



2024 SCHOOL REPORT

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REPORT FROM THE SCHOOL BOARD CHAIR FOR 2024

A school board's remit is essentially one of governance, through working with the school to achieve the best outcomes for students. 2024 marked another year of the LMPS Board witnessing truly exceptional performance by all staff at LMPS. LMPS identifies six core values for its students: responsibility, respect, caring, honesty, creativity and perseverance. It speaks volumes to the resolve and diligence of LMPS staff when example after example comes up of those values underpinning everything the staff do to ensure that students receive the best possible education. Thank you to each staff member for enriching the lives of the LMPS students.

A board is only as effective as its members and LMPS is fortunate to have a board comprised of people who care about the school and thoughtfully engage with all issues. Many thanks to our members - principal Diane Tomlinson, deputy principal Kate Rennie, year 3 teacher Pendray Harrison, community representative and Churchlands SHS associate principal Hagop Boyadjian, and parent representatives Claire Steven and Kuenzang Tshering - for your generous contributions of time and input this year.

Throughout the year, the Board reviewed, commented upon and/or endorsed a number of matters including:

- LMPS's performance in priority areas: based on historical performance, certain subject areas are given particular focus based on need. This includes additional funding for specialist staff training and resources for students. In 2024 the priority areas were reading for meaning and maths;
- LMPS's budget: the school has a number of equally important and competing financial demands, and managing these to ensure students receive as much benefit from the school's funding as possible is no easy task. In 2024, all resources were fully utilised without exceeding the budget and funds were put aside to a reserve for a new school storage shed;
- achievement of targets set under the LMPS business plan: in 2024, all key target areas were met or exceeded;
- LMPS's school plan: the plan is a granular document, prepared annually, which assesses the school's performance in priority areas, identifies areas for improvement, proposes solutions, and sets a detailed teaching and event plan with respect to every subject area or learning resource for every year of learning. The level of detail in the plan is extraordinary and an attestation to the commitment of all teaching and support staff at LMPS;
- the 2025 to 2028 business plan: every three years, the team at LMPS work hard to plan for the future and consider what goals should be set to ensure that plan is achieved. This year many staff worked hard on preparing the upcoming business plan;
- student wellbeing. Students are happy, motivated and enjoy coming to school. They like their teachers, value all the opportunities and resources available to them, and have strong social networks. In a school where approximately 79% of children come from EALD backgrounds, a student's belief that school is a

place where they belong is essential. It is wonderful to see that students feel welcomed, accepted, supported and safe at school; and

- P&C activity: the LMPS P&C has gone from strength to strength and, with the input of many volunteers, has successfully completed a number of fund raising and community building events that have enriched the lives of students and their families outside of school hours.

The Board is just one part of a large number of people – staff, volunteers, students and parents – who dedicate themselves to making LMPS a fantastic school. It is a privilege to be involved and see the students have access to a well-rounded, high-quality education that will set a foundation for lifelong learning.

Lucy Hopkins
LMPS Board Chair

SCHOOL VISION

At Lake Monger Primary School, we endeavour to provide a safe and supportive environment in which our students can develop their knowledge, skills and confidence to achieve their individual potential and be able to contribute positively to society. We aim to develop considerate, tolerant, resilient and self – disciplined students.

SCHOOL ETHOS AND VALUES

The school motto is A VIEW TO EXCELLENCE. In particular, it is considered essential for the children at Lake Monger Primary School to develop a broad range of skills.

We need to prepare our children to be:

- Lifelong learners
- Able to learn a language other than English
- Literate in Information, Communication and Digital Technologies
- Cognitively prepared
- Physically, culturally, socially and emotionally aware

The focus is on providing learning opportunities that allow children to achieve their potential. This is done in a caring and responsive environment that respects the rights of all members and recognises that the children at Lake Monger Primary School are our prime consideration.

In 2011 Lake Monger Primary School was announced as an Independent Public School.

In 2017 six values were introduced after consultation with the School Board members and staff. The values are

CARING
RESPONSIBILITY
RESPECT
CREATIVITY
HONESTY
PERSEVERANCE

Our school focus in 2024 was High Standards and High Expectations.

In 2023 to further enhance the 6 School Values and school focus, Lake Monger Primary School became a PBS school. (Positive Behaviour Support).

HISTORY AND LOCATION

Lake Monger Primary School is attractively and safely situated on the shores of Lake Monger in the suburb of Wembley. It is a school which has the best aspects of a central city location with proximity to all facilities. The school is surrounded by nature reserves, recreation areas and residential zones. It is in a cul-de-sac, safe and quiet from the traffic.

Much of the land is still regarded as a site of special significance by the Aboriginal people. Known as Wandarra (Meeting place) Primary, the school started in 1954. A classroom complex was added in 1977 and the original Administration block a few years later. The on-site Pre Primary started in 1993 and a Kindergarten commenced in 2000.

A large BER building project commenced in May 2010. A new large Library and an Undercover Assembly Complex comprising a Canteen, Music Room, Storage and Offices, and Uniform Shop have been constructed. These facilities were completed in December 2010 and have proven to be very useful facilities enjoyed by the whole school community. Planning took place during 2011, for a new Administration Block and Staff facilities to be constructed during 2012. A new

Pre-Primary purpose-built classroom was constructed ready for the 2012 year, completing a Kindergarten, Kindergarten/ Pre-Primary class for the beginning of 2012. At the end of 2013, a new Early Childhood Classroom complex was constructed, ready for the beginning of the 2014 school year. A new playground was constructed in 2014 to enhance the new Early Childhood block. At the end of 2017 it was announced the school would receive a science laboratory and science grant. In 2019 the school received a \$25 000 playground/ shade cover grant. In 2021 the school received a \$156 000 grant from the State government to support the installation of a Nature/ Adventure playground on the school site. The nature/ adventure playground was completed in 2022 and officially opened on the 3 August by the Premier of Western Australia, Mr Mark McGowan. Transportable classrooms were added to the school site in 2019, 2020, 2021, 2023 and 2024 (2 classrooms - general and art/ science) to support the growing student population.

On the 22 May 2023 a second Year 1 class commenced to accommodate the unforeseeable student growth in Year 1 throughout Term 1.

In March 2024 it was announced that Mount Hawthorn Education Support Centre will be relocated to the grounds of Lake Monger Primary School. A new Early Childhood Centre will be built for the Lake Monger Primary School Kindergarten and Pre Primary children. It is planned the work for this project will commence in October 2025 and be completed in readiness for the commencement of the 2027 school year.

Commencing in 2020, Lake Monger Primary School became a feeder school to Bob Hawke College.

STUDENT PROFILE

The school population in 2024 was 346 students from Kindergarten to Year Six, including full fee-paying students at Semester 1 census and was 356 at the Semester 2 census. Eighty percent of students come from multicultural backgrounds so there is considerable cultural diversity within the school with over 30 languages spoken. Many students have travelled previously overseas and are able to speak more than one language. The number of overseas families enrolling their children in the school slowed in 2020 and 2021 due to the worldwide Coronavirus pandemic. However, since the borders opened in the second half of 2022, the student population has continued to grow. Since 2012 a high number of students have enrolled in the Early Childhood classes. Student enrolments continue to steadily increase, despite Lake Monger Primary School having a very small intake area, with much non-residential occupancy in this intake area.

2014 was a unique year in public school education because it was the last year of Year 7 students in the primary school setting.

STAFF PROFILE, CLASS ORGANISATION AND STAFF DEPLOYMENT

The school has a teaching staff of 25 teachers including a part time EALD teacher. There are some teachers who work fractional time as well as shared positions in the school. This year we had a Deputy Principal and 12 senior teachers.

The non teaching staff comprised of a Manager of Corporate Services, 2 part time School Officers, a part time Library Officer, 9 Early Childhood or Special Needs Assistants, a part time Gardener and 2 full time Cleaners. Historically, staff turnover has tended to be low. Staff are taking accrued Long Service Leave.

In 2024 there were 2 Kindergarten classes, 2 Pre Primary classes and 11 primary classes.

PRIORITIES

- Reading for Meaning
- Mathematics – focus on problem solving and financial literacy

SPECIAL PROGRAMS

Lake Monger Primary School offered Physical Education, Music, Language (Italian), Health Education and Information, Communication and Technology as specialist areas in 2024.

In 2024 selected children had the opportunity to participate in school based extension programs offered in music (choir and percussion).

EYES (Early Years Extension Students), PEAC and IMSS (Instrumental Music School Service) programs in flute and guitar were made available for selected students in Years 1, 2, 3, 5 and 6.

In 2025 the IMSS flute and guitar programs will again be offered to selected Years 5 and 6 students.

Eleven children from Years 5 and 6 will be participating in the PEAC program in 2025.

2024 HIGHLIGHTS

- ❖ Our Business Plan/Targets and Operational plans reviewed
- ❖ Harmony Day - Multicultural arts, activities
- ❖ Parent/ Class Teacher meetings Week 1 – 4 at the start of the school year
- ❖ Assemblies
- ❖ Social Dance Evening Year K – 6
- ❖ Social Dance program K - 6
- ❖ EALD - Support program – ongoing.
- ❖ Year 6 graduation lunch and end of year outing
- ❖ Year 6 3 day Camp
- ❖ Arts Competition Town of Cambridge, student winners.
- ❖ Faction Cross Country
- ❖ Faction carnival
- ❖ Interschool Athletics carnival, including jumps and throws
- ❖ Twilight athletic meeting for selected students
- ❖ Better Beginnings library program for Kindergarten children.
- ❖ In term swimming lessons Pre Primary - Year 6
- ❖ Music extension program and musical performance at lunch times (Pop Up concerts)
- ❖ Performance choir
- ❖ Years 4 – 6 choirs
- ❖ Massed Choir event
- ❖ Christmas Carols at Lake Monger
- ❖ Parent night
- ❖ STEM week - class arranged
- ❖ Book Week
- ❖ Book Fair
- ❖ Water wise incursion
- ❖ PP Herdsman excursion
- ❖ EYES PL
- ❖ Speak Up award – runner up
- ❖ Town of Cambridge debate - two teams
- ❖ Anaphylaxis and Asthma training
- ❖ NAIDOC activities – Buddy Class activities K – Year 6
- ❖ Parent /Volunteer Thank you morning tea
- ❖ Welcome to K and PP Parent Information Session
- ❖ Evacuation practice
- ❖ Lockdown practice x2

- ❖ Inflatable squash
- ❖ Student council fund raisers – Epilepsy and Foodbank
- ❖ Student Council elections – School Captains/ Faction Captains
- ❖ Breakfast Club
- ❖ Peer Observation
- ❖ P&C disco x 2
- ❖ Years 4 – 6 in school sport
- ❖ Talk for Writing program
- ❖ Brightpath writing assessment
- ❖ Thinkers Club (in school – Years 1 – 6 and after school program – Years 4 - 6).
- ❖ Crunch and Sip program
- ❖ Safety House Day
- ❖ P&C fundraising support for the school e.g. Movie night, faction carnival lunches
- ❖ Cancer Council UV meter at the Faction Carnival
- ❖ Classroom Management Strategies
- ❖ Instructional Strategies for Engagement
- ❖ PBS (Positive Behaviour Support)
- ❖ Walk to School day
- ❖ Ride to School day
- ❖ Book character dress up day
- ❖ Year 6 gift to the school
- ❖ Peer Mediators
- ❖ Recycling and 10c bins
- ❖ Year 5 and 6 Growth and Development sessions
- ❖ Book Presentation and Awards assembly
- ❖ Pre Primary faction carnival
- ❖ External canteen (LocaVora)
- ❖ Pre service teachers and EAs
- ❖ Kindergarten open morning for 2025 parents and children
- ❖ National Simultaneous Story time
- ❖ Recorder Club
- ❖ SEDA clinics – Years 1 – 6 – soccer and AFL
- ❖ Year 2 excursion – Scitech
- ❖ Bob Hawke College and Churchlands students visiting to speak with current Year 6 students
- ❖ P&C Father's Day and Mother's Day stalls
- ❖ Year 3 Market stalls
- ❖ Next school review 2026

- ❖ RSL Poppy sales – student council fundraiser
- ❖ Year 6 clubs
- ❖ Kindergarten incursions – Hospital incursion, Wildlife Oz,
- ❖ Buddy class activities
- ❖ Bake Sale
- ❖ Remembrance Day
- ❖ Local member colouring competition at Christmas
- ❖ Bhutanese language classes – visit from Bhutanese Ambassador to Australia, Mr Sonam Tobgay
- ❖ ANZAC assembly - school
- ❖ ANZAC service – Town of Cambridge
- ❖ Winter carnival
- ❖ Book Week – author visit
- ❖ Bush tucker garden
- ❖ Scarborough Cricket competition
- ❖ School Play – “Shakespeare Rocks.”
- ❖ Parliament House – student councillors
- ❖ EYES program
- ❖ Trauma training and feedback to staff
- ❖ Rugby WA clinic
- ❖ World of Maths incursion
- ❖ Musica Viva – incursion
- ❖ Telethon @ Elizabeth Quay
- ❖ Churchlands Outreach excursion
- ❖ Bob Hawke ‘Matilda’ excursion
- ❖ Before school tennis and Basketball
- ❖ Grasshopper soccer
- ❖ Year1 and Year 1/2 class fitness
- ❖ Vocabulary PL
- ❖ Year 6 Reading Club
- ❖ Sand toys Years 1 and 2
- ❖ Djurpin Kaa Kaa incursion Years 1 and 2
- ❖ Bricks for Kids incursion
- ❖ Italian incursion
- ❖ Faction captains setting up sport/ buckets weekly
- ❖ Year 3 Zoo excursion

INFORMATION ON THE PRIORITY, HIGH MAINTENANCE, FOCUS and LEARNING AREAS

Priority Areas:

LITERACY – WHOLE SCHOOL READING – READING FOR MEANING

What we did: -

- Promotion of the Lake Monger School Library (opened at lunch time and two times a week before school).
- Each class has library borrowing session each week.
- Modelled, shared and guided readings promoted in all classes.
- Explicit teaching of the three levels of questioning promoted in all classes – literal, inferential and evaluative
- First Steps strategies
- Reading Comprehension Boxes
- Guided reading
- Book Week – Sian Turner author incursion
- Participated in the National Simultaneous Reading Day.
- Reading Eggs and Reading Eggspress for K – Year 6 children
- EALD support
- Literacy Blocks that include speaking and listening, reading, writing and comprehension.
- On Entry testing completed in Term 1 for all Pre Primary children and for identified children in Term 4 by Pre Primary teachers.
- SOCS testing completed in Terms 1 and 4 for all Kindergarten children.
- Referrals made for identified children to the Language Development Centre.
- NAPLAN preparation and previous results were analysed for strengths and weaknesses and this was discussed with teachers to include in their teaching and learning programs.
- ACER testing results were used to inform teacher planning in lesson delivery. (PP – Year 6).
- Reading Eggspress comprehension booklets
- Lexile Reading program to support identified high level readers Years 2 – 6
- Continue IEP/ GEP meetings (termly)
- Continue with the whole school Reading for Pleasure timeslot after lunch daily
- Continue with ACER testing
- English skills book Years 2 – 6 - continue
- Reading Scope and Sequence document reviewed
- Year 1 Phonics Screening check - continue
- Home reading
- Continued with the membership to the Dyslexia/ Speld Foundation
- Buddy reading program
- Literature based units
- Readers Theatre
- Reading for Pleasure in classrooms each day
- Print rich environments, encompassing book displays and word walls were created in classrooms
- Sound Waves spelling program from Pre Primary to Year 6
- Book Fair at the end of Term 3
- Decodable readers purchased for Year 1
- Teachers used reading resources to enhance the reading program for the children in their class i.e. nelson reading boxes, Springboard and Keylinks comprehension guided reading books
- Classroom libraries
- Vooks and Storyline Online
- Scholastic Literacy Pro
- Daily read alouds
- Year 5/6 Reading Club

Future Directions: -

- Continuation of Reading Eggs and Reading Eggspress
- Continuation of First Steps reading strategies
- Continue with SOCS testing for K children
- Continue the search for a suitable whole school Reading Comprehension program
- Explicit teaching, especially of comprehension skills
- Add to the collection of decodable readers PP – Year 1
- Use of the assessment exemplars for English
- National Simultaneous Reading Day involvement - whole school

- Identified students placed on IEPs/ GEPs
- Reading Comprehension/ Reading for Meaning – Priority in 2025
- Support PP – Year 2 teachers with phonics training
- Create a reference list of all decodable readers
- Vocabulary instruction

MATHEMATICS:

What we did: -

- Whole school iMaths program continued and new maths program, Oxford maths was selected by staff as the new program commencing in 2025 for Pre Primary - Year 6.
- Completed iMaths investigations e.g. Year 3 Market Stalls
- Mathletics continued Years 3 – 6 and printables were used to support students that need to be working at a lower level than grade level.
- Maths Seeds K - 2
- Teachers used NAPLAN Numeracy data to inform their teaching program
- Explicit teaching
- ACER testing
- Class extension program implemented for identified students using for example the Singapore curriculum
- iMaths tracker books Years 1 – 6 (purchased for each student by the school)
- Mental maths student workbook implemented in Year 2 – 6 classes to supplement the range of resources teachers already use for their program
- A Financial Literacy file was compiled for Years 1 – 6 teachers to access.
- Further manipulatives resources were purchased.
- Children from PP to Year 6 were involved in the 'World of Maths' incursion.
- Maths rotations, peer support pairs and ability levelled groups

Future Directions: -

- Continuation of Mathletics program – Years 3- 6
- Continuation of the Maths Seeds program K -2
- Continuation of class maths extension program for identified students
- Term 4 school Development Day - Review MIS data and NAPLAN maths results
- Times table focus and place value focus continued
- Continue working on increasing Year 3 and Year 5 numeracy results on NAPLAN
- Oxford maths program commencing in 2025 for children in Pre Primary to Year 6.
- Mathematics a priority area in 2025

High Maintenance Areas

WRITING:

What we did:

- Students were exposed to all writing genres
- Teachers used 'Talk for Writing,' writing across the curriculum and other successful strategies to teach writing skills to the children – both fiction and non-fiction
- Whole school Brightpath assessments conducted in Terms 1 and 4 (common assessment cold and hot tasks) in recount and narrative to move children along with their writing skills
- Year 4 – 6 children completed Brightpath writing on line
- Moderation of Brightpath during comparability meetings with like year level teachers
- EALD children received extra support with their writing skills from the EALD teacher
- Pre Primary On Entry Writing Term 1
- Previous NAPLAN data was analysed and used to inform teaching for the children
- Persuasive and narrative texts were taught in Years 3 and 5 in Term 1
- Students wrote about their experiences through different activities e.g. incursions/ excursions
- Whole school spelling program, Sound Waves, commenced in 2021 Years 1 – 6
- Apply writing strategies to all genre areas – Talk for Writing
- Gradual release of responsibility model used extensively incorporated ICT skills into writing. PowerPoint, Word, Book Creator
- Promoted writing for pleasure and purpose with classrooms
- All teachers trained in Talk for Writing
- Purchased further flip charts for Talk for Writing story maps

- Students requiring support or extension are identified from class work and testing, and supported via and IEP or GEP
- Class debating Year 6
- Persuasive speeches - Speak Up competition
- Buddy class narratives - create a story map (T4W) Year 1 created mini books for Book Week

Future Directions: -

- Focus on Persuasive and Narrative texts in Term 1 Years 3 and 5 and Term 4 Years 2 and 4
- Review and update Writing scope and sequence
- Continue Brightpath assessments and MIS data collection – cold task Week 2, hot task Week 6:
 - Term 1 Year 1 Recount
 - Term 1 Years 2 – 6 Narrative (common assessment tasks)
 - Term 3 Years 1-6 Narrative (common assessment task)
 - Term 4 Pre Primary Recount
- Brightpath moderation in Phases of learning meetings

GRAMMAR AND PUNCTUATION:

What we did: -

- Teachers continued to use texts for the teaching of grammar e.g. 'Jump Start Grammar', Reading Eggs and Reading Eggspress grammar tasks and NAPLAN booklets were completed for NAPLAN readiness
- Audits of NAPLAN and ACER testing resulted in specific teaching in order to address any areas of weakness
- An explicit Grammar and Punctuation lesson was timetabled and taught each week by teachers in Years 1 – 6. This also included the explicit teaching of Grammar and Punctuation in context.
- 'Grammar Grabs' were written on topics of interest and distributed to teachers
- EALD students were supported according to their level of proficiency in respect to developmental levels

Future Directions: -

- Grammar and Punctuation to be on High Maintenance in 2025
- Ongoing comparison of Grammar and Punctuation to review the effectiveness of the English Skills book

WELL BEING:

What we did: -

- Values program raffle tickets
- Student surveys Years 2 and 4 – Our Classroom
- Student of the Week and Work of the Fortnight presented at assemblies
- Thinkers Club
- Crunch and Sip program
- Breakfast Club
- Protective Behaviours
- Academic extension
- Student councillors/ Faction Captains Year 6
- Library Monitors year 5
- Computer Lab Monitors Year 5
- Weekly Sport program Years 4 – 6
- PATHS (Promoting Alternate Thinking Strategies) K and PP
- SEDA Sports clinics
- Ride to School Day
- Cancer Council UV meter used at the sports carnival
- Evacuation practice
- Lock down practice
- Staff committees e.g. social, grievance
- Actively a Mentally Healthy School – Act, Belong, Commit
- Continued with PBS (Positive Behaviour Support) program.
- Gratitude PL for staff
- Years 4 – 6 children participated in a trial Wellbeing survey offered from the Office of Children and Young People.

Future Direction: -

- Continuation of the whole school Values program
- Continue with the PBS (Positive Behaviour Support) in 2025
- Two separate Wellbeing plans - one for students and one for staff

Focus Areas:

ABORIGINAL EDUCATION: In 2024 Aboriginal Education was a focus area at Lake Monger Primary School.

What we did: -

- Aboriginal cultural studies and continuing with the history component of the Western Australian Curriculum relating to Aboriginal heritage
- Class discussions about Sorry Day
- Celebrated NAIDOC Week with buddy class activities
- Staff Self-Assessment - plotting the schools' position on the Aboriginal and Cultural Standards Framework continuum
- Lessons incorporating Aboriginal art work
- Continued with the Acknowledgement of Country at each assembly
- Continued with the Aboriginal acknowledgement included on staff emails
- Djurpin Kaa Kaa incursion – Week 8 Term 1 Year 1 and 2 classes attended
- Wanjoo incursion
- Staff invited to attend a smoking ceremony held on the shore on Galup/ Lake Monger.

Future Directions: -

- Monitor Aboriginal students and plan according to needs
- Audit conducted on online modules for Aboriginal Education
- Continue to monitor and implement the Aboriginal Cultural Standards Framework
- Continue to acknowledge NAIDOC Week
- Whole school singing the National Anthem in Noongar
- Whole school singing of 'Acknowledgement to Country.'
- Continue the promotion of the Noongar language e.g. posters around the school depicting Noongar words
- Encourage Aboriginal families to join groups in the school e.g. P&C, School Board
- Teaching strategies for regular classroom incorporation of Aboriginal and Torres Strait Islander culture – music, language, art

STUDENTS AT EDUCATIONAL RISK (SAER):

In 2024 SAER was a focus area.

What we did: -

- Students identified requiring support or extension have an IEP or GEP. This is reviewed termly with the Deputy Principal
- Identified EALD students and their teachers were supported by the EALD teacher
- EALD progress maps used to track students eligible for the program
- To encourage all students but particularly for those at risk, the Reading Eggs/ Reading Eggspress has been targeted as a strategy motivating students to read for meaning
- Mathematics used as a remediation and extension tool by teachers
- Provision of SAER support as identified
- Teachers using SEN to write IEP's
- National Collection of Children with Disabilities (NCCD) reviewed
- Student Needs Profile distributed to teachers and used at 'handover' at the commencement of the year
- Identified students participated in the EYES (Early Years Extension Students) program Years 1 – 3. Children are nominated by their classroom teacher to be a part of this program.
- Year 4 students underwent PEAC testing
- PEAC for selected students in Years 5 and 6
- Pre Primary students assessed Term 1 using On Entry and identified students reassessed Term 4
- Kindergarten students tested using SOCS in Terms 1 and 4
- Students scoring Stanine 9 in Term 1 ACER testing are off level tested for Term 3 testing
- SEN report produced for students receiving Disability Resource funding
- SEND links for eligible students
- Students supported to receive Allied Health support during the school day
- Mandated checklists completed for eligible students to receive Disability Resource funding
- Sensory equipment purchased and accessioned in library for use by students as appropriate
- Extension in class activities for identified children
- School psychologist service for identified at risk students
- Collaborative planning meeting for IEP, GEP, EALD students between class teacher, EALD teacher and Deputy Principal

- MIS data updated by staff each semester and monitored for student growth
- Music extension classes
- 1 student entered in the Rotary Speak Up competition
- 8 Year 6 students participated in the Town of Cambridge debate

Future Directions: -

- Focus on improving students results who are achieving below or near the literacy/ numeracy bench mark in NAPLAN
- Continuing bridging the gap in the formal learning in the early years.
- Continue termly SAER meetings held with staff and the Deputy Principal
- Continue using SEN for IEPs for children (Children receiving D or E grade on their Semester reports do not require an IEP).
- Continue documented plans for children as required
- Continue to offer extension programs both in the classroom and at school for identified children i.e. music
- Gifted education identification
- Continue the analysis of MIS data to identify students at risk
- Referral of at-risk students to the School Psychologist
- Continue to offer public speaking and debating opportunities for identified upper school children
- Continue to facilitate communication between external agencies, school and parents to ensure consistency of information
- Collaborative planning for IEP, EALD students between class teacher, EALD teacher and Deputy Principal
- Teachers to continue to nominate identified students for the EYES program
- Continue to build on sensory/ learning support materials each year

INFORMATION COMMUNICATION AND TECHNOLOGY (ICT): In 2024

ICT was a focus area.

What we did: -

- Children attend weekly ICT lessons
- Lessons promote responsible digital citizenship
- Children utilised Microsoft programs (Word, PowerPoint, Excel) to locate, generate and access data at home and school
- Children utilised browsers and search engines to access safe searching of websites and research information
- Children used advanced search functions on search engines for usage rights
- Children created files and folders to store information
- Technical support through TFX on an on a fortnightly basis
- Purchased new apps and software
- Cyber safety lessons conducted and children in Years 1 - 6
- Children continued to work on coding and video editing
- Years 3 – 6 children proficient with laptop and desktop computers
- Years 1 and 2 children use desktop computers and iPads. Keyboards are available for use with iPads
- Children have access to OneDrive for file storage
- Children practised word processing in preparation for online NAPLAN
- Children had opportunity to attend Thinkers Club
- All children completed the Computer and iPad Use Agreement
- Year 5 children selected as Computer Monitors
- ICT Scope and Sequence
- Third Party Services form distributed to all families to gain consent for student access to any online service/ App
- Communication to staff and parents through Connect and email
- PL opportunities for staff on Connect
- Microsoft PL for teachers
- Teams used in ICT
- All classes are on Connect with children able to access and submit work to their Connect class
- ICT lessons linked to curriculum areas
- Headphone bags purchased
- PP class headphones provided

Future Directions: -

- Purchase further iPads to keep them relevant and to provide larger class sets
- Continued preparedness for NAPLAN On Line, Brightpath in 2025

- Purchase further NAPLAN specific headphones as required
- Continue leasing computers - desk tops and lap tops
- Technical support through TFX on a fortnightly basis
- Continue with weekly ICT lessons provided by classroom teacher using the ICT Scope and Sequence as a guide for lesson development.
- Students will continue to learn about ICT Capabilities/ Touch Typing and Cyber Safety
- Continue to innovate and introduce new ideas and strategies
- Headphones on student's Items for Personal Use List (Book list) in 2025
- Continue with Year 5 Computer monitors
- Review Third Party Services list to add new Apps/websites
- Ensure student permissions for access to Third Party online services tracked
- Ensure students are proficient with access to Connect and Teams.

EARLY PHASES OF LEARNING – KINDERGARTEN - YEAR 2:

What we did: -

- Children developed social skills of sharing, taking turns, classroom routines/ practises such as putting up your hand to speak, one person speaking at a time etc. A sense of togetherness and teamwork was fostered. The result of this work was noticed in the positive interactions the children have with each other. The PATHS (Promoting Alternate Thinking Strategies) was continued in the Kindergarten and Pre Primary program
- Protective behaviours implemented K – 2.
- Parents were invited into the school to participate and be part of their child's learning journey. (Welcome meetings, assemblies, open night, parent interviews, athletic carnivals, parent rosters etc.)
- K and PP children health screened to assess general health. Support was provided to students and their families where needed through the school health nurse
- K – 2: Six core values explicitly taught and raffle tickets awarded to students who demonstrate the values.
- Flags and welcome signs were displayed to reflect the cultures represented by the students in each classroom
- Year 1 children and Year 2 children identified to take part in EYE's (Early Years Extension)
- SAER identified children have been catered for i.e. placed on IEPs, GEPs and/ or BMPs through SEN and reviewed each term in consultation with the Deputy Principal, referrals to appropriate agencies e.g. CDS Speech and OT, IEC and LDC, identified children receiving extension activities, and EAL/D children supported through the EALD program and assessed using the EALD progress maps
- The School Psychologist assisted to identify and support at risk children and their families when required
- SOCS and On Entry assessment were completed and the results were analysed, driving the direction for the Kindergarten and Pre Primary teaching and learning programs
- Brightpath was used to continue to support the teaching, learning and assessment of writing for PP – 2 children and Talk for Writing was continued as a strategy for the teaching of writing.
- The Priority area of Reading for Meaning was addressed through implementing whole school methodologies; I Tell it, LBU's. Reading for Pleasure was encouraged and time allocated for this. Decodable home readers were used from PP – 2 and children borrowed library books weekly. Comprehension resources for Years 1 and 2 included RIC fiction and non-fiction materials
- Functional Grammar was modelled and explicitly taught in PP – 2, with oral casting of appropriately formed sentences
- Students signed computer and iPad Acceptable Use Agreement and parents signed Third Party Consent online forms at the commencement of the year
- Undertook a variety of STEM activities which included but were not limited to the use of library computers, increased iPad availability and websites and applications consented to by parents through the Third Party Agreement
- Building and construction (engineering) play opportunities were offered to all K – 2 students
- NSW handwriting was explicitly taught to K and PP children
- PP – 2: Whole school approach to Science through the Primary Connections Program. Biological Science and Earth and Space were reported on. Sustainability was covered in the Earth and Space topic
- PP – 2 iMaths program successfully implemented (Years 1 and 2) and complemented by the use of the Maths Seeds program in class and at home. Teachers used their own mental maths programs
- Reading Eggs and Maths Seeds continued in the K – 2 classrooms
- The Sound Waves spelling program fully implemented across the school in 2021
- Using iPads to enhance the children's learning was continued
- Further Kindergarten activities included – play based activities based on the Kathy Walker ideology, Hospital incursion, Wildlife Oz incursion, Cambridge library – Better Beginnings program and Dance program
- Further Pre Primary Activities included – Pre Primary Faction carnival, Dance program, NAIDOC Week buddy class activities, Book Week with buddy classes and other buddy class activities throughout the year, swimming lessons and Herdsman Lake excursion

- K - 2 Phases of Learning staff meetings continued
- ACER testing PP – 2 continued and results analysed
- Sustainability promoted through recycling, gardening and composting. Acquisition of different bins to recycle items from the children's lunch boxes
- The NQS (National Quality Standard) verification was held in 2022 and the K – 2 program was awarded MET in 5 of the 7 quality areas. The verification of the NQS is planned to occur in 2025
- Encouraging a parent representative for each year level.
- STEM Week acknowledged through activities undertaken with Buddy classes
- STEM promoted through the Easter Hat Parade
- Sand toys purchased and available for students in Years 1 and 2 during play times.
- K and PP orientation transition morning held in Term 4
- Lunchtime transitions in Term 4 for PP students in readiness for Year 1
- Morning skipping program introduced

Future Directions: -

- Continue with Sound Waves spelling program implemented across the school in 2021
- Implement the whole school Oxford maths program
- Continue with Maths Seeds K – 2
- Continue to imbed play in the Early Years program
- Continue to address NQS recommendations from 2022 audit (Quality Areas 1 and 4)
- Review K – 2 Plan during POL meetings
- Education Assistants implement their training conducted in 2023 and 2025 to further enhance and facilitate children's learning. i.e. Effective Utilisation of EAs
- Ensure opportunities are taken to use the Nature/ Adventure playground during lessons and not only for free play
- Use peer observation time to focus on targeted elements of the NQS (National Quality Standard)
- Improve consistency in the way classes are configured to provide more variety in learning spaces, including independent access to materials for hands on learning
- NSW handwriting font used in Kindergarten, Pre Primary and Year 1 in 2025
- Continue to implement the new Kindergarten curriculum guidelines
- Keep informed about the changes which will occur and the impact they will have when the Education Support Centre is relocated to Lake Monger Primary School.

EALD PROGRAM:

Identified children from Pre Primary – 6 were involved in the EALD program in 2024.

What we did: -

- EALD support time apportioned according to student need
- EALD students on enrolment are assessed to establish literacy levels. Referral made to the IEC if appropriate
- Aboriginal students were provided with differentiated, high – interest student – centred programs and provided with extra time for 1:1 teaching and learning
- Harmony Day celebrated incorporating multicultural dress, food and activities
- Students supported in classroom or small groups to develop literacy
- Teachers were provided with abbreviated Progress Map resources to help with planning
- Students assessed and monitored against Progress Maps
- Plans were created collaboratively between class teachers and EALD teacher
- Links with classroom programs such as Soundwaves made to complement class teaching
- EALD Statewide Services Connect Community accessed for links to updated resources
- Maintain flags from all nationalities in undercover area
- Time allocated to Year 3 and Year 5 EALD students in Term 1 to prepare for NAPLAN.

Future Directions:

- Continue providing support to EALD students via classroom support or small group support
- Continue to support classroom teachers to develop EALD students in the class
- Maintain flags from all nationalities in the Undercover area
- Continue to streamline the process for monitoring students going to and returning from the IEC

LIBRARY

What we did: -

The P&C purchased \$2 000 worth of books for the Lexile reading program.

Events of note included Book Week, promotion of book borrowing from the Town of Cambridge library and involvement in the CBC program.

Library displays were changed regularly to promote themes in focus e.g. NAIDOC Week etc.

Future Directions:

- Continue the purchase of the Lexile reading books
- Kindergarten to Year 6 children continue to borrow weekly from the library
- Continue the Year 5 Library Monitor program
- Continue with the "Better Beginnings" Kindergarten program in conjunction with the Town of Cambridge library
- Continue to have the library open at lunchtime and 2 days a week before school
- Continue with the NSST (National Simultaneous Story Time) event
- Promote the Children's Book Council book selections in 2025 with staff and students

Learning Areas:

THE ARTS

What we did: -

Visual

- Classes were actively encouraged to submit children's work in the Town of Cambridge Art competition - one student received a high commendation award and one student received an encouragement award
- The children from Kindergarten to Year 6 were involved in a range of different art activities throughout the year including working with different mediums e.g charcoal, chalk pastels, paint, ink, the use of colour and studying different artists
- Increased cultural awareness through art-based activities e.g. Harmony Day, NAIDOC Week and ANZAC Day
- Membership to Remida
- Selected pieces of children's artwork displayed outside the library and their name is placed in the newsletter
- An improved system was developed for the borrowing and re stocking of art supplies
- Resources purchased
- Crazy Camel P&C fundraiser
- Buddy class art activities
- Christmas Dance concert – visual displays

Future Directions: -

- Further opportunities for the children to practice art appreciation and techniques
- Continuation of supporting children to submit entries in the Town of Cambridge Art competition
- Continue with the Remida membership
- Continue to display children's art work outside the library
- Purchase quality paints and brushes for the Town of Cambridge entries
- Discussion about how the new art/ science classroom will be utilised when it arrives in readiness for Term 2 2025.

Music

What we did: -

- The children listened and responded to music activities using the Smart board
- The children were exposed to a range of percussion and other instruments to make music e.g. ukelele
- The recorder club practices every Friday before school and percussion instruments were continued.
- Extension students focussed on reading/ performing/ preparing as a group
- A whole school community song is introduced each term
- Pop up lunch time concerts
- The IMSS flute was held for selected Years 5 and 6 children and guitar for selected Year 5 students
- Musica Viva incursion - 'Space'
- Wanjoo incursion
- Participated in the Massed Choir performance at HBF stadium
- Participated in the Town of Cambridge Carols at Lake Monger event
- Choir – all Years 4 – 6 children actively involved
- Whole school PP – Year 6 sing in Noongar – Wanjoo and Advance Australia Fair
- Telethon recording with Guy Sebastian - school choir involved
- Year 5 and 5/6 students attended the outreach concert at Churchlands SHS

Future Directions: -

- Continue to build on learnt skills
- Continue pop up lunch time concerts and prepare students to host these events
- Continue with the Music incursion/s
- Continue with choir, percussion and recorder performances at significant school and community events
- Continuation of the extension programs e.g. percussion group and performance choir, with the intent to grow these groups
- The IMSS flute program to continue for selected Years 5 and 6 students in flute and guitar
- Continue to include a recorder on the Years 4 and 5 booklist
- Incorporate music into the general classroom e.g. counting songs in Italian, HASS – country songs. English – songs from book study
- Include the performance choir in the Mass Choir event
- Continue to participate in the Carols at Lake Monger event
- Wider range of technology used to record e.g. Audacity app
- Incorporate more Movement in Music learning e.g. Dalcroze
- Continue to teach well known songs in Noongar
- Survey students - feedback about what inspires them to be in music groups

Drama**What we did: -**

- Opportunity for children to participate in drama through class assembly items
- Drama integrated across the curriculum e.g. NAIDOC Week
- Use of Readers Theatre in writing and reading lessons
- All Year 3 children engaged in a weekly drama session and learnt acting techniques and writing content related to the curriculum
- Drama is a reportable option for Semester 2 reporting
- Children creating role plays e.g. shops
- Costumes purchase to support the PBS values team building activities
- Continued to use the Drama Scope and Sequence
- School play – Shakespeare Rocks for children in Years 3 – 6. Performances were held in late Term 4

Future Directions: -

- Continue to build on Drama resources
- Drama will commence as a specialist area in 2025.
- Purchase of microphone headsets
- Upgrade of speaker system in the undercover area

ENGLISH:**Reading****What we found: -****Year 3**

36 children sat the NAPLAN.

Average: School 416

*NM 404

*(National Mean)

	YEAR 3 Reading (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	31%	30%
Middle 60%	56%	60%
Bottom 20%	14%	10%

Year 5

41 children sat the NAPLAN.

Average: School 523

NM 492

	YEAR 5 Reading (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	34%	31%
Middle 60%	63%	59%
Bottom 20%	2%	10%

Spelling

What we found: -

Year 3

36 children sat the NAPLAN.

Average: School 433

NM 401

	YEAR 3 Spelling (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	33%	29%
Middle 60%	64%	61%
Bottom 20%	3%	10%

Year 5

40 children sat the NAPLAN.

Average: School 511

NM 486

	YEAR 5 Spelling (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	13%	30%
Middle 60%	83%	59%
Bottom 20%	5%	11%

Future Directions: -

- Sound Waves spelling program continuing from Years 1 – 6 (Pre Primary already using the Sound Waves program for the past 5 years after trialling the program)
- Continue SAER program – IEP's and GEP's
- Early intervention testing followed by strategies e.g. K – SOCS (introduced in 2016), PP – On Entry
- The Sound Waves diagnostic spelling test was introduced in 2021 for Years 1 – 6. The test is conducted twice a year (beginning and end of the year) and replaced the ACER spelling test.
- The Sound Waves single sounds/ special words spelling test was introduced for Pre primary children in 2022. The test is conducted twice a year (beginning and end of the year).
- Mandated DE phonics initiative for all Year 1 children. Testing was conducted prior to the Semester 2 census in 2024.

Writing

The genre for 2024 was narrative writing.

What we found: -

Year 3

34 students sat the NAPLAN writing.

Average: School 450

NM 416

	YEAR 3 Writing (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	24%	29%
Middle 60%	74%	62%
Bottom 20%	3%	8%

Year 5

41 students sat the NAPLAN writing.

Average: School 516

NM 485

	YEAR 5 Writing (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	39%	33%
Middle 60%	59%	60%
Bottom 20%	2%	6%

Grammar and Punctuation:

What we found: -

Year 3

36 children sat the NAPLAN Grammar and Punctuation.

Average: School 427

NM 409

	YEAR 3 Grammar and Punctuation (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	39%	38%
Middle 60%	39%	47%
Bottom 20%	22%	15%

Year 5

40 children sat the NAPLAN Grammar and Punctuation.

Average: School 527

NM 498

	YEAR 5 Grammar and Punctuation (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	25%	32%
Middle 60%	73%	58%
Bottom 20%	3%	10%

MATHEMATICS:

Numeracy

What we found: -

Year 3

36 students sat the NAPLAN numeracy.

Average: School 409

NM 404

	YEAR 3 Numeracy (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	19%	29%
Middle 60%	69%	60%
Bottom 20%	11%	11%

Year 5

40 children sat the NAPLAN numeracy.

Average: School 515

NM 489

	YEAR 5 Numeracy (NAPLAN)	
	2024	
	Lake Monger PS	Like Schools
Top 20%	30%	30%
Middle 60%	68%	60%
Bottom 20%	3%	10%

HEALTH AND PHYSICAL EDUCATION:

What we did: -

Programs included: -

- Sunsmart program including the SunSmart UV meter at the Faction Athletics Carnival
- Inflatable squash in the undercover area
- Year 6 Squash at Squash Courts
- Safety House Day
- Dance Kindergarten – Year 6
- Crunch and Sip – teachers choosing own timeslot for this activity
- Health promotions including Ride to School Day, Walk to School Day – Tallies kept of the children's involvement,
- PATHS (Promoting Alternate Thinking Strategies) continued for the Kindergarten and Pre Primary children.
- Swimming lessons Pre Primary - Year 6
- Thursday sport continued to be held for children in Years 4 – 6
- Term 3 - Faction carnival practice Weeks 1 – 6 for Years 1 – 6
- Daily fitness – class organised
- Pre Primary faction carnival
- Participated in the Faction Athletic carnival Year 1 – Year 6, Interschool Athletics carnival (Years 1 – 6)
- Participated in the Cross Country School Sport WA event
- Participated in a number of clinics including SEDA , AFL, Rugby, Soccer, Basketball
- Participated in Sporting Schools activities
- Health lessons that included the teaching of Protective Behaviours using DE resources with all classes were conducted throughout the year
- Continue to be a recognised Mentally Healthy School - Act, Belong, Commit
- A KIDDO lesson involving K and PP students was conducted one a week
- Interschool Cricket Cup - selected Years 4 – 6 children
- Voting by Years 4- 6 children for the 6 Faction Captains

Future Directions: -

- Continue to provide a well-rounded and flexible physical education program taught by a specialist teacher, to ensure the most out of the students
- Continue with the Interschool and Athletics focus
- Class daily fitness to continue to be encouraged
- PATHS continued
- Continue to be a Mentally Active school - Act, Belong, Commit
- Protective behaviours continued to be taught in Health lessons Years 1 – 6 by specialist teacher

- Involvement in the interschool competition continued
- Western Australian Curriculum in Health and Physical Education.
- Continue to work with programs offered by sporting groups e.g. cricket, football etc.
- Years 4 – 6 weekly sport continued
- Health lessons taught by a specialist teacher
- Continue Growth and Development sessions for Years 5 and 6 students
- Continue to promote out of school clubs and joining a sport, with the children
- Continue to offer a range of Health promotions, activities and lessons e.g. Cyber Safety
- Continue to promote Badminton, cricket, soccer and basketball because these sports are a big interest area for children in our school.
- Long distance running club for selected students

SCIENCE:

What we did: -

- In 2024 the children in Pre Primary to Year 6 were taught science by their classroom teacher using 'hands on' activities, experiments and excursions (Herdsman Lake Discovery Centre) to enhance Science understanding.
- Students continued to work on the Primary Connections science program. Resources used to support the teaching of science included Inquisitive, RIC (editable digital planner), Teacher starter, Core Knowledge Language Arts and Power Points.
- The ACER Science testing was continued in 2024 for Years 3 – 6 children. The results of the testing indicate Science requires close monitoring in 2025.
- Year 6 children participated in the Nap Opt in Science testing organised by ACARA
- The Primary Connections consumables kit was re stocked
- Science resources were purchased from the Science grant funding
- Science resources are located in the 'old canteen,' now the Science storeroom
- Membership to STAWA purchased. (Science Teachers Association of WA)
- Digital resources purchased

Future Directions: -

- Classroom teachers to continue teaching science
- Digital resources to be stored in the one location on the S:Drive
- Boxes with class sets of resources e.g. magnifying glasses
- Continue hands on activities/ experiments/ excursions to enhance Science understanding
- Continue with the Primary Connections program and purchase resources accordingly
- Continue to mindfully spend the science resource grant that includes the further purchase of Primary Connection kits
- Continue to implement ACER Science testing Years 3 - 6
- Re stock science consumable boxes
- Use ICT/ Digital Technology to complement and strengthen the students' learning
- Scope and sequence plan reviewed for the teaching and reporting of Science in 2025
- Analyse ACER data from Terms 1 and 4 for possible focus areas
- Investigate a science incursion for STEM Week
- STEM Week activities
- Purchase accessories for STEM equipment
- Purchase multi age STEM equipment
- Continue with the NAP Opt in Science on line testing for Year 6 students.

HUMANITIES AND SOCIAL SCIENCES (HASS):

What we did:

- Kindy – hospital and Wildlife Oz incursion
- Buddy class activities for NAIDOC Week
- Multi-cultural dolls purchased for lower primary
- Other HASS activities included – Geography – neighbouring countries, weather, climate, landmarks and Noongar culture
- Inquisitive on-line learning was used to deliver engaging lessons aligned with the curriculum
- Year 6 student councillors attended Parliament House

Future Directions: -

- Continue to encourage staff to books excursions and incursions to complement learning in class
- Purchase more multi-cultural dolls

SUSTAINABILITY

What we did: -

- Daily composting - Crunch and Sip
- Used recycled materials for Design and Technology projects
- Reusable cutlery and crockery for the Breakfast Club
- Year 6's involved in paper recycling and the collection of 10c containers
- Saving water activities in Science
- Children working in the Sustainable Garden, including composting, at lunch time
- Three bin system – red, yellow and compost
- Vegetable garden in Kindergarten and Pre Primary. The children cooked and ate the produce.
- Reduce, ReUse, Recycle messages
- Ensuring the lights, smartboard, fans, air conditioner, heaters are switched off

Future Directions: -

- Continue whole school composting
- Continue whole school recycling
- A revamp of the Children's Sustainable Garden e.g. creating independent shade by growing trees,
- Continued opportunities for students to develop their knowledge around Sustainability
- Continue with the T of C recycling station in the front office

TECHNOLOGIES:

What we did: -

- Easter Hats were made Pre Primary to Year 6 and paraded at a whole school assembly
- Thinkers Club held at lunchtime one day per week for selected children Years 1 - 6
- Use of digital technologies embedded in curriculum e.g. Book Creator for publishing writing, PowerPoint, Word
- Buddy class activities held during STEM Week
- Years 1 – 6 students had access to ICT specialist teacher time in the computer lab
- Information regularly disseminated to staff on accessing Microsoft Online PL opportunities
- All classes linked to Connect for dissemination of learning materials and school information
- Students able to access Connect to communicate with their teacher and submit work
- All students have access to Office 365 programs including OneDrive that can be utilised at school or at home
- iPad keyboards available
- iMaths and Soundwaves programs imbedded across the school, use digital technology
- MS Office products downloaded to iPads allowing the saving of student work to One Drive
- All school Applications assessed for compliance with Third Party Services policy
- ICT programs: Minecraft, Grok learning
- Students able to access Microsoft Teams. This is utilised in ICT, Thinkers Club and some classrooms

Future Directions: -

- Further use of One Note and Teams particularly Year 6 in preparation for high school.
- Continual building on existing digital technology to allow enough devices for use in groups within a class e.g. Beebot resources, Ozo bots
- PL on digital component of Oxford Maths
- After school coding/ digital technology run through external agencies.
- Teachers taking their class for ICT and Digital Technologies in 2025 due to a change in specialist.

LANGUAGES (Italian):

What we did: -

- Children from Years 1 – 6 have been learning Italian once a week in 2024. Overall, the majority of students made pleasing progress on the assessed outcomes.

Future Directions: -

- A student centred approach, differentiating the work to suit the needs of the students
- Harmony Day 2025
- Continue to teach the new Languages curriculum in 2024
- Continue to use laptops in the Year 5 and 6 Italian classes
- An Italian incursion/ excursion e.g. Market Place in Osborne Park, Mr Accordion Man
- STEM competition – make a creation from pasta

- Languages Week - yearly
- Languages assembly - odd years
- All students achieving a minimum standard level of achievement in Italian.
- Purchase the Language Nut app.

DATA ON SUB GROUPS (2024 NAPLAN testing)

(NM – National Mean)

WRITING

Year 3	Girls	Boys	Aboriginal	LBOTE
NM	416	416	416	416
School	462	437	N/A	450

Year 5	Girls	Boys	Aboriginal	LBOTE
NM	485	485	485	485
School	534	501	N/A	516

READING

Year 3	Girls	Boys	Aboriginal	LBOTE
NM	416	416	404	416
School	463	437	N/A	450

Year 5	Girls	Boys	Aboriginal	LBOTE
NM	492	492	492	492
School	522	525	N/A	513

SPELLING

Year 3	Girls	Boys	Aboriginal	LBOTE
NM	401	401	401	401
School	423	443	N/A	433

Year 5	Girls	Boys	Aboriginal	LBOTE
NM	486	4986	486	486
School	512	511	N/A	513

NUMERACY

Year 3	Girls	Boys	Aboriginal	LBOTE
NM	404	404	404	404
School	419	398	N/A	407

Year 5	Girls	Boys	Aboriginal	LBOTE
NM	489	489	489	489
School	494	535	N/A	510

GRAMMAR AND PUNCTUATION

Year 3	Girls	Boys	Aboriginal	LBOTE
NM	409	409	409	409
School	441	411	N/A	420

Year 5	Girls	Boys	Aboriginal	LBOTE
NM	498	498	498	498
School	537	518	N/A	522

LAKE MONGER PRIMARY SCHOOL
BUSINESS PLAN 2025 – 2028 Targets update Term 1 2025

AREA 1:

The average % of children at Lake Monger Primary School at or above the All Australian Mean/ National Mean in NAPLAN results over three years is:

	Reading	Spelling	Numeracy	Punctuation and Grammar	Writing (Combined Persuasive and Narrative results)
Year 3	59%	71%	52%	53%	71%
Year 5	52%	64%	58%	73%	74%

The * indicates the achieved areas for this target over the three year time frame.

	Reading	Spelling	Numeracy	Punctuation and Grammar	Writing (Combined Persuasive and Narrative results)
Year 3	*65% (2021) *65% (2022) *71% (2023) *62% (2024)	67% (2021) *71% (2022) *81% (2023) 69% (2024)	*64% (2021) *60% (2022) *76% (2023) =52% (2024)	*67% (2021) *63% (2022) *73% (2023) *63% (204)	*73% (2021) *73% (2022) *89% (2023) *79% (2024)
Year 5	47% (2021) *74% (2022) *55% (2023) *65% (2024)	61% (2021) *76% (2022) *83% (2023) *77% (2024)	*64% (2021) *73% (2022) *61% (2023) *65% (2024)	55% (2021) *73% (2022) 69% (2023) 72% (2024)	64% (2021) *74% (2022) *89% (2023) 70% (2024)

Achieved in 7/10 areas. (not Year 3 Spelling and Year 5 Punctuation and Grammar; and Writing)

EALD	Reading	Spelling	Numeracy	Punctuation and Grammar	Writing (Combined Persuasive and Narrative results)
Year 3	94% (2021) 100% (2022) 96% (2023) 89% (2024)	97% (2021) 100% (2022) 100% (2023) 96% (2024)	94% (2021) 100% (2022) 100% (2023) 96% (2024)	94% (2021) 100% (2022) 100% (2023) 89% (2024)	98% (2021) 100% (2022) 100% (2023) 92% (2024)
Year 5	85% (2021) 100% (2022) 100% (2023) 96% (2024)	96% (2021) 100% (2022) 100% (2023) 100% (2024)	92% (2021) 100% (2022) 100% (2023) 100% (2024)	78% (2021) 100% (2022) 100% (2023) 100% (2024)	96% (2021) 100% (2022) 100% (2023) 100% (2024)

The Year 3 and Year 5 NAPLAN results will place the English as an Alternate Language/Dialect (EALD) cohort at 90% above the National Minimum Standard. (2023 onwards Requiring Additional Support).

Not Achieved – Below 90% in Year 3 Reading; and Punctuation and Grammar.

*(Commencing 2023 NAPLAN is conducted in Term 1 for children in Years 3 and 5 rather than Term 2 as in the years prior to 2023).

(DUE TO THE CHANGE FROM BANDS TO PROFICIENCIES, NAPLAN RESULTS CANNOT BE COMPARED UNTIL 2025).

The Year 3 and Year 5 NAPLAN results will place Lake Monger Primary School in the top 10 against Like schools in each NAPLAN area tested.
Not Achieved (2024 shows Lake Monger Primary School in the top 10 in 7/10 against our like schools). (3/5 Year 3 and 5/5 Year 5)

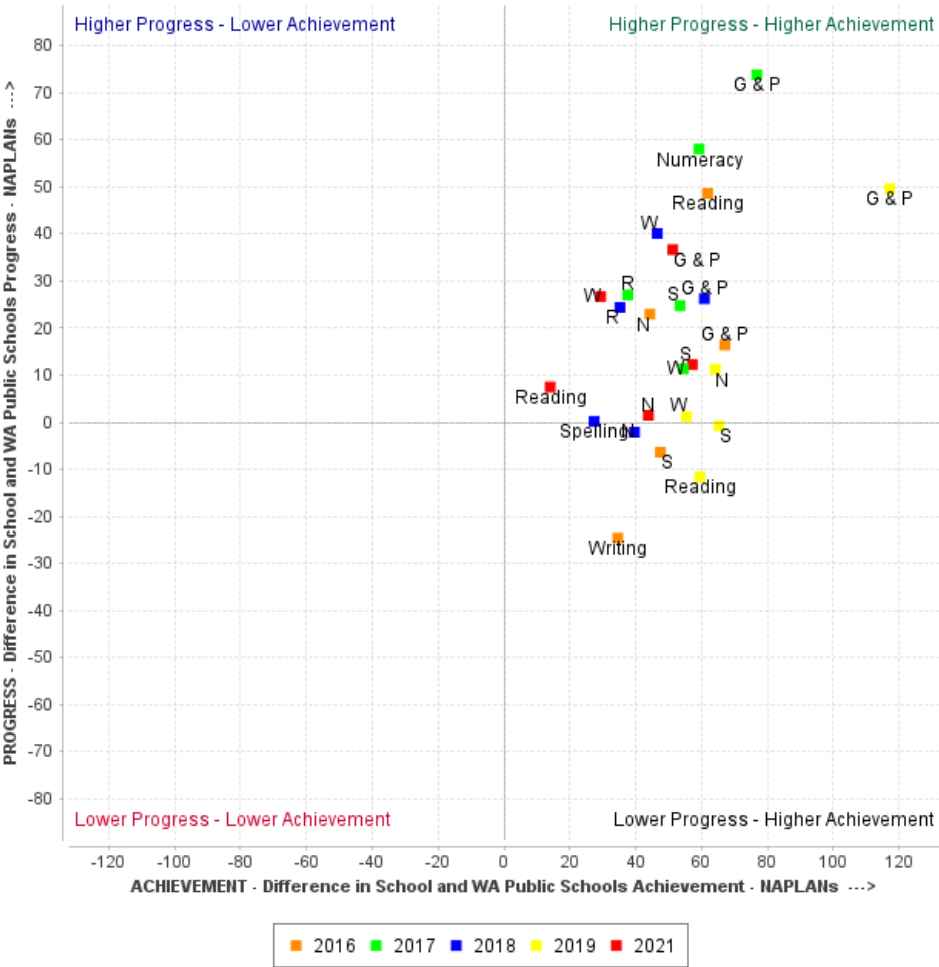
Top 10 Against Like Schools 2024	Reading	Spelling	Numeracy	Punctuation and Grammar	Writing (Combined Persuasive and Narrative results)
Year 3	11	4	13	11	1
Year 5	6	8	6	9	4

The combined Year 3 and Year 5 NAPLAN results in a given year will be at or above the All Australian Mean/ National Mean in 8 out of the 10 areas tested.

Achieved (2024 NAPLAN shows Lake Monger Primary School above the National Average in 10/10 areas).

We will maintain the Year 3 and Year 5 NAPLAN overall performance in the 'high progress, high achievement quadrant'.
(A commendation from the 2016 Independent Public School Review.
Achieved

Student Progress and Achievement Compared with WA Public Schools
NAPLAN Year 3 to Year 5 Longitudinal



Copy Options

Please Note:

In 2022 NAPLAN progress/achievement displays are not available due to the cancellation of NAPLAN in 2020.

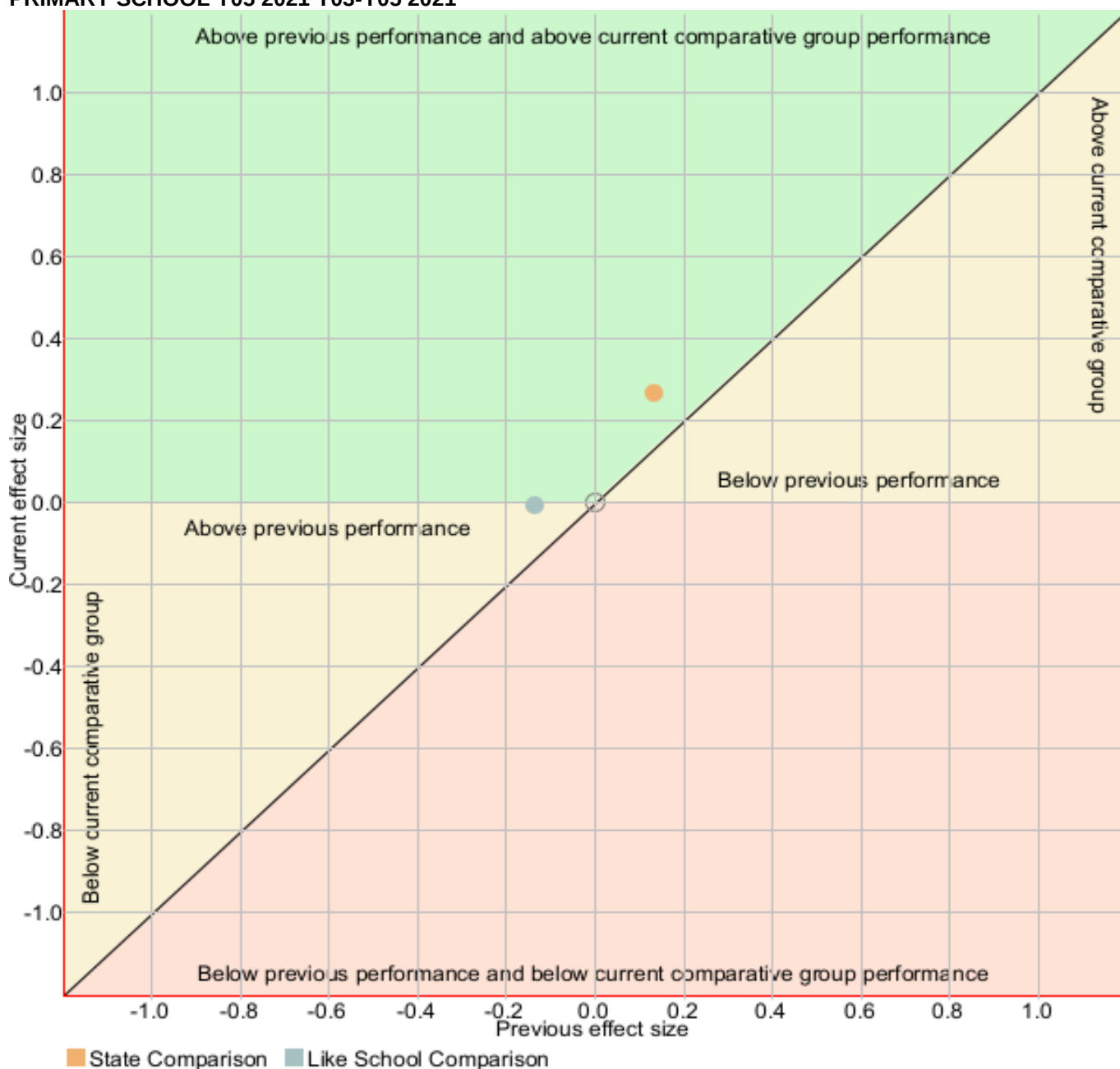
In 2023 NAPLAN progress/ achievement displays are not available due to the change from Bands to Proficiencies. NAPLAN results can be compared commencing 2025.

New views made available as from 2021-

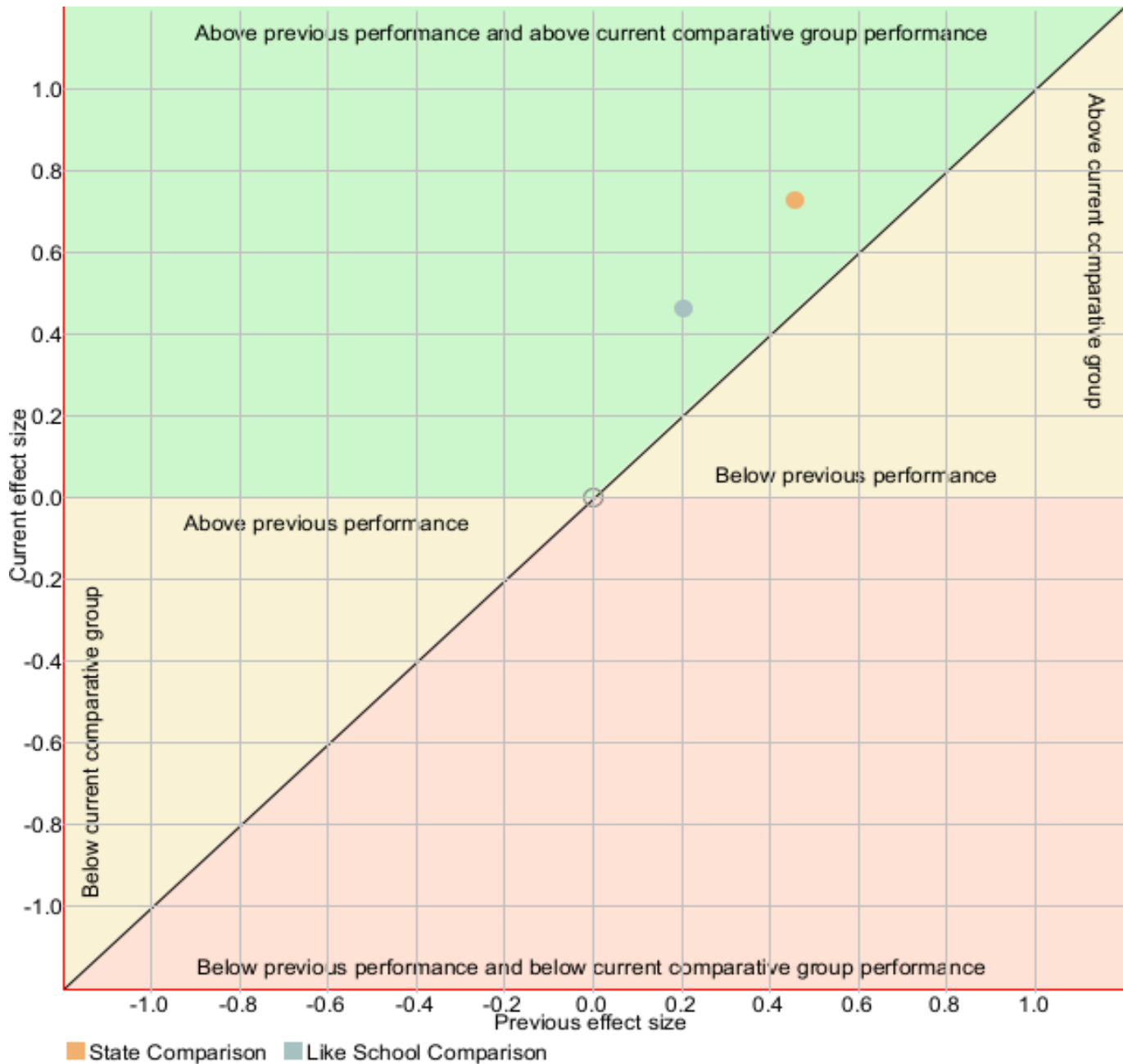
NAPLAN Reading Current and Previous Effect Size Comparison to WA Public and Like Schools - LAKE MONGER PRIMARY SCHOOL Y05 2021 Y03-Y05 2021, and

NAPLAN Numeracy Current and Previous Effect Size Comparison to WA Public and Like Schools - LAKE MONGER PRIMARY SCHOOL Y05 2021 Y03-Y05 2021

NAPLAN Reading Current and Previous Effect Size Comparison to WA Public and Like Schools - LAKE MONGER PRIMARY SCHOOL Y05 2021 Y03-Y05 2021



NAPLAN Numeracy Current and Previous Effect Size Comparison to WA Public and Like Schools - LAKE MONGER PRIMARY SCHOOL Y05 2021 Y03-Y05 2021



In 2022 due to NAPLAN 2020 being cancelled as a result of COVID-19 some displays and reports related to previous achievement or progress will not be displayed.

In 2023 NAPLAN progress/ achievement displays are not available due to the change from Bands to Proficiencies. NAPLAN results can be compared commencing 2025.

By the end of each year the On Entry assessment data will reveal that 90% of Pre Primary children have received a median cohort score of 462 in Reading, 200 in Writing and 422 in Numeracy.

By the end of each year the On Entry assessment data will reveal that 90% of Pre Primary children have received a median cohort score of 462 in Reading, 200 in Writing and 422 in Numeracy.

END OF TERM 1 2024

56 % of Pre Primary children at or above 462 in reading.
69% of Pre Primary children at or above 422 in numeracy.
48 % of Pre Primary children at or above 200 in writing.

END OF TERM 4 2024

96 % of Pre Primary children at or above 462 in reading.
89 % of Pre Primary children at or above 422 in numeracy.
84 % of Pre Primary children at or above 200 in writing.

(Target Not Achieved) (1% below target in numeracy and 6% below target in writing. The retested children also included children new to the school in Terms 2,3 and 4 2024).

AREA 2:

- The Teacher Judgement section of the Schools Performance Monitoring does not remain within the expected performance range – (2024) English (Pink).
Mathematics, Science HASS – (Red)

Target not achieved – Overall relative judgement is deemed not at the Expected Range.

- The number of staff participating in the National Schools Opinion survey is 70% or more.
(Target not reached. Number of participants increased from 7 to 13, then 13 to 18. Therefore, an increase of 5 = 50% participation. (NSOS next administered in 2025).

AREA 3:

- Regular attendance - Semester 1 2024 = 74.6%
- Reduce the % of LMPs students falling in the At Risk Moderate category to be equal or less than that of Western Australian Public schools.

Student Type : All Students ▼

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	60.0%	27.8%	9.6%	2.6%
2023	81.8%	12.9%	4.3%	1.0%
2024	74.6%	20.5%	4.5%	0.3%
Like Schools 2024	73.4%	20.2%	5.1%	1.3%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Copy Options ▼

(Target Achieved) (4.5% Lake Monger Primary School compared with 9.0% WA Public Schools 2024).

- Through the result of the external NQS verification (Not Achieved – 5/7 Areas Met).
- The annual 'My Classroom' survey administered to students in Years 2 and 4 shows the average score for each response to be at or above 3.

My Classroom Survey results 2024 (Years 2 and 4 students) –

Year 2 (8 out of 18 responses below 3)

1. I know the things I am good at and the things I am not. (2.9)
2. I am willing to join in class discussions and ask questions. (2.7)
3. I work by myself when I need to. (2.7)
4. I ask the teacher or other staff if I have questions. (2.9)
5. I know what to do if I get stuck on my work. (2.8)
8. When working in a group I have the opportunity to take on a role. (2.7)
12. When working in a group I help to decide what we will do next. (2.7)
18. I feel safe when playing in the playground. (2.8)

Highest scoring Year 2 question –

16. I tell the truth when I get into trouble (3.7)

Year 4 (1 out of 18 responses below 3)

12. When working in a group I help to decide what we will do next. (2.9)

Highest scoring Year 4 questions –

6. I feel safe when working in my classroom. (3.6)

9. When working in a group I listen to other people's suggestions. (3.6)

16. I tell the truth if I get into trouble. (3.6)

Not Achieved in 2024

- The Biennial NSOS administered to students in Years 5 and 6 shows all responses to be at 4 or above, with 5 being the highest rating. (NSOS next administered in 2025).

Not Achieved in 2023

- The question *My school takes students opinions seriously?* scored 3.9.
- The question *Student behaviour is well managed at my school.* Scored 3.7
- All other responses (12) scored 4.0 and above with 4.7 the highest rating for the questions *My teachers are good teachers.*

AREA 4:

Increase the number of parents participating in the National Schools Opinion Survey by 10%.
(NSOS next administered in 2025).

- The Biennial NSOS for parents showed all responses to be 4 or above with 5 being the highest rating. Surveys were sent to parents via the school newsletter with a window of 2 weeks for the survey to be completed. Three responses were received, (21 less returned responses compared with the 2020 survey). Therefore, the number of returned surveys did not increase by at least 10.

Not Achieved

AREA 5:

- That 96% of the allocated budget for each year is spent according to the Department of Education Schools resourcing guidelines.

Achieved

PARENT PARTICIPATION

The P&C fundraising in 2024 included a voluntary levy of \$30 for one student or \$60 for two or more children, Mother's day and Father's Day stalls, Crazy Camel fundraiser, lunch at the Faction Carnival, movie night and discos. Funds raised supported the purchase of items for the school that included \$2000 to purchase books for the library, 10 iPads, ECE resources, Decodable readers for Year 1 and \$200 to support the Year 6 graduation. The P&C operates two sub committees – canteen (open one day) and the uniform shop.

The School Board's major business involved noting the school plan and budget for 2024 and reviewing the progress of both during the course of the year, setting charges and contributions for 2025, reviewing data collected and analysed in order to make informed decisions about the setting of the 2025 priorities and reviewing policies. The School Board membership is three parents, three staff, one of whom is the Principal and one community member.

In 2024 the school's communication processes included the school website, Connect, a fortnightly newsletter, a term planner, teacher information meetings at the commencement of the school year, ongoing parent/ teacher interviews, a parent night (Term 3), assemblies, reports (Kindergarten – Year 6), special days and activities and sports carnivals. The school moved to recording student attendance and behaviour in Compass in Term 4 2024.

STUDENT MANAGEMENT INFORMATION

Relatively few students came to the notice of either their teachers or the administration for very serious breaches of the school rules. Most incidents were minor and those that did occur tended to do so in the playground at recess or lunch time. Individual Behaviour Plans (IBP's) are developed for students where appropriate.

'Good Standing' was included in the Behaviour Management Policy in 2019.

PARENT, STUDENT AND TEACHER SATISFACTION SURVEY

In Term 3, 2023 the National Schools Opinion Survey was conducted with Parents, Staff and Year 5 and 6 students. The results are as follows: -

Parents – 3 responses were received and the question overview revealed that of the 20 questions to be rated, the top ranking possible being 5.0, the lowest score was 3.5 (Q: This school looks for ways to improve) through to the highest scores of 4.7 (Q: I can talk to my child's teacher about my concerns). Nineteen of the 20 questions scored 4.0 or higher. Staff – 18 responses were received and the question overview revealed that of the 22 questions to be rated, the top ranking possible being 5.0, the lowest score was 3.7 (Q: This school takes staff opinions seriously) through to the highest score of 4.9 (Q: Students feel safe at this school). Twenty one of the 22 questions asked scored 4.1 or higher.

Students – 71 responses were received from Years 5 and 6 students and the question overview revealed that of the 14 questions to be rated, the top ranking possible being 5.0, the lowest score was 3.7 (Q: Student behaviour is well managed at my school) through to the highest ranking of 4.7 (Q: My teachers are good teachers). Twelve of the 14 questions asked received a score of 4.1 and above.

This biennial survey will be conducted in Term 3, 2025 with all parties listed.

ENROLMENT TRENDS

In 2024 the school enrolment peaked at 356 children (Semester 2 Census) from K - 6. Interest from prospective school enrolments grew with parents accessing information about Lake Monger Primary School from the Department of Education website and school website.

It is anticipated the student population will continue to increase due to housing developments underway within the local intake area for Lake Monger Primary School and Lake Monger Primary School being a feeder school for Bob Hawke College.

DESTINATION DATA

In 2024 41 children completed their primary school education at Lake Monger Primary School.

Bob Hawke College	25
Churchlands Senior High School	8
Balcatta Senior High School	4
Harrisdale	2
Perth Modern School	1
Ashdale Secondary College	1

PRIORITIES, IMPROVEMENT TARGETS AND FOCUS AREAS 2025

In the curriculum areas, these are as follows:

- Reading comprehension/ reading for meaning (Priority)
- Mathematics - new Maths program, Oxford maths being implemented in 2025 from Pre Primary to Year 6 (Priority)
- Grammar (High Maintenance)
- Wellbeing – Staff and Students (High Maintenance)
- Writing
- Drama (introduced as a specialist area in 2025)
- Aboriginal and Cultural Standards Framework
- Instructional Strategies for Engagement
- Classroom Management Strategies
- PBS
- Talk 4 Writing
- Brightpath
- Information, Communication and Digital Technology (taught by classroom teacher in 2025)
- Using NAPLAN and school based (ACER) data effectively for planning teaching and learning programs for children
- Students at Educational Risk
- EALD
- Third Party Services

- Connect
- Compass
- Continue to link with external providers such as the before tennis program, after school soccer program, Their Care and the Bhutanese after school class
- Preparation for NAPLAN in Term 1
- Mental maths program – Years 2 – 6
- English Skills Book - Years 3 – 6

DIRECTIONS 2025

- Implementing the new Business Plan 2025 – 28
- Wellbeing – staff and students
- Review of Operational Plans
- National Quality Standard Kindergarten – Year 2 – NQS review and implementation of the recommendations continued
- Focus 2025 – Department of Education
- High Standards, High Expectations, Professional Learning Team, Rigor, Curiosity, Student Voice/ Agency, Deep Learning, Care, Wellbeing, QTS (Quality Teaching Strategy), Collaboration
- Gifted education
- Review of the Behaviour Management policy
- Review of Student Health policy
- Positive Behaviour in Schools program (PBS) – continue
- Quality Teaching Strategy - Differentiation
- DE mandated Year 1 Phonics initiative – continue
- Continue with the implementation of the new Kindergarten curriculum guidelines
- Continue with the introduction of the NSW handwriting font to Kindergarten to Year 1 children in 2025
- Mount Hawthorn Education Support Centre moving onto the grounds of Lake Monger Primary School. The Lake Monger Primary School Kindergarten and Pre Primary will have a new building as a part of this project. It is planned the project will be completed in readiness for the commencement of the 2027 school year.



	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,107,123	3,107,123
New Appointments	0	0
Casual Payments	333,399	333,399
Other Salary Expenditure	3,342	3,342
Total Funds:	3,443,864	3,443,864
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	19,390	19,454
Lease Payments	32,000	31,165
Utilities, Facilities and Maintenance	163,755	150,869
Buildings, Property and Equipment	71,879	54,292
Curriculum and Student Services	162,611	126,036
Professional Development	12,000	14,163
Transfer to Reserve	100,000	100,000
Other Expenditure	52	55
Payment to CO, Regional Office and Other schools	660	650
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	562,347	496,684
TOTAL	4,006,211	3,940,548

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	145,398	145,398
Carry Forward (Salary):	255,945	255,945
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,844,643	3,844,643
Locally Raised Funds:	169,637	180,438
Total Funds:	4,415,623	4,426,424
EXPENDITURE		
Salaries:	3,443,863	3,443,863
Goods and Services (Cash):	562,347	496,683
Total Expenditure:	4,006,210	3,940,546
VARIANCE:	409,413	485,878