools*.



## Student Distribution

Reading				
	<i>MPPS Year 3</i>	<i>Like Schools</i>	<i>MPPS Year 5</i>	<i>Like Schools</i>
<b>Top 20%</b>	5%	5%	8%	5%
<b>Middle 60%</b>	68%	48%	38%	52%
<b>Bottom 20%</b>	26%	47%	54%	43%

Compared to *Like Schools* in Year 3 Reading, we have a substantially lower percentage of students achieving in the bottom 20% and a higher percentage achieving in the middle 60%. Our Year 5 students have a higher rate of students achieving in the bottom 20% and a subsequently lower percentage in the middle distribution.

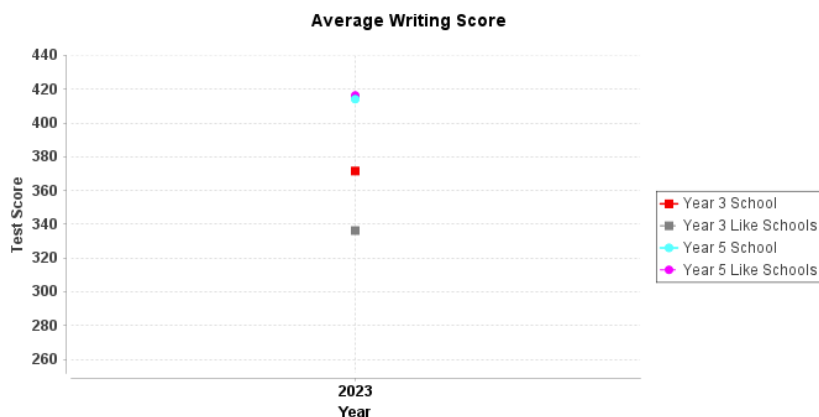
These results support continued review of progress from On-Entry to Year 3 to ensure agreed whole school programs are delivered with fidelity:

- Consolidate delivery of Heggerty Phonemic Awareness across K-3 and Heggerty Intervention for SAER in Years 3-6.
- Implementation of MacqLit for SAER in Years 3-6.
- Implementation of PreLit (Early Literacy Program) for kindergarten students in 2024
- Continue explicit teaching of Structured Synthetic Phonics (Letters & Sounds) from K-3.
- Prepare for the rollout of InitialLit for PP-2 in 2025.
- Utilise Progressive Achievement Test (PAT) data to identify focus areas in Reading.
- Audit reading resources to ensure all staff can access equipment, including decodable readers, to support teaching and learning programs.



## Writing

This graph indicates that Year 3 students performed above *Like Schools* in Writing. Year 5 students performed almost comparably to *Like Schools*.



## Student Distribution

Writing				
	MPPS Year 3	Like Schools	MPPS Year 5	Like Schools
<b>Top 20%</b>	0%	6%	8%	8%
<b>Middle 60%</b>	68%	47%	69%	54%
<b>Bottom 20%</b>	32%	47%	23%	38%

Compared to *Like Schools* in Year 3 and 5 Writing, our cohorts performed reasonably well. We had a significantly higher percentage of students in the middle 60% and a much lower percentage achieving in the bottom 20% distribution range.

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

- Consolidate Maidens Park Primary School teaching and assessment sequence for writing.
- Continue explicit teaching of Spelling (Soundwaves) from 3-6.
- Ensure adequate opportunities for staff to engage in moderation processes, within and across schools, to make judgements (using Brightpath rulers) accurately.



## PBS Expectations



# SPECIALIST CURRICULUM & PROGRAMS

## Science

### Semester 1



Years 1 & 2 explored natural, constructed, and managed changes they saw in the sky and landscape around them, particularly within the school grounds, with hands-on, shared experiences of observable natural changes versus human changes. In Term 2, students represented and explained how everyday materials can be changed. They manipulated, heated, cooled, and mixed materials to demonstrate that some objects can be altered and changed, and others will return to their original shape by making a cheesecake!

Year 3 students explored how Earth's rotation on its axis causes regular changes, including night and day. They developed a deeper understanding of night and day through role-play and investigation of light and shadows. In Term 2, students investigated how solids or liquids are influenced by temperature. They explored how everyday materials like ice and chocolate change to a liquid and how the amount of heat added affects the ability to melt a solid. They made predictions about what would happen when materials were placed in a freezer and compared results with the predictions.

Year 4/5 students explored the Earth's surface and how soils, rocks, and landscapes change. Using various hands-on demonstrations, they investigated the features of rocks and soils and the effect of erosion on landscapes. In Term 2, students investigated how natural and processed materials have a range of physical properties that can influence their use. They conducted experiments on natural materials like wool and synthetic materials like polyester to test flexibility, absorption, strength, and water resistance.

Year 5/6 students explored the sudden geological changes caused by volcanoes and how they affect Earth's surface. They worked with others to examine the effects of a volcanic eruption and the relationship between shape and lava viscosity. Students used scientific knowledge developed to research a volcano and used various text types to construct an information poster. In Term 2, they continued their investigation of volcanoes, focusing on the chemistry of eruptions. Students participated in an experiment demonstrating how a chemical reaction occurs when a volcano erupts. They used what they had learned to explore the matter further. Students discovered that solids, liquids, and gases have different observable properties and behave differently.



### Semester 2



Year 1/2 students explored pushes and pulls. Through investigations, they observed and gathered evidence about how these forces act in air, water, and ground. Students identified the effect of the pull of gravity and learnt that both air and water can 'push'. In Term 4, they observed the features and behaviour of small animals, leading to a better understanding of how their adaptations help them survive in their habitats. Through investigations of worm farms, snail terrariums and ant factories, students learned how animals move, feed, and protect themselves.



Year 3 students explored different heat sources and how heat moves from one object to another. Through hands-on activities involving the heating or cooling of objects, they investigated the difference in conductivity of materials. In Term 4, students investigated how living things can be grouped based on observable features and distinguished from non-living things. They used this knowledge to explore the animal groups in the leaf litter on the school grounds.

Year 4/5 students explored how magnets exert a force on particular objects and how that force affects the object. Through hands-on activities, they identified the materials that magnets attract, their poles and magnetic fields. Students looked at the distance at which they act and how the pull of magnetism differs from the pull of gravity. In Term 4, they investigated the special relationship between plants and animals, such as bees and ants. Through investigations, students investigated the life cycles of these species as well as the mutually beneficial relationships these species have with one another.

Year 5/6 students explored the properties of light and how it enables us to see. They developed an understanding of light and its role in our lives and our community using hands-on activities. Through investigations, students explained how objects reflect, absorb, and refract light and how we can use light to meet our needs. In Term 4, they developed an understanding of the role of micro-organisms in food and medicine. Students investigated the conditions micro-organisms need to grow, learned about yeast and the bread-making process, and researched penicillin development.



### **Instrumental Music - Clarinet**

Instrumental music was offered again to Year 5 and Year 6 students. In 2023, four students took up the clarinet. In 2024, we will have four Year 5 students joining the classes.

## **Physical Education**

### **Semester 1**

Students showcased their athleticism and teamwork at our annual school sports carnival and cross-country events. Newton Moore Senior High School students assisted with ensuring the smooth organisation of races and tabloid events, making it another successful carnival. In Term 2, our Faction Leaders continued their outstanding efforts, assisting with the cross-country event. They even modified the course to accommodate the younger students, demonstrating their inclusivity.





## Semester 2

In Term 3, excitement filled the air as students eagerly took part in the inaugural Colour Run, a vibrant event organised by the P&C. This lively event marked a departure from the traditional Jump Rope for Heart and was met with enthusiasm from students, staff and families alike, adding a splash of colour to the school calendar. Then, in Term 4, upper primary students showcased their talent and teamwork at the Interschool Basketball Carnival, where both boys' and girls' teams demonstrated sportsmanship and tried their best!



## Digital Technologies

In 2023, 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. The P&C generously funded the social media platform called Digi Social for our Year 4 to Year 6 students. The platform allows students to learn and make mistakes in a controlled environment.

## Health and Well-being

The health curriculum was an essential part of our newly established Well-being Committee. It has also begun to be integrated into the classrooms through whole-school training in Protective Behaviours. We started 2023 with training and implementation of the Zones of Regulation across the school. This program helps students to understand and regulate their emotions.

## 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.



## NAIDOC Week

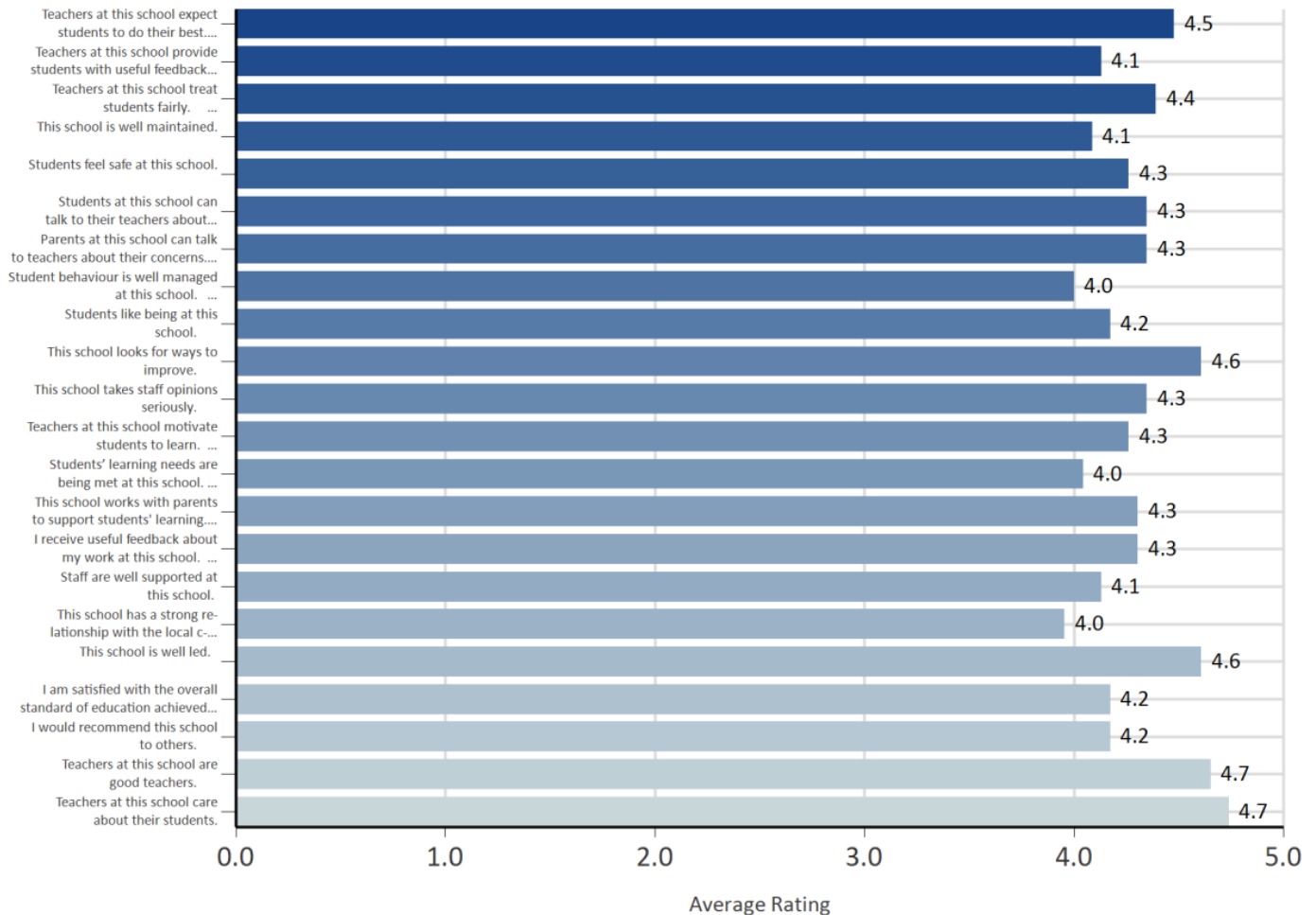
In 2023, Wardandi Noongar Elders Charmaine Bennell and David Dann provided workshops on Aboriginal dance and didgeridoo playing through storytelling for all students in Years 1 to 6. The Elders also worked exclusively with the Dardy Koorlangkas to prepare a showcase of song and dance for a unique NAIDOC service for the school community. Noongar Elder Charmaine Bennell provided a Welcome to Country to open the service. This was achieved through a PALS Grant.



# NATIONAL SCHOOL OPINION SURVEY

In 2023, we conducted the National School Opinion Survey (NSOS). Below is the data we collected from staff and parents. This data will be analysed by staff and students to identify our areas of strength and our areas for improvement moving forward. Overall, we are pleased with the feedback we received from our community.

## Staff



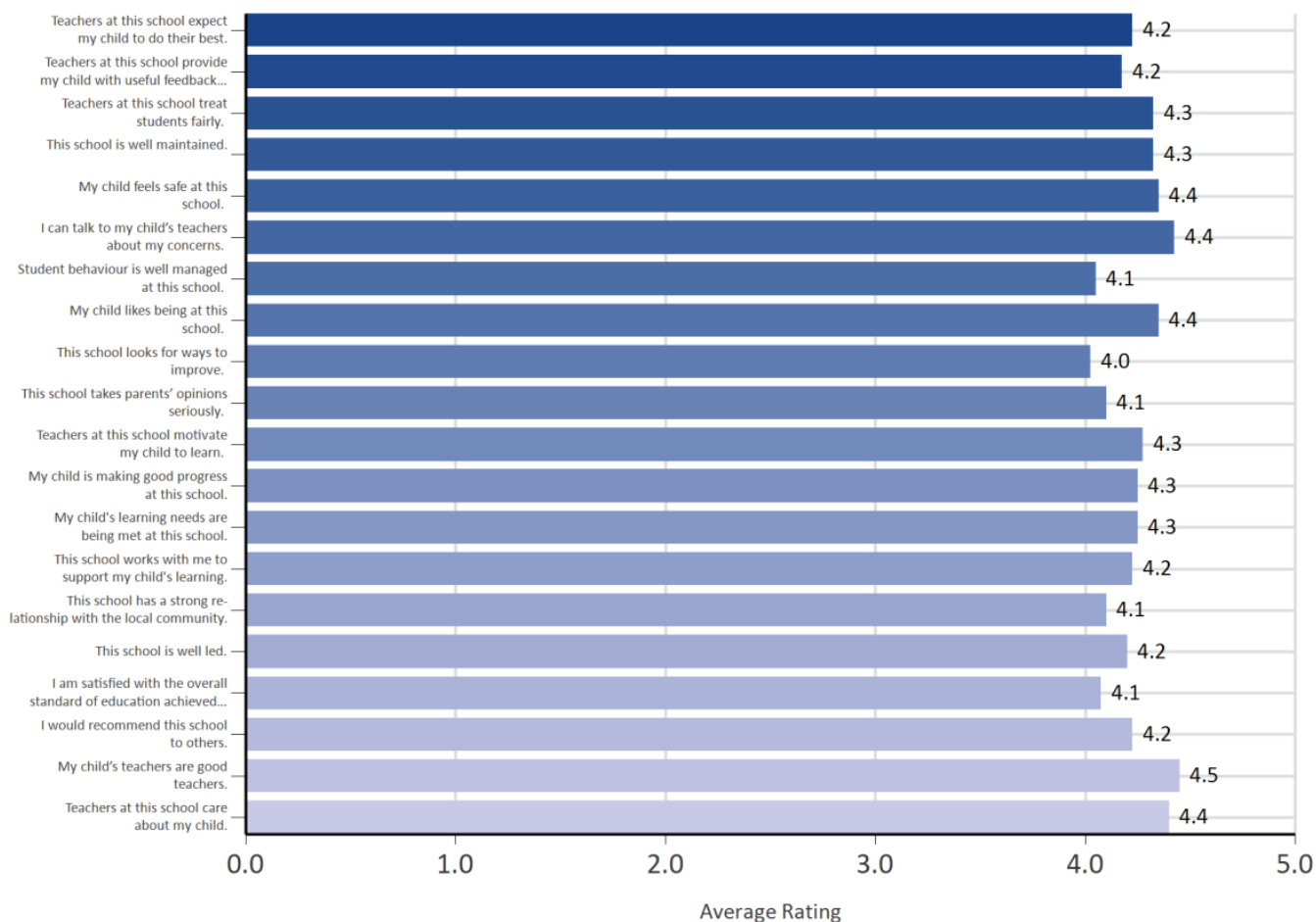
## Celebrations

- The teachers at this school are good teachers. (4.7)
- The teachers at this school care about their students (4.7)
- This school is well-led (4.6)
- The school looks for ways to improve (4.6)

## Areas for improvement

- Student behaviour is well managed at this school (4.0)
- Student learning needs are being met at this school. (4.0)
- This school has a strong relationship with the local community (4.0)

## Parents



Our parent survey is a point of celebration as we rated 4.0 (agree) on all survey questions. We have decided to look at our lowest ratings to see how we can improve in these areas from the parent's perspective.

### **Celebrations**

- The teachers at this school are good teachers. (4.5)
- The teachers at this school care about their students (4.4)
- I can talk to my child's teacher about my concerns. (4.4)
- My child likes being at this school (4.4)

### **Areas for improvement**

- The school looks for ways to improve (4.0)
- Student behaviour is well managed at this school (4.1)
- This school has a strong relationship with the local community (4.1)
- I am satisfied with the overall standard of education achieved at this school (4.1)

### **Feedback (Communication)**

Much of the parent feedback provided in 2023 focused on the school's communication. Below are some of the points noted:

- **Newsletter** – Requests for physical copies of the newsletter.
- **Seesaw** – Increased use of electronic means to communicate with parents more regularly.
- **Parent/Teacher events** – More interaction between parents and teachers, including after-school opportunities.



## PUBLIC SCHOOL REVIEW

In Term 1, Maidens Park Primary participated in a One-Year Return Review focusing on the progress made in improving Teaching Quality and Student Achievement & Progress. The Public School Review team confirmed that the school “*demonstrated sufficient and sustainable progress towards meeting the Standard in relation to the recommendations for Teaching Quality and Student Achievement.*” The reviewers noted:

- Considerable progress has been made in implementing agreed-upon whole-school pedagogy and interventions to embed instruction that improves student progress and achievement.
- A strong culture of collaboration is evident.
- Data is purposefully used to monitor student progress.

The next Public School Review is scheduled for **Term 1, 2025**.

## STUDENT SERVICES & SUPPORTS

### Learning Support Co-ordinator

The Learning Support Co-ordinator 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 2023, 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 complete functional behaviour problem solving (FBPS).

### 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 2023, Mr Robert Jones and Miss Jessika Coenen assisted in fostering a supportive and inclusive learning environment by working with students, staff, and families.



### School Psychologist

Maidens Park Primary is fortunate to have a school psychologist on-site three days per fortnight. School psychologists provide mental health and well-being services, disability, behaviour, learning and motivation, and incident management. In 2023, our school psychologist, Emma Sharpe, worked with our Student Services Team, including our Learning Support Co-ordinator, teachers, students, parents, the community, and interagency partners. Her work included assessment, consultation, and intervention with individuals and groups.

# TARGETED INITIATIVES & FUNDING

## Additional Education Assistant

In 2023, the school received funding of \$121,393.98. 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.

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

Maidens Park Primary receives \$12,369.24 for Level 3 Classroom Teacher time and \$12,369.24 as additional support for delivering Mental Health Programs. These funds provide release time for our Learning Support Co-ordinator (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.

## Preschool Reform Agreement

The school was also fortunate to receive a one-off payment in 2023 of \$20,000 from the Preschool Reform Agreement. The initiative aims to build the capacity of Aboriginal and Islander Education Officers and Education Assistants who work with students in the early years and support learning in the classroom by brokering resources and professional learning in literacy. The money was spent on professional learning and resourcing our school-agreed programs, including Heggarty Phonemic Awareness and PreLit for early childhood staff.

## Sporting Schools

Sporting Schools is an Australian Government initiative that provides schools with easy access to accredited coaches and sporting goods packages. In 2023, we applied for two terms of Sporting Schools funding to the total value of \$4,300.00, 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.

## Containers for Change

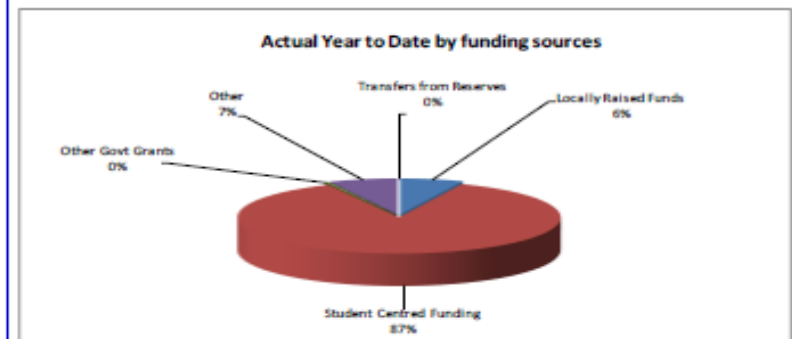
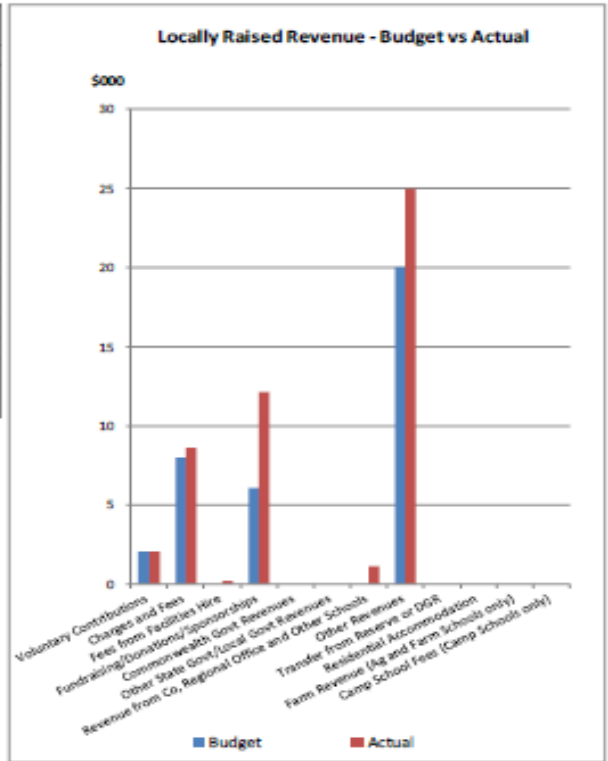
From January to December this year, Maidens Park Primary raised \$289.10, saving containers from landfill. This is the third year the school has formally collected containers. We have had a fantastic response from students and families who regularly bring in containers from home. We hope to increase our container collection numbers in 2024!



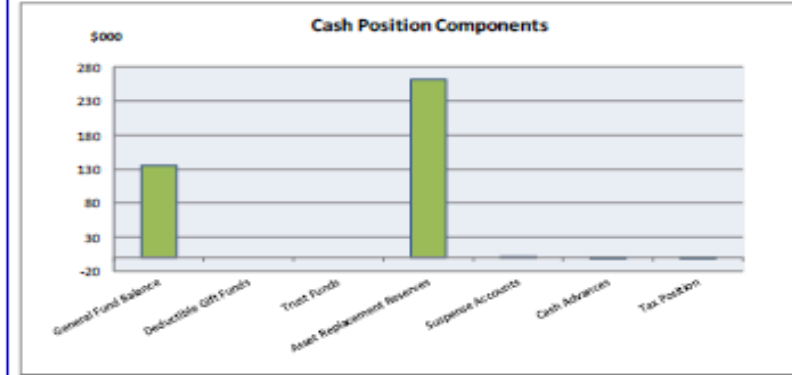
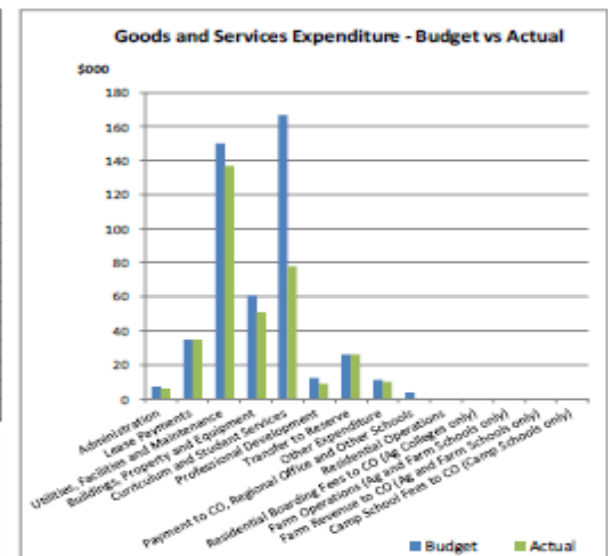
# FINANCIAL SUMMARY 2023

## Maidens Park Primary School Financial Summary as at 31-December-2023

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 2,066.00	\$ 2,028.50
2	Charges and Fees	\$ 7,970.00	\$ 8,624.51
3	Fees from Facilities Hire	\$ -	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 6,101.33	\$ 12,148.33
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,152.00
8	Other Revenues	\$ 20,051.85	\$ 24,982.06
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 36,189.18</b>	<b>\$ 49,162.67</b>
Opening Balance		\$ 123,459.43	\$ 123,459.43
Student Centred Funding		\$ 312,515.44	\$ 312,515.44
<b>Total Cash Funds Available</b>		<b>\$ 472,164.05</b>	<b>\$ 485,137.54</b>
Total Salary Allocation		\$ 2,346,129.00	\$ 2,346,129.00
<b>Total Funds Available</b>		<b>\$ 2,818,293.05</b>	<b>\$ 2,831,266.54</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 7,190.88	\$ 5,922.03
2	Lease Payments	\$ 34,819.20	\$ 34,819.60
3	Utilities, Facilities and Maintenance	\$ 150,013.71	\$ 136,813.90
4	Buildings, Property and Equipment	\$ 60,600.30	\$ 50,448.78
5	Curriculum and Student Services	\$ 166,620.47	\$ 77,630.36
6	Professional Development	\$ 12,331.82	\$ 8,610.47
7	Transfer to Reserve	\$ 26,098.00	\$ 26,098.00
8	Other Expenditure	\$ 10,798.83	\$ 10,031.00
9	Payment to CO, Regional Office and Other Schools	\$ 3,690.84	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 472,164.05</b>	<b>\$ 350,374.14</b>
Total Forecast Salary Expenditure		\$ 2,138,389.00	\$ 2,138,389.00
<b>Total Expenditure</b>		<b>\$ 2,610,553.05</b>	<b>\$ 2,488,763.14</b>
Cash Budget Variance		\$ -	\$ -



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 397,433.46</b>
Made up of:	
1 General Fund Balance	\$ 134,763.40
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 261,815.06
5 Suspense Accounts	\$ 1,085.00
6 Cash Advances	\$ (75.00)
7 Tax Position	\$ (157.00)
<b>Total Bank Balance</b>	<b>\$ 397,433.46</b>