



2024 Annual Report



Introduction



Dear Parents, Carers and School Community Members,

It is my pleasure to present the 2024 Annual Report on behalf of the staff and community at Mount Pleasant Primary School. The report provides a summary of the school's performance throughout the year, detailing student performance across all areas. Additional information has been provided to the school community in Newsletters, through Connect and the school website. Further to this, at a classroom level, information that is relevant to individual classes has been communicated to families through class Connect and year level Connect pages, through formal reporting, interviews and documented plans.

Mount Pleasant Primary School is a Level 5 school within the Perth Metropolitan suburb of Mount Pleasant with an ICSEA of 1149. At the conclusion of the 2024 school year, student enrolment numbers were 578.

This report shares highlights from the 2024 school year and profiles the dedicated and committed work we have undertaken in pursuit of goals and targets outlined in the Business Plan. At the heart of what we do is our students. We, as a team, prioritise and work through a lens of collective efficacy to ensure our students have every opportunity to successfully set themselves up for life long learning and long term happiness with the opportunity to become socially aware, resilient, critical thinkers.

Our learning community is comprised of our students, our families, our teachers and the wider school community. At Mount Pleasant Primary School we engage in a strong collaborative learning culture supported by our learning community. Throughout the year the 2022 – 2024 Business Plan has guided our focus and ensured we remain on track throughout our strategic direction to support student progress and achievement.

On behalf of the school I would like to thank the P & C Association for their ongoing support and continued efforts to enhance the experiences, opportunities, and environment for our students. This year saw a belated celebration of MPPS turning 70. We celebrated with a joint project aptly named, the "70 Trees for 70 Years" project. Supporting the increase of the tree canopy within the school and City of Melville, all students from Kindy to Year 6 were engaged with the project, which has created a mini forest based on the Miyawaki Method of tree planting on the eastern corner of the school oval. The MPPS P & C works tirelessly across the year, they actively engage with the school and the school community and I would like to thank them for their very generous support.

I would also like to thank the School Board as they continue to work with school staff to provide strong governance, support and direction. The experience and expertise our Board members bring represent the school community on setting the strategic direction of our school, supporting our school motto of, "Working Together".

We believe that every student is capable of successful learning. We prioritise building and maintaining positive and caring relationships within the whole school community. There is a strong collegial culture of mutual trust and support among teachers and school leaders and we work to maintain a learning environment that is safe, respectful, tolerant, inclusive that promotes intellectual rigour. I would like to thank the team at Mount Pleasant and the whole school community for their dedication, passion and commitment in working to make a positive impact in the lives of our students.

Yours sincerely,
Lea-anne Frossos
Principal

Our History



2024 marks the 71st year for Mount Pleasant Primary School, which officially opened on the 18th May 1953. At that time, there were four classrooms, four teachers, the Principal's office, a staff room, small covered verandah and a small bitumen playground for 165 students. When the school opened, there were no planned access roads leading to the school. By comparison now, we have 27 classrooms, which include rooms for Visual Arts and Music. There is still a Principal's office, and an office for our business manager and office support staff. There is a conference room, an office for our Deputy Principals a library, canteen and undercover area. We have approximately 71 staff members, from teachers, education assistants, administrative staff, cleaning and gardening staff. Over the years, the enrolments at the school fluctuated, from opening with 165 students, to finishing that year with 243 students. 1956 – 1962, enrolments were approximately 800 students. From that time numbers remained between 600 and 700 students. In 2024, 578 students are enrolled at the school.

At the time of opening, the school was surrounded on three sides by bush, there was no oval to play on until 1956 and a playground was built in the early 1960s. In the summer, Bobtail lizards were often seen around the school buildings and wild horses were fed over the school fence. Bush fires were not uncommon, and firefighters provided significant entertainment for students to watch from the school playground. After school, sometimes the students would help put the fires out, using hessian bags to beat the flames. Now it seems, from Mount Pleasant, we generally only see bush fires in the distance.

Since the school opened, over time, more classrooms were added, now known as transportable classrooms, however in the early days of the school, they were not airconditioned or heated. Our canteen operates 5 days each week now, whereas, 60 years ago, the canteen or tuckshop was open once each month and run by mothers of students.

This community focus continues to be a strength for Mount Pleasant. We still have a Parents and Citizens (P & C) Association, who are incredibly involved in the school and wider school community, for which we are very grateful. As an Independent Public School, Mount Pleasant also has a School Board, made up of parents and staff. The Board is instrumental in supporting strong governance and strategic direction of the school.

Throughout it's history, it is evident Mount Pleasant Primary School and the school community valued education. One of the most important things to note, is that today, we clearly articulate our values. Our values mean a lot to us and that of our community, at Mount Pleasant:

We value Respect
We value Diversity
We value Responsibility
We value Gratitude
We value Resilience
We value Kindness

Our School Motto
"Working Together"

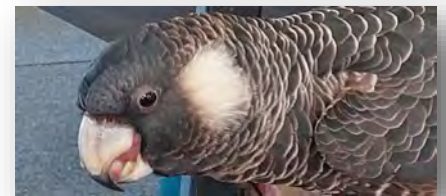
Our School Vision

At Mount Pleasant Primary School we strive to provide the tools for life long learning and long term happiness to empower socially aware and resilient critical thinkers.

Highlights and Achievements



As the year 2023 marked 70 years for Mount Pleasant Primary School, to celebrate this milestone, in 2024, to align with optimal tree planting time, together with the P & C, we completed the "70 Trees for 70 Years" project. Mount Pleasant and surrounding areas provides habitat for two species of Western Australia's black cockatoos, Forest Red Tailed Black Cockatoos and Carnaby's Cockatoos. With the over development of the area, habitat for native species is threatened and often destroyed. Engaging our students with a project that focuses on reforestation and sustainability, engaging students from Kindy to Year 6, we planted species of trees native to this area. These species support Western Australia's black cockatoos listed as vulnerable and endangered. There is an area of the school oval, on the eastern side of the oval, which has remnants of a previous degraded project. With the clearing of this area, and preparation for planting planned, the idea for the project is to plant trees based on the Miyawaki Method, which uses species of trees that would occur naturally in an area and that work together to create a diverse, multi-layered forest community. Planning took place over the previous year, in preparation for the project where students and members of the wider school community would plant the trees. This project is bringing the whole community together and will provide a lasting legacy for the community and support Western Australia's magnificent black cockatoos.



Successfully applying to be part of the Department of Education's Quality Teaching Strategy (QTS) partnership initiative, throughout 2024 a team of teachers have engaged with a partner school, to support the implementation of teaching strategies to increase individual student progress and achievement. Engaging with action research and collaboration, the team worked tirelessly through the project, and celebrated the gains made, for students and for professional knowledge shared with staff. This project will culminate with an invitation only event early in 2025 where schools will showcase their learning and we will have an opportunity to share our journey.

We have developed a positive working relationship with our Local Members and this relationship provided us with the opportunity to host The Honourable Dr Tony Buti, Minister for Education. Minister Buti, together with Ms Kim Giddens MLA, met with our student leaders and members of our P & C and School Board. He toured the school and was keen to engage with us focusing on areas of development within the school.



From our Board Chair



The role of the Board is to contribute to the school's strategic direction by advising on the community's priorities and expectations and monitor the financial arrangements to ensure the outcomes of the school's business plan align with the school's direction.

The Board consists of 10 members: the Principal, three teachers and six parents. The Board welcomed four new members in 2024: Andrea Cull, Elissa Ielati, Stephanie Tan and Iain Wylie. They joined the existing members: Lea-anne Frossos, Deborah Wake, Julianne Lund, Summa McMahon, Hollie Dunn and Shane Highman.

Along with our normal regulatory duties, Business Plan tracking and continuous improvement, the Board participated in other activities to support Mt Pleasant Primary. The following is a brief summary of a few.

Members of the board were present during the Department's close out of the 2023 Public School Review. I was fortunate to be part of this process and attended the Department's meeting with four of our senior teachers. Getting an insight into the science and theory behind teaching and why various programs and principles are embraced filled me with great confidence. Our kids are in excellent hands.

The majority of the Board attended Dr Deborah Wake's presentation on the 2024 NAPLAN data. Dr Wake's level of detail and interrogation of the data is truly amazing. The outcomes from her analysis inform new programs and processes that improve education for every child across all year groups.

Members of the Board supported the P & C throughout the year and were present at several meetings with Kim Giddens, our local member, both at school and Parliament House. I was present when the P & C met with Tony Buti, the Minister of Education, when he attended our school to inspect the Grounds Plan and the Pre-Primary block. Thank you to Lauren and the P & C team for being front and centre and flying the Mt Pleasant Primary School flag.

I would like to thank Lea-anne Frossos who will be leaving us at the end of 2024. Lea-anne has implemented change in her short tenure as Principal and I thank her for her care and attention she has given to all over the last 2 years.

I would also like to thank Iain, Summa and Hollie as their Board tenures end in December. Summa and Hollie are long standing Board members and have held roles of Chair and Secretary. Their contribution to the Board over the years is greatly appreciated.

The Board will welcome four new members in 2025. Their fresh input will assist Gary Crocetta and the school team finalise the 2025-2027 Business Plan.

It has been a great privilege to be part of the school Board and specifically Chair this year. I hope all have a happy and prosperous 2025 full of learning, creativity, and new experiences.

Shane Highman
Board Chair

From our P & C President



The Mount Pleasant Primary School P & C is a very active committee with the focus to assist our school families to connect and engage in the whole school experience and help improve school resources and facilities.

The 2024 year saw many of our planned projects starting to come to life with the planting of our 70 trees for 70 years, relocation of long jump pit and the new sitting circle play space on the edge of the school oval. Along with these projects, we hosted range of events and fundraisers during the year. These included:

- Outdoor Movie Night
- 70 Trees for 70 years planting and relocation of long jump pit
- Gardening busy bee
- Tommy Sugo fundraiser
- Book fair
- Cyber Safety Information Nights
- Mother Day/Fathers Day and Gratitude stalls
- Parents night out
- Lap-a-thon
- Neon themed Disco
- Dad's Camp out
- End of year picnic and colour run
- Maintaining our street library (corner of Gunbower and Henley)



We continue to use our "Just One Thing volunteer sheets", What's App groups for our Class Reps and Facebook page to communicate with our community. We continue to promote our local family businesses with our community business directory located on our Facebook Page.

After trialling in 2023 running our Canteen 5 days per week, we have continued this into 2024 and remain profitable. We had a few challenges this year with power outages and failing fridges which resulted in some stock loss. We purchased two new hybrid fridge freezers to assist. The continued efforts from our Canteen Staff Julie, Daene and Julia is appreciated which was recognised by the committee and school during Canteen Day in November.

Along with providing opportunities for our communities to connect and fundraise, we are also approved financial motions to support the school with over \$62,000 of projects and donations in 2024 including (excluding GST):

- Sporting awards - \$3000
- Graduation dinner - \$2000
- End of Year Book Awards - \$2200
- Book purchases for the library (via Scholastic fundraising and book fair)
- Two bag shelters - \$8057
- Soccer goals - \$7285
- 70 Trees for 70 years - \$4519
- Defibrillator - \$1250
- New Long Jump Sand Pit - \$8300
- Decodable Readers - \$7464
- Calming space Gazebo for events - \$436
- Art Smocks - \$428
- Basketball Hoop Pre-Primary - \$682
- Kitchen Garden Mural - \$1650
- Kitchen Garden miscellaneous item - \$410
- Fixing our Street Library - \$132
- New Seating and play space on edge of school oval - \$22,000



We were invited to present our efforts, best practises and grounds plan to fellow schools in the Bateman Electorate at Parliament House in June in front of our Local MLA Kim Giddens along with school representatives including Principals, School Board Members and P & C's. This has resulted in meetings with P&Cs representatives from Applecross, Ardross and Brentwood Primary Schools to share ideas for future collaborations.

In 2025, we look forward to continuing our projects associated with our grounds plan, the continued advocating with our local members of parliament for a new quadrangle resurface and continue working with our local council for safe crossings to school.

Regards
Lauren Schutz
President MPPS P&C

Connected Autonomy

Mount Pleasant Primary School is an Independent Public School (IPS) within the Western Australian Public School system. We are committed to implementing and supporting the Department of Education priorities and initiatives.



Every student, every classroom, every day Strategic directions for public schools 2020–2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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Our improvement drivers:



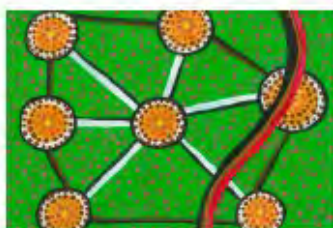
1 Provide every student with a pathway to a successful future.



2 Strengthen support for teaching and learning excellence in every classroom.



3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.



5 Partner with families, communities and agencies to support the educational engagement of every student.



6 Use evidence to drive decision-making at all levels of the system.

Our success will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in the early years for continued success in school
3. Enhance student health and wellbeing
4. Progress student literacy and numeracy
5. Improve student attendance
6. Increase student participation in STEM
7. Increase retention and achievement of students to Year 12
8. Ensure students gain the skills, qualifications and knowledge needed to experience success



Planning and Curriculum Delivery



At Mount Pleasant Primary School our focus on Collective Efficacy is supported by our Pedagogical Framework, with student success at the heart of our decision making.



The School Improvement and Accountability Framework – conceptual model

The School Improvement and Accountability Framework is structured around the following conceptual model.



Our school focuses on a planning cycle that used strategic self-assessment to ensure we provide learning opportunities for our students that are relevant and engaging.

English & Mathematics



English

In 2024, the English Learning Area at Mount Pleasant Primary School is underpinned by a commitment to evidence-based practices that reflect a balanced and structured approach to literacy. Guided by the 'Simple View of Reading' and 'Scarborough's Reading Rope', instruction is systematically planned around the two key components of reading: language comprehension and word recognition. Teachers explicitly develop linguistic, syntactic, and semantic knowledge, as well as background knowledge and inferring skills. At the same time, alphabetic principles, phonemic awareness, and decoding are prioritised, particularly in the early years. Phonics instruction is supported through the Letters and Sounds synthetic phonics program and enhanced by the Heggerty program for phonological awareness. Decodable texts, resourced through P+C funding, are embedded in early reading practice, while model texts are listed in the MPPS Reading Spine to ensure progression and curriculum alignment across year levels. Grammar instruction is informed by the Oxford Grammar series, and Writing is structured using the Seven Steps to Writing program, supported by targeted professional learning. From Year 3 onwards, spelling instruction transitions to the No Nonsense Spelling program, ensuring consistency and skill development across the school.

Mathematics

The school's approach to mathematics is guided by a whole-school numeracy framework that aligns with the Western Australian Curriculum and the Teaching for Impact document. Lessons are planned using the Mount Pleasant lesson design model, ensuring consistency and a clear pedagogical sequence across all classrooms. Instruction is built around the four mathematics proficiencies: understanding, fluency, problem solving, and reasoning. Fluency is addressed through targeted work on number facts, mental computation strategies, and activities inspired by Paul Swan. Conceptual understanding is developed through the use of visual representations, manipulatives, and Department of Education teaching exemplars, including digital platforms such as 'MathsonLine', 'Re-Solve' and 'Inquisitive'. Problem solving is fostered through rich tasks which encourage students to investigate, apply strategies, and justify solutions. Reasoning is embedded through the consistent use of mathematical vocabulary and opportunities for students to explain and reflect on their thinking. This cohesive and structured approach ensures that all students are supported to develop deep, transferable mathematical understanding.

Highlights and Achievements

Specialist Programs

Music



2024 was a very successful year of Music-making for the students at MPPS. We had a number of talented students accepted into the Instrumental Music Programme, and students already in the programme have been making good progress in their weekly instrumental lessons.

A large number of our String students enjoyed weekly Orchestra rehearsals under the guidance of the wonderful Mr Read. Our Music Leaders diligently assisted by practicing their conducting skills at Assemblies and introducing special performances. They demonstrated their support of the Music Community through their enthusiasm, commitment, and encouragement of the younger students in and around the Music Classroom.

Our Choir enjoyed great success in their performance at the Massed Choir Festival, at the Perth High Performance Centre (previously HBF Stadium). The students worked very hard throughout the year, developing their musicianship and working as a team to prepare each song to a high standard. The choir also performed at a variety of important school and community events, including the school ANZAC Day Service, The MPPS Parent Open Night, and the End of Year Music, Arts and Language Showcase. This Showcase has become a highly anticipated addition to our school calendar, where a variety of students from all year levels are able to showcase their talent and progress. This has also become a chance to come together to celebrate the language and Arts within our School Community.

Over the course of the school year, we found time to reflect on and celebrate important cultural events within our Music Classes, such as Chinese New Year, ANZAC Day, Easter, NAIDOC Week, Reconciliation Day, Harmony Day and Diwali. Whole School songs were chosen to showcase our learning and allow students the chance to experience the joy of community singing both in the classroom and at Assemblies.

In our various year groups, we covered an array of topics. Years 3-4 began learning recorders, while year 5-6's embraced the opportunity to learn the ukulele. Our younger years focused on tuned (glockenspiels/xylophones) and untuned percussion instruments. There was also a whole-school focus on appreciation of Australian Indigenous Music and language, especially that of the Noongar Nation.

All students continued to develop their aural and theory skills, through learning to read and play music as a whole-class ensemble, developing their aural skills and having the opportunity to express themselves creatively through original compositions and performances.

I truly love seeing the students grow in confidence and tap into their own creativity and curiosity as they learn new concepts, experience music from different places and peoples, and make connections between theoretical concepts and how that influences mood and meaning within music. Music is one of those things that we as humans are innately drawn to. The different ways we express and appreciate music is a result of our cultural and social upbringing and our personal experiences and preferences. This is something to be celebrated. Music, whether playing it, listening to it, or creating it, involves almost all our cognitive abilities. While music does support literacy skills and language learning, it also stimulates many other critical areas of development including social-emotional skills, physical development, and cognitive skills.

Henry Wadsworth Longfellow once shared... "Music is the universal language of mankind." I am proud and excited to be part of developing this language with the students at our school. I would like to acknowledge and thank the MPPS community for their support of the Music programme here at Mount Pleasant.

Miss Allysha Cleeman

Music Teacher



Highlights and Achievements— Specialist Programs



Visual Arts

Throughout 2024, students at Mount Pleasant Primary School engaged in a rich and diverse Visual Arts program that was inclusive, culturally responsive, and integrated with learning areas across the curriculum. The program was designed to foster creativity, critical thinking, cultural awareness, and artistic skill development from Pre-primary through to Year 6.

To begin the school year, Visual Arts lessons across all year levels incorporated a focus on Chinese New Year. This culturally responsive practice included exploration of traditional stories, fables, symbols, and customs. Students created vibrant and meaningful artworks that reflected their learning and appreciation of Chinese culture and its significance in our multicultural society.

Visual Arts was meaningfully integrated into the Year 3 and 4 Science, HASS and Writing units on Endangered Animals. Students used their research findings to inspire their artistic interpretations, deepening their understanding of conservation and species protection through visual expression. Selected artworks were entered into the Wild at Art Environmental Competition, with 2–3 pieces submitted from each class.

Connections between literature and art were emphasised, particularly in early years. For example, in Pre-primary, students responded to the class text 'Jeremy the Kookaburra' by producing related artworks, helping them connect story themes with visual representation. In response to teacher requests, Pre-primary students were also explicitly taught how to draw the human form, linking this with the Olympics through the study of athlete shapes and iconic sports figures. This supported fine motor development and observational drawing skills.

Senior students deepened their critical and analytical skills by exploring the work of contemporary artists, using visual arts terminology to describe, interpret and evaluate artworks. This learning supported their ability to engage meaningfully with visual texts and develop their own unique artistic voices.

Graduating students were given choice and voice in the creation of their graduation portraits, which were proudly displayed during the end-of-year graduation ceremony and celebrations, reflecting their individuality and growth.

Our Arts Leaders played an active role in maintaining the art room environment and developing their leadership capacity. Each week, they assisted in sorting and managing art resources and led lunchtime activities such as origami, dream catcher weaving, anime drawing lessons, and colouring competitions. Prizes were awarded at assemblies to celebrate student participation and effort.

The Visual Arts program at Mount Pleasant Primary School in 2024 provided students with diverse opportunities to express themselves, connect with culture and history, and develop artistic confidence and skill. Through collaboration, integration and celebration, the program contributed meaningfully to the creating of a vibrant, inclusive, and creative learning environment.

Mrs Kelly Robbins

Art Teacher



Highlights and Achievements— Specialist Programs Physical Education



This year, our Physical Education program has provided students from Kindergarten to Year 6 with rich, engaging, and developmentally appropriate opportunities to build their skills, confidence, and enjoyment of being active.

In the early years (Kindergarten to Year 2), all classes participated in the evidence-based KIDDO program developed by the University of Western Australia. This program, used consistently across daily fitness and PE lessons, focuses on building physical literacy through fun, skill-based activities. Students developed fundamental movement skills and were encouraged to build motivation and confidence to stay active for life. A valuable aspect of the KIDDO program was the ability to provide feedback to families, including assessments and national percentile rankings, which offered parents an insightful view of their child's physical development in comparison to peers across Australia.

For our Year 3 to 6 students, PE lessons were structured into engaging five-week units covering a wide variety of sports. These included basketball, tennis, rugby, hockey, athletics, cricket, ultimate frisbee, and squash. Each unit allowed students to explore the rules, skills, and strategies of different sports, developing teamwork, coordination, and sport-specific abilities in an inclusive and enjoyable environment.

Throughout the year, our students also took part in a vibrant calendar of intra- and interschool events that built school spirit and provided opportunities for sporting extension. These events included swimming carnivals, cricket and modcrosse carnivals, and the much-anticipated Winter Carnival featuring AFL, soccer, and netball. Students also participated in cross country events, athletics carnivals, and a tennis carnival. A highlight for Year 5 students was the Bike Education program, which culminated in an exciting and challenging river ride supported by the Mounted Police Force.

It has been a fantastic year in Physical Education, full of movement, progress, and fun. Our students continue to grow as confident, capable, and active learners, ready to embrace the benefits of a physically active lifestyle.

Miss Claire Smith

Physical Education Teacher





Highlights and Achievements— Specialist Programs Languages - French



What an enjoyable and productive year we have had in French! We are so fortunate to have French being taught from Pre-Primary all the way up until Year 6, and we are continuing to see the benefits that the students are gaining from this early exposure to both the foreign language and the deeper cultural understandings.

2024 began with all students from Year 1-Year 6 learning a wider-range of classroom instructions, so that we could run the classroom in the target language and students could use their French in meaningful and authentic ways in the class setting. We ran a poster competition throughout the school to help reinforce these French classroom instructions, and we were able to showcase their beautiful work by displaying many posters inside and outside the French classroom.

Throughout the year and in all year levels, students have worked to consolidate and improve their “Understanding” and “Communicating” skills, through learning specific phrases, topics, key terms and grammatical concepts and then practising through games, role-plays, songs, as well as whole-class, small group and individual language activities. Students, in particular, love our “serious learning activities” which are usually a fun and interactive game in French, whereby they can review their skills learned from the current topic in class. Their enthusiasm is always wonderful to see!

We were delighted to see so many students and their families visit the French room during the Learning Journey. It was wonderful to see students teach their families the French language they had recently acquired by using displays within the classroom and by taking part in a French activity together that the students regularly use within lessons. Students’ love of learning French was evident in the variety of positive and heart-warming messages posted on our reflection poster as students left that evening.

A definite highlight of the year was welcoming our French Assistant – Mademoiselle Aude Muller-Barbier from Paris, France. It has been wonderful to have a native French speaker within our classes on Tuesdays and Thursdays to help develop the student’s language skills and to increase our French cultural awareness.

We have been excited to integrate a variety of brain bursts (‘les pauses cerveau’) into our sessions across the school. The students thoroughly enjoy the opportunity to move their bodies, utilise their French language and work together in short bursts of activity, which helps them to be fully engaged and ready for the next phase of learning.

We were thrilled to demonstrate our students’ amazing French talents this year through the amazing Arts and Languages Showcase held at the end of the year. Two large groups of students from Pre-Primary -Year 2 and then Year 3-Year 6 captivated the audience with two impressive French songs, showcasing their stunning French accents, beautiful singing and their love for learning French.

We look forward to another excellent year of French learning next year and showing our community how much we are learning: both about the French language and culture but also developing new ways of seeing and being in the world and understanding more about ourselves in the process, too. We are excited to continue our French learning journey!

Mrs Laura McIntosh & Mrs Stephanie Harrison
French Teachers

Workforce Composition



Mount Pleasant Primary School consists of a relatively stable cohort. New staff to the school are merit selected and are committed to the collaborative culture we have established at the school with a focus on collective efficacy.

2024 saw the opportunity to permanently employ three graduate teachers, which supports significant positive diversity among our staff. All teaching staff are registered with the Western Australian Teacher Registration Board and have approved teaching qualifications. Our teaching staff are highly competent and deliver lessons according to the Mount Pleasant PS Pedagogical Framework. This ensures students understanding what they are learning and why, and assists with reducing the cognitive load of students, as they transition through classes. Our allied professionals continue to be provided with professional learning that enables them to be highly effective educators within the classrooms alongside teachers.

We are a diverse staff who are highly professional and collaborative and value what we each bring to our school.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	4	3.6	0
Other Teaching Staff	29	24.0	0
Total Teaching Staff	33	27.6	0
Allied Professionals			
Clerical / Administrative	2	1.8	0
Gardening / Maintenance	2	0.6	0
Other Allied Professionals	16	11.4	0
Total Allied Professionals	20	13.8	0
Total	56	44.4	0

Student Attendance



Mount Pleasant Primary School provides an engaging environment for our students to learn. This is reflected in our 2024 student attendance numbers, which demonstrates Mount Pleasant Primary School attendance is above the attendance rates of Western Australian Public Schools. Processes are in place to monitor attendance and to follow up unexplained absences, late arrivals, and ongoing absences by students. Our focus at Mount Pleasant Primary School is to work closely with families to support regular attendance.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2021	93.9%	91.0%
2022	89.6%	86.6%
2023	93.0%	88.9%

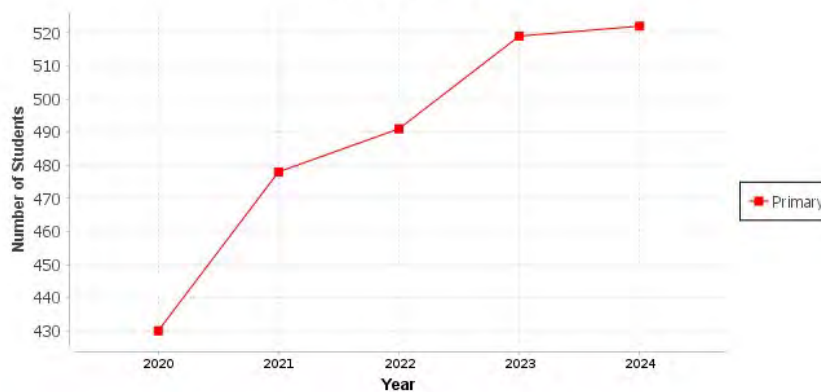
Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	94%	94%	93%	94%	95%	94%	94%
2022	90%	89%	90%	90%	88%	90%	91%
2023	93%	93%	93%	94%	94%	91%	93%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Enrolment Trends

In 2024 we experienced a slower growth rate in our student enrolment numbers than in previous years, commencing the year with 513 students enrolled from Pre-Primary to Year 6. Across the year, in Pre-Primary and Year 1 enrolment numbers put classrooms under pressure, with 22 student enrolments, equally divided across these two year levels. Including Kindergarten enrolments, we finished the 2024 school year with 578 students.

Semester 2 Student Numbers



Semester 2	2020	2021	2022	2023	2024
Primary (Excluding Kin)	430	478	491	519	522

Destination Schools for 2024 Year 6 Students



Destination School	No. of Students
All Saints College	3
Applecross Senior High School	56
Aquinas College	2
Coodannup College	1
Corpus Christi College	2
Emmanuel Catholic College	2
Kennedy Baptist College	1
Penrhos College	1
Perth Modern School	1
Rossmoyne Senior High School	2
Santa Maria College	2
Willeton Senior High School	2

At the conclusion of the 2024 school year, approximately 75% of our Year 6 student cohort enrolled to attend Applecross Senior High School for Year 7 in 2025. Mount Pleasant Primary School has a strong relationship with Applecross Senior High School who provide an extensive transition program for our Year 6 students who are enrolled to attend, after leaving primary school.

Our School Community



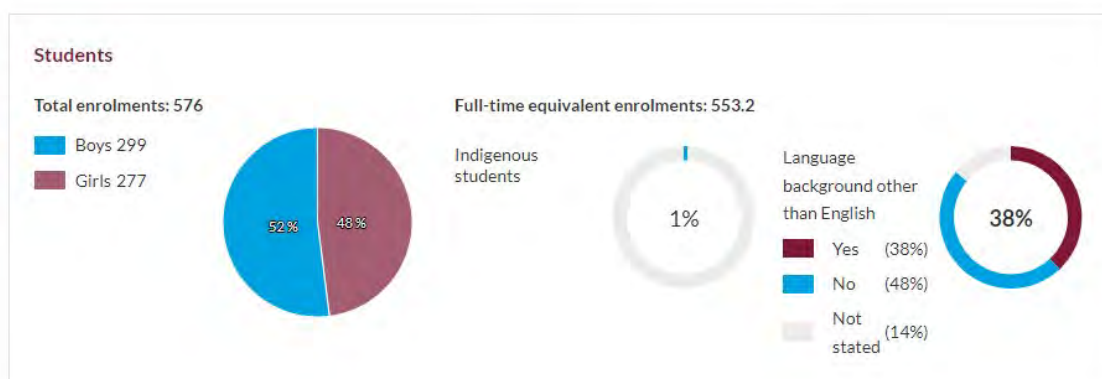
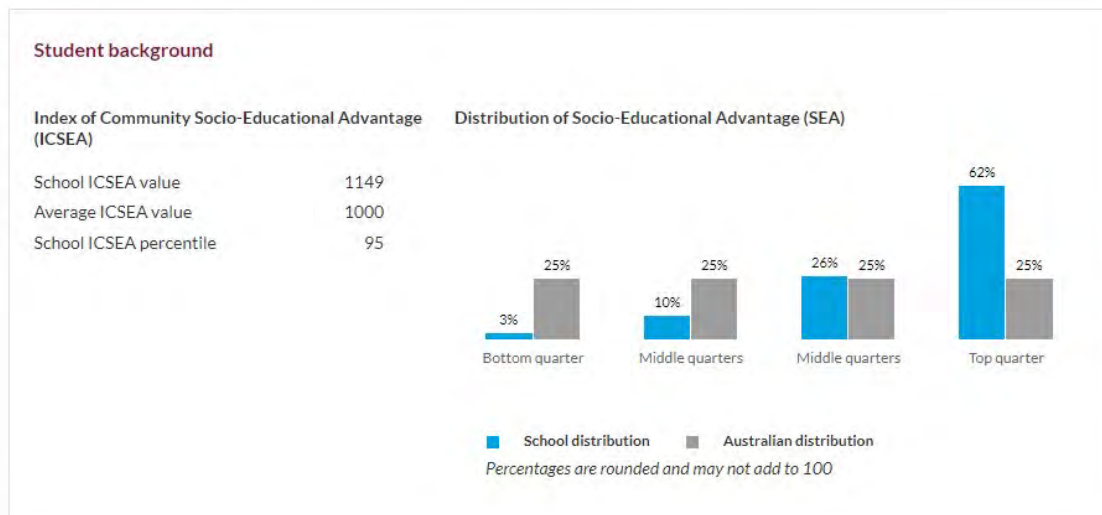
At Mount Pleasant Primary School, we value: Respect, Diversity, Responsibility, Gratitude, Kindness and Resilience. Our school motto is “Working Together”.

We work collaboratively as a team, with parents and carers as partners in their child’s learning journey.

Our students engage in a broad balanced curriculum, with specialist programs in Physical Education, French, Visual Arts, and Music. The facilities at Mount Pleasant Primary School are also accessed, outside of school hours by outside school hours care provider (OSHClub), tennis, piano and robotics. In 2024, 10 x Year 6 students and 6 x Year 5 students enrolled in the Primary Extension and Challenge (PEAC) program. PEAC is a part-time program for Year 5 and 6 students in WA public schools. It's designed for students identified as having high potential, offering them opportunities to engage with challenging and differentiated learning experiences.

A strong sense of community is at the heart of Mount Pleasant Primary School and relationships between students, parents and staff. We work to create a sense of belonging for our whole community with care, mutual respect, and open communication in a safe and supportive environment forming the basis of our beliefs.

Diversity is highly valued at our school, with our student population increasing in cultural diversity over the past twelve months. Students from a language background which is a language other than English, English as an Additional Language or Dialect (EAL/D) form 38% of our student population.

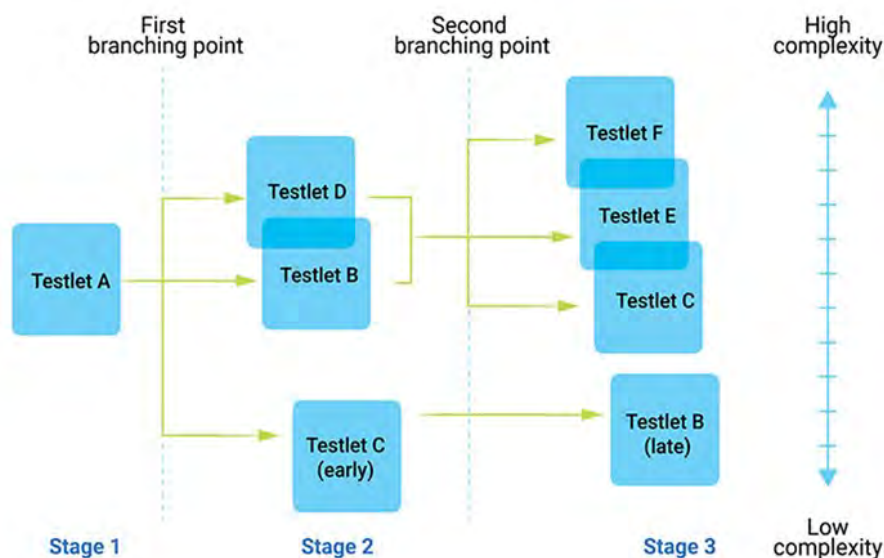


Student Academic Achievement - NAPLAN



Students in Year 3 and Year 5 at each year level start with the same set of questions [testlet A]. Each student's answers in testlet A will determine the questions they see in the second testlet. These may be less complex [B] or more complex [D]. The student's answers in the second testlet will determine the difficulty of questions in the final testlet: highest complexity [F], average complexity [E], lowest complexity [C]. Students who receive a low score for testlet A move directly to testlet C and then complete testlet B.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score, while a student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.



Important Notes About Changes to NAPLAN

- NAPLAN Online has changed significantly from its previous iterations, with this change coming into effect from 2023 and as such, should be viewed as a fresh starting point
- The previous band system has changed to 4 proficiency standards – Exceeding, Strong, Developing and Needs additional support. This system is not directly comparable to previous years band system
- The timing of NAPLAN Online has also changed from the beginning of term 2 to the second half of term 1, meaning the test is also normed at a different time. This is important to note as it reflects a different developmental period of the year than any previous test
- No NAPLAN-to-NAPLAN progress or previous proficiency levels will be reported until 2025
- NAPLAN testing domains remain the same – Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

Student Academic Achievement - NAPLAN {cont.}



NAPLAN Relative Assessment

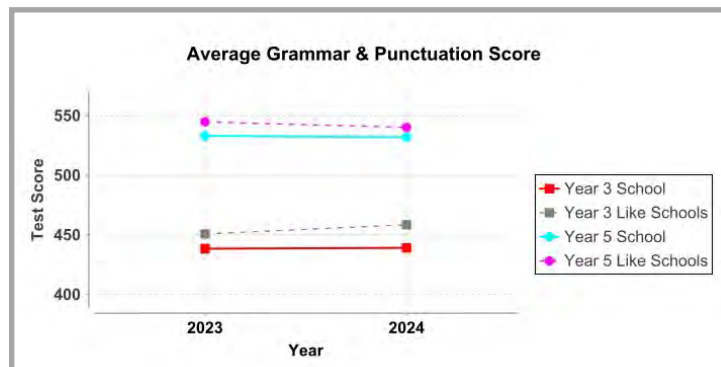
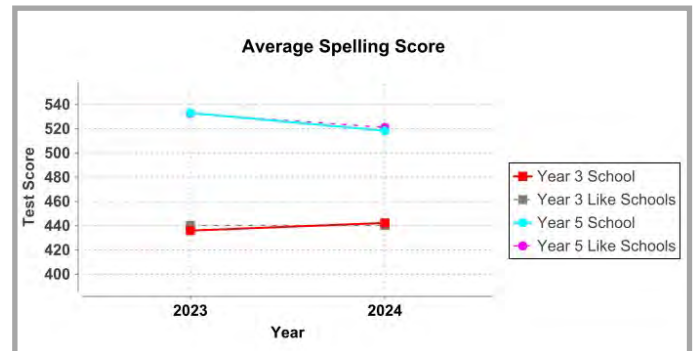
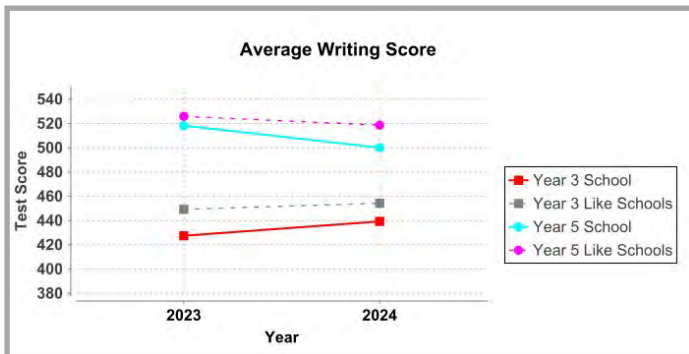
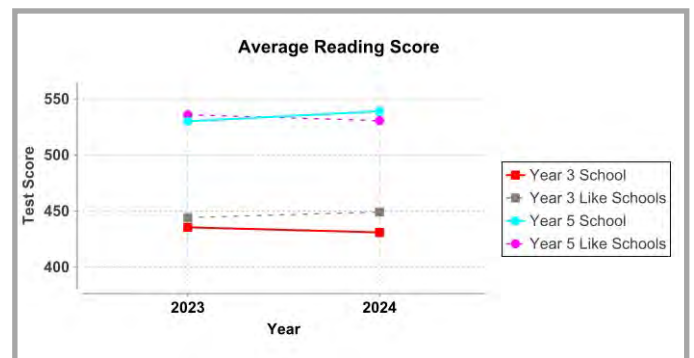
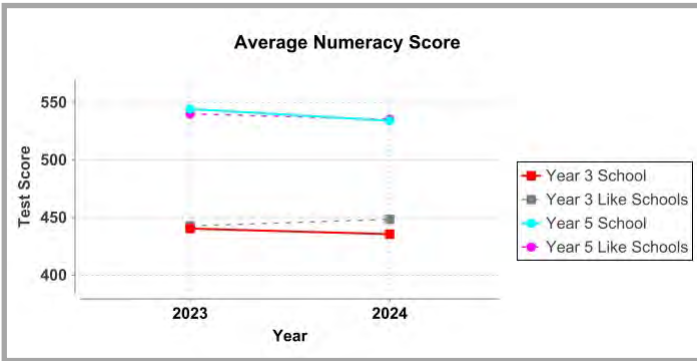
		Perform.		Students	
		Year 3	Year 5	Year 3	Year 5
Numeracy	2019	2	2	44	54
	2021	2	2	64	49
	2022			66	80
	2023	2	2	81	70
	2024	2	2	91	64
Reading	2019	2	2	45	55
	2021	2	2	66	50
	2022			65	80
	2023	2	2	81	70
	2024	2	2	91	64
Writing	2019	2	2	45	55
	2021	2	2	66	50
	2022			65	80
	2023	3	2	81	70
	2024	2	3	91	64
Spelling	2019	2	2	44	55
	2021	2	2	65	49
	2022			65	80
	2023	2	2	81	70
	2024	2	2	91	64
Grammar & Punctuation	2019	2	1	44	55
	2021	2	2	65	49
	2022			65	80
	2023	2	2	81	70
	2024	2	2	91	64

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

NAPLAN Over Time:

The expected performance of a school is predicted on the school mean in each tested area. Boxes shaded green are where students are working above the expected level, as is outlined above. Boxes shaded yellow indicates students are working at expected level. Boxes shaded red are an area to investigate and focus on targeted improvement in this area as students are working below the expected level. Investigation of 2024 data profiles writing to be addressed.

Student Academic Achievement - NAPLAN {cont.} - 2024 “Like Schools” comparisons



Student Wellbeing and Engagement



About the Wellbeing and Engagement Census

- The words wellbeing, engagement, character strengths, resilience, positive education, the General Capabilities, and social and emotional skills are often use interchangeably.
- These terms each refer to a broad set of skills that help people succeed at school and later in adulthood.
- Since 2013, South Australian schools across the education system have been working to measure wellbeing and engagement for students in the middle and senior primary years. The number of schools participating in the collection of this data has steadily grown and many government school now participate.
- This data collections aligns with a growing evidence base about the value of 21st Century skills for workplace and communities.

2024 Wellbeing and Engagement Census Data (WEC) represents student responses from Years 4—6. Our Business Plan target: *The percentage of students identified as having high wellbeing is higher, in the dimensions of 'Engagement with School' and 'Learning Readiness', than that of the general population of students surveyed using the Wellbeing and Engagement Census.*

Learning Readiness Domain - High Wellbeing is defined by - Students who usually responded towards the positive end of the scale with response options including: 'agree', 'strongly agree', 'most of the time', 'all of the time', 'very much of the true', 'mostly like me' or 'very much like me'.

Learning Readiness

Perseverance is having the tenacity to stick with things and pursue goals, despite challenges that arise.

Cognitive engagement is persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.

Academic self concept shows perceptions of themselves, as students, and how interested and confident they feel at school

Learning Readiness	High Wellbeing % at MPPS 2024	High Wellbeing % at All S.A. Public Schools
Perseverance	54	38
Cognitive Engagement	55	43
Academic Self Concept	71	56

Student Wellbeing and Engagement {cont.}



Engagement with School Review of High Wellbeing Responses—2024

High Wellbeing is defined by - Students who usually responded toward the positive end of the scale with response options including: 'agree', 'strongly agree', 'most of the time', 'all of the time', 'very much true', 'mostly like me' or 'very much like me'.

Engagement with School	High Wellbeing % MPPS	High Wellbeing SA All Schools
Important adults at school	63	59
Connectedness to adults at school	56	59
Emotional engagement with teachers	68	66
School climate	44	32
School belonging	54	40
Peer belonging	55	50
Friendship intimacy	67	68
Absence of physical bullying	63	68
Absence of verbal bullying	45	50
Absence of social bullying	47	57
Absence of cyberbullying	82	78

Engagement with School Reaching our Business Plan Target

Engagement with School	High Wellbeing % MPPS	High Wellbeing SA All Schools
Important Adults at School	63	59
Connectedness to adults at school	56	59
Emotional engagement with teachers	68	66
School climate	44	32
School belonging	54	40
Peer belonging	55	50
Friendship intimacy	67	68
Absence of cyberbullying	82	78

Financial Summary



Operational-Dec 2024

Operational One Line Budget Statement

School: Mount Pleasant Primary School School Year: Dec 2024 (Verified Dec Cash)

Region: South Metropolitan Region Aria: 0
Distance to Perth (km): 8.71

One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	72,956	72,956	
Carry Forward (Salary):	\$	47,653	47,653	
INCOME				
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$	5,749,325	5,749,325	
	\$	343,895	343,694	201
Total Funds:	\$	6,213,830	6,213,629	201
EXPENDITURE				
Salaries:	\$	5,395,266	5,395,266	
Goods and Services (Cash):	\$	678,322	621,779	56,543
Total Expenditure:	\$	6,073,588	6,017,045	56,543
Variance:	\$	140,242	196,584	-56,342

Income vs Expenditure

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$72,956.21	\$72,956.00	\$.21
Carry Forward (Salary)	\$47,653.30	\$47,653.30	\$0.00
Student-Centred Funding (including School Transfers & Department Per Student	\$5,749,325.47	\$5,749,325.47	\$0.00
School and Student Characteristics	\$4,746,514.00	\$4,746,514.00	\$0.00
Disability Adjustments	\$787,528.40	\$787,528.40	\$0.00
Targeted Initiatives	\$65,326.99	\$65,326.99	\$0.00
Operational Response Allocation	\$143,206.66	\$143,206.66	\$0.00
Regional Allocation	\$4,824.40	\$4,824.40	\$0.00
School Transfers – Salary	\$0.00	\$0.00	\$0.00
School Transfers - Cash	\$-243,257.75	\$-243,257.75	\$0.00
Department Adjustments	\$245,182.77	\$245,182.77	\$0.00
Locally Raised Funds (Revenue)	\$0.00	\$0.00	\$0.00
Voluntary Contributions	\$343,895.03	\$343,694.09	\$200.94
Charges and Fees	\$29,541.00	\$29,600.00	-\$59.00
Fees from Facilities Hire	\$95,519.20	\$95,143.29	\$375.91
Fundraising/Donations/Sponsorships	\$33,862.00	\$33,072.75	\$789.25
Commonwealth Govt Revenues	\$70,661.30	\$71,631.49	-\$970.19
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$25,405.00	\$25,340.03	\$64.97
Transfer from Reserve or DGR	\$88,906.53	\$88,906.53	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$6,213,830.01	\$6,213,628.86	\$201.15

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$5,395,265.58	\$5,395,265.58	\$0.00
Appointed Staff	\$4,727,576.75	\$4,727,576.75	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$666,540.58	\$666,540.58	\$0.00
Other Salary Expenditure	\$1,148.25	\$1,148.25	\$0.00
Goods and Services (Cash Expenditure)	\$678,322.26	\$621,779.19	\$56,543.07
Administration	\$33,812.36	\$28,604.01	\$5,208.35
Lease Payments	\$55,249.41	\$55,072.85	\$176.56
Utilities, Facilities and Maintenance	\$153,469.90	\$124,383.71	\$29,086.19
Buildings, Property and Equipment	\$118,508.12	\$125,490.86	-\$6,982.74
Curriculum and Student Services	\$281,697.42	\$254,911.79	\$26,785.63
Professional Development	\$9,500.00	\$7,578.67	\$1,921.33
Transfer to Reserve	\$17,500.00	\$17,500.00	\$0.00
Other Expenditure	\$500.00	\$152.30	\$347.70
Payment to CO, Regional Office and Other schools	\$8,085.05	\$8,085.00	\$.05
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$6,073,587.84	\$6,017,044.77	\$56,543.07



Our Motto

Working Together

Our Vision

At Mount Pleasant Primary School we strive to provide the tools for life long learning and long term happiness to empower socially aware and resilient critical thinkers.

Our Values

Respect

Diversity

Responsibility

Gratitude

Kindness

Resilience

