



# School Report 2021

## Mindarie Primary

# School Report

## Mindarie Primary

Mindarie Primary School is a dynamic school catering for students from Kindergarten to Year Six. The school opened as a school in houses in 1997 and moved to its current, purpose-built premises in 1999. In 2012 Mindarie Primary became an Independent Public School; empowering the school and our community, giving us greater autonomy in which to shape our ethos, priorities and direction. Further strengthening our collaborative approach and ensuring we work hand-in-hand with our school community to set our own strategic direction.

Mindarie Primary's core curriculum has a strong focus on literacy, numeracy and science. Teachers utilise the Western Australian Curriculum in these key areas to inform content delivery and assessment. Whole school approaches are embedded. Specialist programs operate in the following areas: Science, Physical Education, Music and Media Arts. The school has a dynamic Library program. Primary Extension and Challenge (PEAC) is provided for academically talented students in years four to six as well as teacher identified students in the early years of one and two.

The school has had a strong focus on students who are identified as Gifted and/or Talented over the past three years. In class extension via the use of Solo Taxonomy is provided. Mindarie is highly inclusive and recognizes that students can be twice exceptional in a raft of areas; academic, creative, sporting.

Selected students in years five and six who demonstrate a strong aptitude for music participate in specialised instrumental lessons provided by the School of Instrumental Music.

Students experiencing educational difficulties are catered for through Curriculum Adjustment Plans (CAPs) and/or Individual Education Plans (IEPs).

The school is a Positive Behaviour Support (PBS) school. Our four key rules are Achieve and Learn, Resilient, Respectful and Safe. These can clearly be seen in the four mosaics as you enter the front gates of the school. Our catch call Students Together Achieving and Learning, Resilient, Respectful, Safe. In an anagram STARRS. This is how the school sees our students. They are our STARRS.

The 2021 to 2024 Business Plan clearly enunciates the school's visions and values.

The school has an experienced and committed staff who work collaboratively to provide the best possible learning environment for students.

Mindarie's facilities include six teaching blocks, library, transportable classrooms, six Early Childhood classrooms, and a fully enclosed and carpeted assembly area. All classrooms and wet areas are fully air-conditioned; the enclosed undercover area is also air-conditioned.

The school has an independently provided on-site three plus program and before and after school program. These are provided in buildings the school has purchased for the purpose of ensuring early intervention can occur.

All students have access to a range of computing equipment inclusive of iPads and laptops. All classrooms have access to electronic whiteboards. Students in years four to six are encouraged to be part of the school's BYOD program which utilizes iPads.

2021 saw the school celebrate 21 years of operation. The P&C and school staff worked together to ensure that an amazing collection of memorabilia was on display. Former and current students and staff attended to celebrate their involvement in Mindarie Primary's educational journey from the school in houses to the current campus. New amenities were opened on the evening inclusive of the new Nature Play area in the early childhood playground (Koorlang Boodjar – Child Country, the new spider climbing frame, funded by the P&C, (Waabiny Boodjar – Playtime Country) in the senior playground and the new Amphitheatre (Wangkininy, Warangka Boodja – Talking, Singing Country), which is adjacent to the senior play area.

Two stand outs occurred during the celebrations. The first was the return of Mrs Denise Skidmore, the inaugural Principal of Mindarie who kindly cut the celebratory cake with the current Principal Ms Barbara Bromley. The second was how the newly opened Amphitheatre became central to the celebrations, featuring the Mindarie Student Choir and also performances from past students, and past and present parents. It was a fitting celebration of the evolution of Mindarie Primary.

The school actively promotes and encourages parent participation through the School Board, the Parents & Citizens Association and parent volunteers in various curriculum and extra curricula activities.

Past parent surveys indicate a very high degree of satisfaction with the school's learning environment, leadership and community participation.

The school culture is extremely positive. Students are well mannered and focused learners who are supported in their educational endeavours by their parents.

Barbara Bromley  
Principal

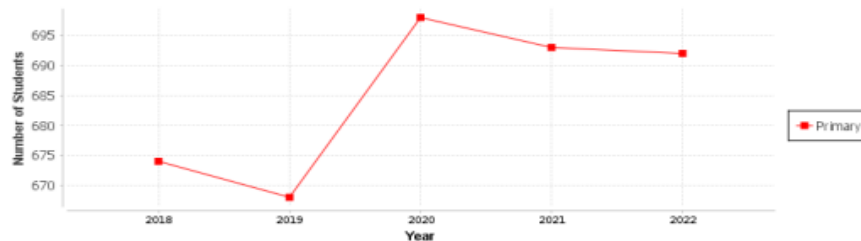


## Staff Numbers

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3.5	3.5	0
<b>Total Administration Staff</b>	<b>4.5</b>	<b>4.5</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	2	1.2	0
Other Teaching Staff	43	33.6	0
<b>Total Teaching Staff</b>	<b>45</b>	<b>34.8</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	20	15.0	0
<b>Total School Support Staff</b>	<b>24</b>	<b>17.8</b>	<b>0</b>
<b>Total</b>	<b>73.5</b>	<b>57.1</b>	<b>0</b>

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.

## Student Number Trends (based on 2022 Semester 1 Census Data)



### 2022 Semester 1

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	674	668	698	693	692
Upper Secondary	0	0	0	0	0
<b>Total</b>	<b>674</b>	<b>668</b>	<b>698</b>	<b>693</b>	<b>692</b>

**Note:**  
The graph and table include only full-time students

Year Group ▲	Total	Female	Male
KIN	84	32	52
PPR	94	43	51
Y01	109	49	60
Y02	93	42	51
Y03	96	48	48
Y04	94	48	46
Y05	111	44	67
Y06	94	51	43
<b>Total</b>	<b>775</b>	<b>357</b>	<b>418</b>

Please note that the table showing student number trends is from the 2022 data. The drop from 2020 to 2021 was a decision made by the school to cap the numbers enrolled at the Kindergarten level to the 84 places available. Enrolment was then enacted on the applications received up to the closing date for enrolment.

The above table showing the numbers enrolled is from 2021.

As can clearly be seen student numbers remain steady. There is a high level of demand for places in the early years program; kindergarten and pre-primary.

In 2021, nine students who were in area were unable to be placed in the Kindergarten program as the applications for enrolment were not received until midterm four and all places had been allocated.

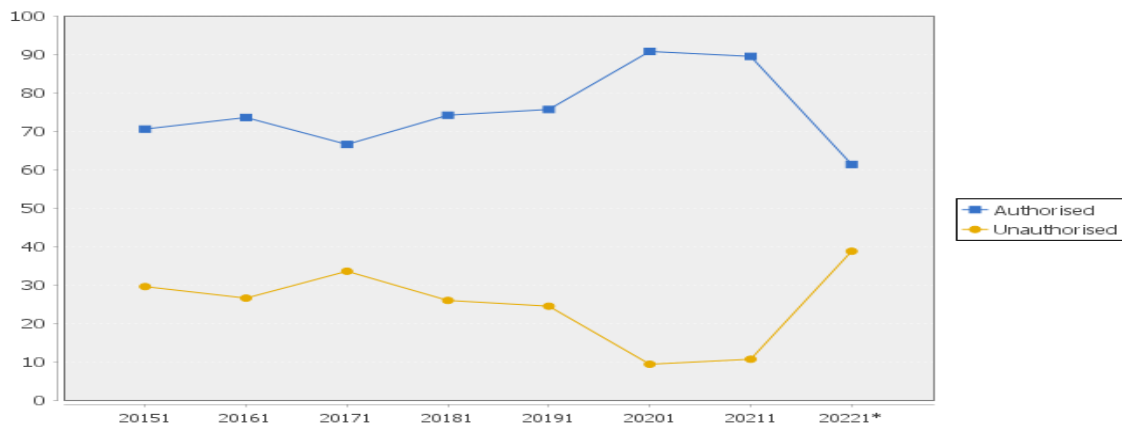
Whilst the school does experience transience, this appears to be more in the middle primary area. Student numbers across the year remain stable, as students leave others enrol.

## Student Attendance

### Attendance and Absence Type by Collection Period for MINDARIE PRIMARY SCHOOL

Collection Period	2015 Sem 1	2016 Sem 1	2017 Sem 1	2018 Sem 1	2019 Sem 1	2020 Sem 1	2021 Sem 1
<b>Attendance Rate</b>	94.5%	95.1%	95.0%	94.9%	93.6%	86.5%	92.3%
<b>Regular Attendance</b>	82.9%	87.7%	86.9%	85.9%	80.8%	35.9%	72.9%
<b>Authorised Absence</b>	70.5%	73.5%	66.5%	74.1%	75.6%	90.7%	89.4%
<b>Unauthorised Absence</b>	29.5%	26.5%	33.5%	25.9%	24.4%	9.3%	10.6%

\* Note that the Absences are proportions of half days in each category.



Through regular monitoring of attendance and absence patterns, and reviewing the reasons given for absences, students who are at risk of poor attendance or becoming disengaged are identified early.

Teachers intervene and follow up with improvement strategies for students with attendance below 90%. During case management, attendance plans are developed for students with attendance below 85%.

Whilst the school has a strong focus on reducing absences due to midterm vacations, unfortunately there was limited improved success in this area, even though travel restrictions due to COVID 19 curtailed student's holidaying due to overseas visitors. The trend became that families holidayed 'out yonder' during term time.

COVID 19 isolation requirements and parental concerns regarding possible infection greatly impacted on attendance data. This can be seen in the graph. Government allowances in relation to authorized and unauthorized absences during this spike however meant that whilst the absences increased these were deemed authorized to address community concerns.

The new streamlined reporting policy also clearly outlines to parents the attendance percentage level of students and how this relates to the requirements of the Department of Education.

**Future direction** - Reduction of absences due to unauthorized vacations and the reduction of the impact this has on attendance will continue to be a focus in 2022. Parents will be advised of this expectation through the newsletter, Facebook and school reports. The school has implemented clear requirements for families of students vacationing during term time.



## Student Achievement and Progress

NAPLAN (Data)

### Numeracy Proficiency Bands

Band	Numeracy							
	Year 3				Year 5			
	2019		2021		2019		2021	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9					▲	▲	▲	▲
8					10%	11%	16%	13%
7	▲	▲	▲	▲	22%	22%	21%	24%
6	29%	18%	4%	19%	33%	35%	29%	30%
5	23%	26%	28%	24%	28%	24%	28%	23%
4	24%	28%	40%	30%	6%	7%	6%	7%
3	14%	20%	17%	18%	1%	1%	0%	2%
2	9%	7%	11%	7%	▼	▼	▼	▼
1	0%	1%	0%	1%				

Analysis of the data presented identifies that the percentage of students in the top two bands has reduced between 2019 year three and 2021 year five. 51% of our year three students in 2019 were assessed as performing at Band 5 and above, compared to 44% of year threes in like schools.

This % declined in 2021 with only 37% of our year five students assessed as performing in the top two bands and above.

We also noted that there was a decrease in the number of students assessed as performing in the bottom two bands.

Reflecting on the 2021-year three proficiency band data we noted that there was a decrease in the number of students assessed as performing at band five and above of 32%, and a marked increase in the number of

students assessed as performing at band three and four of 57%.

At a network level and school level this performance was analysed, and the question was asked around how we can halt the downward trajectory?

The maths committee determined that the implementation of targeted strategies from the Early Childhood level upwards was required and as such, the following was trialled in 2021 with the intention of continuations into 2022.

### Interventions and New Directions

1. Targeted maths warmups at the commencement of all lessons with a focus on revisiting previously taught content (30%), recently taught concepts (40%) and extension concepts (30%). This aims to extend the more capable students and remediate for the students needing to move the concepts and knowledge to the long-term working memory.
2. Trial the use of 'Prime Maths' as the whole of school maths program to address the need to deliver a differentiated, structured maths program which integrates problem solving and concrete manipulatives in the delivery of the program. This was to be trialled in terms one and two of 2022. The trial has been moved to term three to ensure the fidelity of the trial.
3. Utilization of Best Performance to enable teachers to dig deeper into the data the school has to clearly identify gaps and teach to those gaps to address the knowledge deficits of remediate when learning has not been progressed to the long-term memory enabling instant recall of fact.
4. Continue to whole school focus on the vocabulary of maths in all specialist areas.
5. Revisit the extent to which teachers are using the Visible Learning strategies prior to the commencement of lessons.

Band	Reading							
	Year 3				Year 5			
	2019		2021		2019		2021	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					22%	15%	25%	17%
7					29%	26%	26%	30%
6	44%	34%	31%	37%	26%	35%	26%	30%
5	24%	26%	28%	24%	18%	15%	17%	16%
4	16%	20%	23%	21%	5%	6%	6%	6%
3	13%	12%	9%	10%	0%	2%	0%	2%
2	3%	8%	5%	7%				
1	0%	1%	4%	1%				

Band	Writing							
	Year 3				Year 5			
	2019		2021		2019		2021	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					1%	7%	7%	12%
7					12%	16%	17%	21%
6	28%	18%	17%	29%	30%	38%	40%	36%
5	38%	41%	45%	43%	42%	27%	26%	24%
4	24%	28%	29%	20%	10%	9%	7%	6%
3	6%	9%	5%	6%	5%	3%	2%	2%
2	3%	3%	2%	2%				
1	0%	1%	2%	1%				

Band	Spelling							
	Year 3				Year 5			
	2019		2021		2019		2021	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					13%	16%	19%	23%
7					30%	25%	27%	28%
6	33%	27%	19%	36%	32%	32%	23%	24%
5	22%	25%	22%	26%	14%	18%	20%	15%
4	20%	25%	30%	20%	8%	7%	6%	7%
3	16%	14%	19%	11%	3%	3%	5%	2%
2	8%	7%	5%	5%				
1	1%	3%	4%	3%				

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2019		2021		2019		2021	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					17%	21%	16%	23%
7					31%	24%	29%	22%
6	43%	38%	30%	40%	25%	24%	24%	25%
5	25%	26%	27%	25%	18%	19%	23%	19%
4	17%	16%	27%	18%	4%	7%	6%	8%
3	12%	11%	11%	9%	4%	5%	3%	3%
2	2%	7%	5%	5%				
1	1%	2%	1%	3%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

## Literacy Proficiency Bands

### Reading

There was a 17% drop between students assessed at performing at or above band 5 in year three to those performing at or above band 7 and above at year five. There was an increase in the % of students in year five assessed as being at level 6. The school performed above like schools in 2019 and 2021.

### Actions

1. Maintain programs in place.
2. Continue to increase the knowledge of the teaching of phonics in the middle and upper years via training staff in Sounds Write.
3. Implement Explicit Teaching via warmups as per the structure from the Centre for Excellence in Literacy.
4. Utilize the expert literacy coach and expert teachers to ensure fidelity to these processes.

### Writing

There was a big drop around students from the 2019 year three cohorts' achievements through to the achievements of students in year five 2021. Students in year three 2021 performed above what those achieved in 2019. The school is not performing on par with like schools.

### Actions

1. Review the fidelity of the use of Talk4Writing by all teachers.
2. Literacy champions to coach teachers in the use of Talk For Writing.

### Whole of Literacy Actions

1. Create phonics sequences for upper years 3-6 alongside explicit teaching of spelling rules.
2. Explicit teaching of grammar and punctuation warm ups into the Talk For Writing sequence.
3. Utilize Best Performance data to identify gaps for remediation.



Post School Destination (DATA)

School	Number of students
Peter Moyes Anglican College	27
Kinross College	30
Quinns Baptist College	14
Alkimos College	5
Irene McCormack Catholic College	7
Butler College	3
Churchlands Senior High School	1
Perth Modern High School	1
Clarkson Community College	1
La Grange Remote Community School	1
Alkimos Baptist College	1
St James Anglican College	1
New South Wales	1
Mater Dei College	1

Forty-two of the students continued their education in a Government School setting. Three were selected into the Gifted and Talented programs at the following Government Schools, Perth Modern, Churchlands Senior High School and Alkimos College.

The number of year six students exiting to Kinross College has increased over the past five years and now represents 30% of the cohort.

Parent/student/teacher satisfaction with the school (DATA)

Given the impact of COVID on parent and community access to the school, no survey was completed for the 2021 school year.

The South Australian Wellbeing and Engagement census was undertaken by all students in years four to six.

In addition, the Commissioner for Children and Adolescents undertook a survey to ascertain the wellbeing of the students at Mindarie. Feedback from both of these surveys shaped wellbeing planning for 2022 and beyond.

Actions

1. Continue the Smiling Minds Program.
2. Continue the South Australian Wellbeing and Engagement Census.
3. Employ a Chaplain two days per week.
4. Continue holding the annual student wellbeing day and the annual staff wellbeing afternoon.
5. Survey the parents and community re satisfaction in term four 2022.

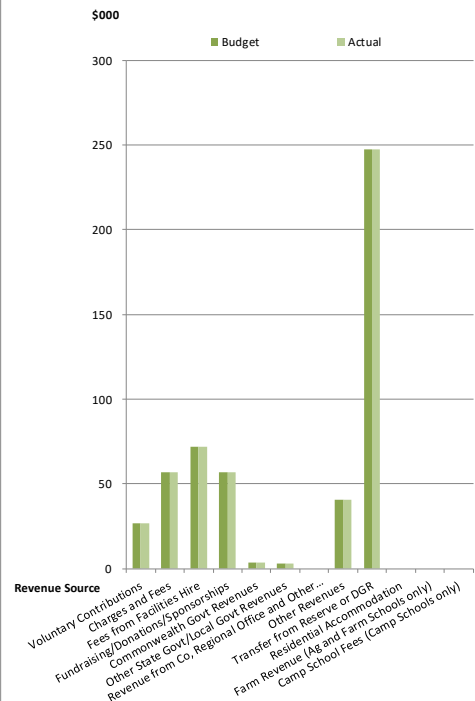
# School Income by Funding Source (DATA) (source: Schools Resourcing System)

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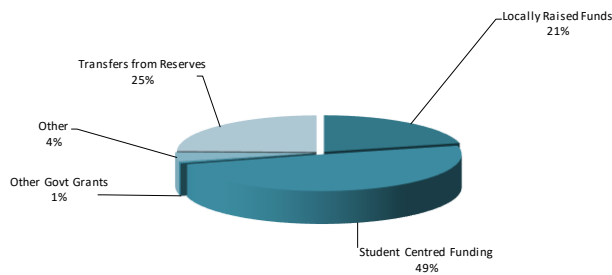
## Mindarie Primary School Financial Summary as at 31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,805.00	\$ 26,805.00
2	Charges and Fees	\$ 56,742.00	\$ 56,741.65
3	Fees from Facilities Hire	\$ 71,802.00	\$ 71,801.81
4	Fundraising/Donations/Sponsorships	\$ 57,032.00	\$ 57,032.33
5	Commonwealth Govt Revenues	\$ 3,395.00	\$ 3,395.11
6	Other State Govt/Local Govt Revenues	\$ 2,750.00	\$ 2,750.00
7	Revenue from CO, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 40,842.00	\$ 40,848.20
9	Transfer from Reserve or DGR	\$ 247,454.00	\$ 247,454.07
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>\$ 506,822.00</b>	<b>\$ 506,828.17</b>
	<b>Opening Balance</b>	<b>\$ 110,500.00</b>	<b>\$ 110,500.07</b>
	<b>Student Centred Funding</b>	<b>\$ 497,081.00</b>	<b>\$ 497,081.05</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,114,403.00</b>	<b>\$ 1,114,409.29</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 1,114,403.00</b>	<b>\$ 1,114,409.29</b>

Locally Generated Revenue - Budget vs Actual

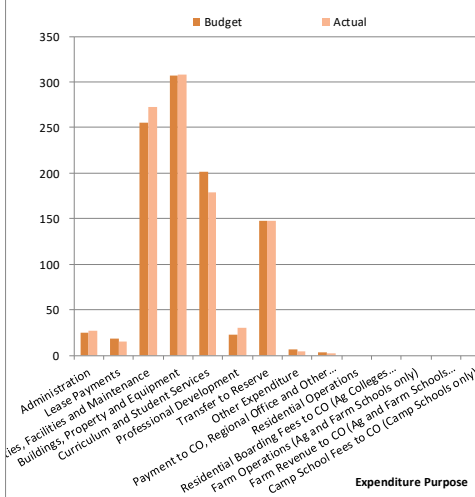


Current Year Actual Cash Sources

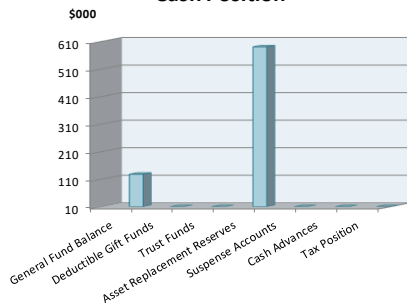


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 24,450.00	\$ 27,386.79
2	Lease Payments	\$ 18,760.00	\$ 15,006.20
3	Utilities, Facilities and Maintenance	\$ 254,899.00	\$ 272,453.23
4	Buildings, Property and Equipment	\$ 306,645.00	\$ 308,122.10
5	Curriculum and Student Services	\$ 201,117.00	\$ 178,527.89
6	Professional Development	\$ 22,475.00	\$ 30,202.77
7	Transfer to Reserve	\$ 147,504.00	\$ 147,504.00
8	Other Expenditure	\$ 6,735.00	\$ 4,845.45
9	Payment to CO, Regional Office and Other Schools	\$ 3,540.00	\$ 2,680.00
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>\$ 986,125.00</b>	<b>\$ 986,728.43</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 986,125.00</b>	<b>\$ 986,728.43</b>
	<b>Cash Budget Variance</b>	<b>\$ 128,278.00</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 705,289.30</b>
Made up of:	
1 General Fund Balance	\$ 127,680.86
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 590,056.29
5 Suspense Accounts	\$ (2,506.85)
6 Cash Advances	\$ -
7 Tax Position	\$ (9,941.00)
<b>Total Bank Balance</b>	<b>\$ 705,289.30</b>

Mindarie's resources; fiscal, human and financial are well managed. The school is proactive in sourcing grants to enable the continued improvement of the school's facilities. In 2021 the school received a \$50 000 grant from the Labour Government to partially fund the covering of the Amphitheatre in order to make a more usable space during summer and winter.

The school manages its own breakdowns and repairs budget which enables flexibility in relation to which repairs are managed by the school handyman and which need to be outsourced. This careful management of funds enabled the school to replace the artificial surface on the Tiger Turf which had become worn and damaged through use and vandalism.

Grants have also been received for Partnership Acceptance Learning Sharing (PALS) which enabled the school to further enhance its work in relation to cultural understanding. The school's involvement in the Your Move Project also funded the provision of bicycle education to all year one students at the school.

The school is a Teacher Development School which attracts funding of \$44 000, the Network school which attracts funding of \$25 000, and in 2021 was also a Classroom Teachers Support school.

Predominantly the expenditure is tied to staffing, teaching and support.

The P&C is highly proactive and has funded a range of projects across the school. The most recent project was the installation of the spider climbing frame in the senior playground.

Annual school audits show that the schools finances are well managed.





Year Six students learning financial management.

