



Mount Pleasant Primary School

2025 Annual Report

~ Working Together ~

Dear Parents, Carers and School Community Members,

It is my pleasure to present the 2025 Annual Report on behalf of the staff and community at Mount Pleasant Primary School. This report provides a summary of the school's performance throughout the year, detailing student achievement across all learning areas. Additional information has been shared with the school community through newsletters, Connect and the school website. At a classroom level, information relevant to individual classes has continued to be communicated to families through Connect, formal reporting, interviews and documented plans.

Mount Pleasant Primary School remains a Level 5 school within the Perth metropolitan suburb of Mount Pleasant. At the conclusion of the 2025 school year, student enrolment numbers remained strong, reflecting the continued confidence of our community in the quality of education provided.

This report highlights the achievements of the 2025 school year and reflects the dedicated and committed work undertaken in pursuit of the goals and targets outlined in our Business Plan. At the centre of all that we do are our students. As a team, we prioritise a collective efficacy approach, ensuring every student is supported to become a lifelong learner, equipped with the skills to be resilient, socially aware and critical thinkers.

Our learning community continues to be strengthened through the partnership between students, families, staff and the wider school community. In 2025, this collaborative culture has been further enhanced through ongoing engagement and shared commitment to student success. In 2025, we remained focused on continuous improvement in student progress and achievement and consolidated the targets of the Business Plan.

A key highlight of 2025 has been the significant improvement and revitalisation of our school environment. This has included the redevelopment of student play areas, the construction of new verandas to enhance outdoor learning spaces, and the upgrade of Pre-primary play areas to better support early childhood development. These improvements have created more engaging, functional and inclusive environments for our students, supporting both learning and wellbeing.

On behalf of the school, I would like to sincerely thank the P&C Association for their ongoing support and tireless efforts in enhancing opportunities and resources for our students. Their commitment continues to make a meaningful difference to our school environment and community.

I would also like to acknowledge the School Board for their continued governance, guidance and support. The experience and expertise of our Board members play an important role in shaping the strategic direction of the school and upholding our motto, "Working Together."

At Mount Pleasant Primary School, we believe that every student is capable of success. We remain committed to fostering positive, respectful and inclusive relationships across our community. Our strong collegial culture, built on trust and collaboration, supports a learning environment that promotes intellectual rigour, wellbeing and high expectations for all.

I would like to thank the staff, students and broader school community for their dedication, passion and commitment in making a positive impact on the lives of our students.

Dr Deborah Wake
Deputy Principal



From our School Board Chair

School governance is one tree with many branches; and with one branch including the School Board.

The purpose of the MPPS Board is to enable parents/caregivers and staff to collectively set the strategic direction, priorities and financial arrangements of our school to enhance our students' education and experience.



In practical terms, the Board's role includes:

1. approving school policies including dress codes, contributions and charges, and endorsing the annual budget;
2. contributing to the school's strategic direction through advising on the school's Business Plan, other school policies and community priorities and expectations; and
3. reviewing and understanding school results and surveys and being informed of school strategies.

Our current Board has ten members: the Principal, three staff and six parents/caregivers. The Principal is always a member of the Board, while other members are appointed for a term of not more than three years and may also re-nominate for further terms.

At the start of this year, we welcomed to the Board Benjamin Parkin as Principal and parents Kirandeep Dhillon, Vahid Golkar Fard, Chris O'Brien and Lauren Schutz. They joined existing parent members Elissa Ielati and Stephanie Tan and staff members Andrea Cull (PP), Julianne Lund (PP) and Dr Deborah Wake (Deputy Principal). Mid-year, we thanked and farewelled Dr Wake at the end of her Board tenure and welcomed Sally Thomson (Y5/6).



L-R (back): Sally Thomson, Vahid Golkar Fard, Ben Parkin, Lauren Schutz, Chris O'Brien, Julianne Lund
L-R (front): Stephanie Tan, Kiran Dhillon, Elissa Ielati, Andrea Cull

The Board has focused on increasing community awareness this year by adding its meetings to the school calendar and including updates after each meeting in the school newsletter. Members of the Board have also supported the P&C Association (another branch on the governance tree) throughout the year by attending meetings and providing updates. We continue to encourage all parents and staff to reach out to us with any questions or feedback.

As part of our usual functions, this year the Board has contributed towards reviewing and finalising the 2024 Annual Report and has extensively consulted on the proposed MPPS Business Plan 2026-2028. In May, the Board held a strategy session for the Business Plan, which included invited guests Shane Highman (immediate past Board Chair) and Aimee O'Hare (P&C President).

We considered the question, "If our school was 10/10, what would it look like in five years' time?" across the six key areas of Teaching Quality, Learning Environment, Student Achievement and Progress, Relationships and Partnerships, Leadership and Resources. We all agreed that for MPPS, our clear focus is on ensuring every student makes consistent year-on-year progress.

As Board Chair, I had the responsibility and privilege of being on the panel for the interim Principal selection process in August. It was a very thorough process, and I am pleased to say that MPPS has been in very good hands this year.

The Board has reviewed and provided feedback on school results and surveys, including NAPLAN results, the Y4-Y6 Wellbeing and Engagement Census and the community and staff surveys. It was encouraging to see that perceived areas of strength for parents included: "Teachers expect my child to do their best", "Children feel safe", "Children enjoy being at school" and "The school is well-led".

The Board has also been informed of strategies utilised by the school, including the use of the data analytics program Elastik and PAT (Progressive Achievement Tests) progression data, and has provided feedback on school guidelines including the Classroom Placement Guidelines, encouraging open and transparent communication.

To continue strengthening our effectiveness, the Board participated in governance training for all new members and undertook a Board self-review on the Board's roles and responsibilities, culture and ethics, strategic focus and responsibility and collective accountability. Following our Open Meeting in early December, the Board then held its winding-up dinner at the Rowing Pavilion, in celebration of the year's achievements.

I would like to thank Ben Parkin for stepping seamlessly into the role of Principal in 2025, overseeing many tangible and positive changes in the school, and making himself known and available to the community. I frequently saw him being approached around our school by both students (whose names he usually knew) and parents, which was a very welcome sight.

I would also like to thank Tanya Hunter and Dr Wake for their presentations to the Board during the year, all Board members for their valuable contributions and acknowledging Elissa and Vahid as their terms conclude in December, and to especially thank Lauren for her support and dedication as Board Secretary.

In 2026, we will welcome two new parent members to the Board. I look forward to continuing to work with the Board to represent the community and help shape the vision and direction of our school.

Stephanie Tan
Board Chair

From Our P&C President

2025 was another busy and rewarding year for the P&C, filled with community spirit, hard work and incredible generosity. Throughout the year we held a wide range of events and activities while also investing funds raised over many years into significant projects that will benefit our students for generations to come.

We are incredibly fortunate to have such an active and passionate P&C community. Every year I continue to be amazed by the dedication of the many volunteers who generously give their time, energy and skills to make everything happen. Our school community is stronger because of the parents, caregivers, grandparents and family members who step forward to help organise events, cook sausages, pack stalls, move tables, count money, sell tickets and support the countless behind-the-scenes jobs that make a thriving P&C possible.

A heartfelt thank you also goes to everyone who supports our fundraising efforts throughout the year, whether that's buying a raffle ticket, ordering hot cross buns, attending events, purchasing faction shirts, supporting the book fair, or generously contributing whenever we "pass around the hat." Every contribution, big or small, helps make a real difference to our school and our children.

This year the P&C proudly organised and supported a wide range of activities including:

- Two Election Day sausage sizzles
- Hoyts movie ticket fundraiser
- School disco
- Lapathon
- Mother's Day and Father's Day Gratitude Stalls
- Movie night
- Parents Quiz Night
- Book Club
- Scholastic Book Fair
- Second-hand uniform stall
- End of year picnic
- Dad's campout
- Faction shirt sales



Funds raised throughout the year enabled the P&C to continue supporting many important school initiatives and programs. Alongside our regular contributions, including sports awards, academic awards, support for the Year 6 graduation dinner, and new library books through Book Club, we were also proud to fund several projects this year.

These included the purchase of a new equipment for the canteen, a new mud kitchen for students, and contributions toward new verandas around the demountable classrooms. Most excitingly, we completed two major playground projects, a new senior nature-based playground and a brand-new playground in the Pre-primary area. These projects represent a significant investment in our school environment and were only possible because of the extraordinary generosity and support of our school community.

On behalf of the P&C, thank you to all the children, parents, grandparents, carers, family members and friends who continue to help improve our school each day. By working together, volunteering together and supporting one another, we are creating a vibrant, connected and enriching school community for all our children.

Aimee O'Hare, P&C President

English Learning Area

In 2025, the English Learning Area at Mount Pleasant Primary School (MPPS) was guided by a strong commitment to evidence-based literacy instruction. Teaching practices were informed by the Simple View of Reading and Scarborough's Reading Rope, ensuring that reading instruction addressed both key components of literacy: language comprehension and word recognition. Teachers explicitly developed students' linguistic, syntactic and semantic knowledge while building background knowledge and inferencing skills to support comprehension. At the same time, significant emphasis was placed on foundational reading skills, particularly in the early years, including phonemic awareness, decoding and the understanding of alphabetic principles.

Synthetic Phonics instruction was delivered through the Letters and Sounds program, complemented by the Heggerty program to strengthen phonological awareness. Decodable texts were embedded in early reading practice to reinforce phonics learning. Across year levels, model texts outlined in the MPPS Reading Spine ensured clear progression and curriculum alignment. Writing development was structured through the Seven Steps to Writing program, Brightpath and Elastik assessment tools. From Year 3 onwards, spelling instruction transitioned to the No Nonsense Spelling program.

During 2025, MPPS also participated in the DoE Quality Teaching Initiative action research project, with a focus on strengthening lesson design through the explicit use of learning intentions and success criteria. The school's learning intention was to build teacher capacity to understand and apply learning intentions and success criteria in everyday teaching. Teachers developed a shared understanding of these practices and how they align with the DoE Teaching for Impact Framework. This included designing learning intentions that focused on knowledge, skills and understanding, and ensuring success criteria clearly communicated to students how they could demonstrate achievement.

In March 2025, a team of teachers presented their action research at the Quality Teaching Forum at the Perth Convention Centre. The work resulted in a higher level of application of Teaching for Impact strategies and supported students to develop a clearer awareness of what they were learning and how they would know when they had achieved it.

Grammar and punctuation remained an ongoing focus area for professional growth. Teachers engaged in high-quality professional learning through PETAA, which supported the school's review of grammar teaching practices. This learning emphasised understanding grammar as a resource for making meaning, building teacher and student knowledge of grammatical metalanguage, and identifying opportunities for explicit grammar instruction within authentic texts, aligned to the Reading Spine.

Staff also explored ways to strengthen alignment between the Western Australian Curriculum and classroom grammar instruction. The professional learning reinforced an approach that focuses on how language works to create meaning, with particular attention to clauses and sentences and their function within a text.



Mathematics Learning Area

In 2025, the Mathematics Learning Area at Mount Pleasant Primary School (MPPS) was guided by a whole-school numeracy framework aligned with the Western Australian Curriculum and the Teaching for Impact Framework. Mathematics lessons were designed using the Mount Pleasant lesson design model, ensuring consistency in pedagogy and a clear sequence of learning across all classrooms. Teaching and learning were structured around the four mathematical proficiencies: understanding, fluency, problem solving, and reasoning. This approach supported students to develop both strong foundational skills and deeper conceptual knowledge in mathematics.

Fluency was developed through targeted practice of number facts, mental computation strategies, and engaging fluency activities inspired by Paul Swan. Conceptual understanding was strengthened with visual representations, hands-on manipulatives, and Department of Education teaching exemplars. Teachers also incorporated digital resources such as MathsonLine, ReSolve, Matharoo, Brightpath and Inquisitive to support student learning and provide varied opportunities to explore mathematical concepts. Problem solving was fostered through rich mathematical tasks that encouraged students to investigate ideas, apply strategies, and justify their solutions. Reasoning was embedded through the consistent use of mathematical language and structured opportunities for students to explain their thinking and reflect on their approaches to solving problems.

To further strengthen mathematics teaching, each classroom was equipped with a Maths Tub containing a comprehensive range of manipulatives and hands-on learning resources. These tubs are reviewed and updated annually to ensure teachers have access to engaging materials, including practical games and activities that support conceptual understanding and mathematical exploration.

In September, two staff members attended professional learning led by Paul Swan to examine the revised Western Australian Mathematics Curriculum scheduled for implementation in 2026. This learning supported the school to begin reviewing current practices and planning for the transition to the updated curriculum. As part of this preparation, staff also engaged with the new WA Curriculum Threads Posters – Primary, which provide a quick guide to the revised curriculum, clarify key terminology, and offer practical teaching suggestions to support effective implementation.

Students at MPPS were also provided with opportunities to extend and challenge their mathematical thinking through participation in external competitions. In 2025, the school participated in the Maths Olympiad (annual participation) and the Australian Mathematics Competition (bi-annual participation), with students achieving very strong results and receiving several awards. These opportunities further promoted mathematical engagement and encouraged students to apply their knowledge and problem-solving skills in challenging contexts.

Assessment and Data

In 2025, NAPLAN results at Mount Pleasant Primary School (MPPS) indicated that overall student performance remained within the school's predicted mean across most learning areas, with several positive trends evident. In Year 3, results showed encouraging progress with upward trajectories in Numeracy, Reading, Writing, and Grammar and Punctuation. Spelling results were also within the predicted mean with a slight upward trend. These results suggest that the early years literacy and numeracy programs are supporting steady student growth and that current instructional practices are effective in building foundational skills.

In Year 5, Numeracy remained within the predicted mean and continued an upward trajectory, indicating growth in mathematical understanding and fluency. Writing results showed significant improvement and remained within the predicted mean, reflecting the impact of the school's structured writing programs and explicit instruction. However, Reading showed a downward trajectory while remaining within the predicted range, and Spelling was just within the predicted mean. The most notable area of concern was Grammar and Punctuation, which fell below the predicted mean.

When considering targets based on MPPS comparative performance, it is important to note that a negative trend within the expected or predicted mean can serve as an early indicator to review teaching practices and curriculum focus. In Year 3, small negative comparative results were noted in Reading and Writing (-0.3), which, while still within expected performance, suggest the need for ongoing monitoring and refinement of literacy instruction. In Year 5, the comparative results highlighted more significant areas for review, particularly in Reading (-0.6), Writing (-0.9), and Grammar and Punctuation (-1.2).

The most significant priority identified from the 2025 NAPLAN data is the “red” light indicator in Year 5 Grammar and Punctuation, which requires targeted attention. This result reinforces the importance of strengthening grammar instruction, including professional learning and explicit teaching of grammatical knowledge and language structures. Moving forward, this area will remain a priority for review and improvement to ensure students continue to develop strong writing and language skills.

NAPLAN Overall Comparative Performance

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.2	-0.3	0.2	0.8	0.0	0.4
Reading	-0.2	-0.5	-0.3	-0.2	0.1	-0.6
Writing	-1.1	-0.7	-0.3	-0.3	-1.1	0.3
Spelling	-0.2	-0.0	0.3	0.4	-0.4	-0.9
Grammar & Punctuation	-0.4	-0.6	0.1	-0.3	-0.6	-1.2

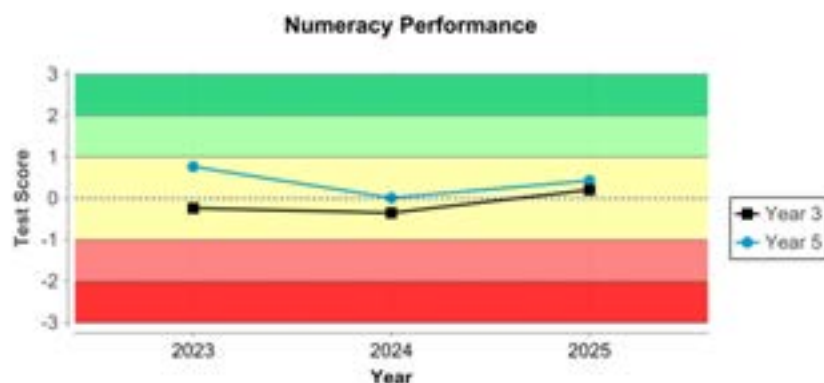
	Above Expected - more than one standard deviation above the predicted school
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN Comparative Performance in Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	-0.3	0.2	81	91	68
Year 5	0.8	0.0	0.4	70	64	86

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

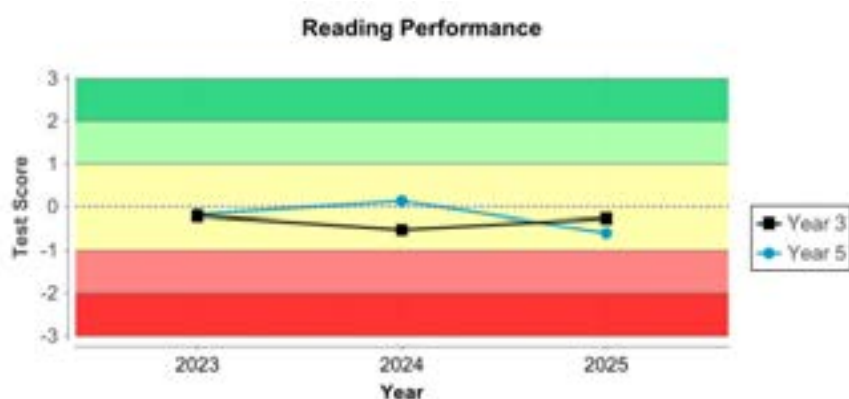
Mount Pleasant Primary School



NAPLAN Comparative Performance in Reading

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	-0.5	-0.3	81	91	68
Year 5	-0.2	0.1	-0.6	70	64	86

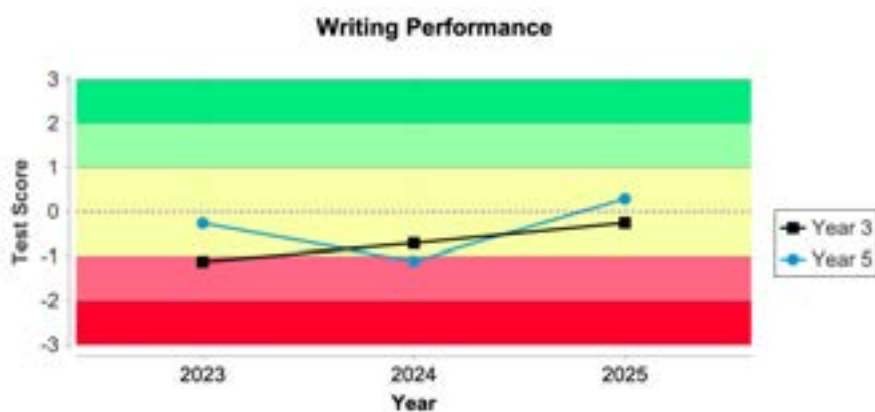
1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than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



NAPLAN Comparative Performance in Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.1	-0.7	-0.3	81	91	68
Year 5	-0.3	-1.1	0.3	70	64	86

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

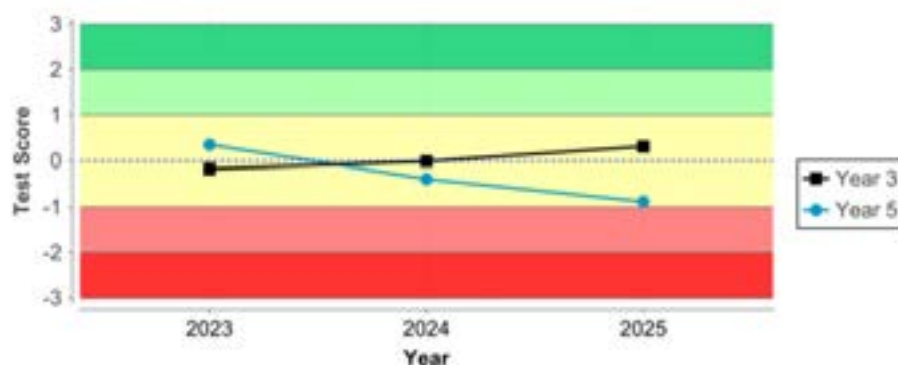


NAPLAN Comparative Performance in Spelling

Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	-0.0	0.3	81	91	68
Year 5	0.4	-0.4	-0.9	70	64	86

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

Spelling Performance

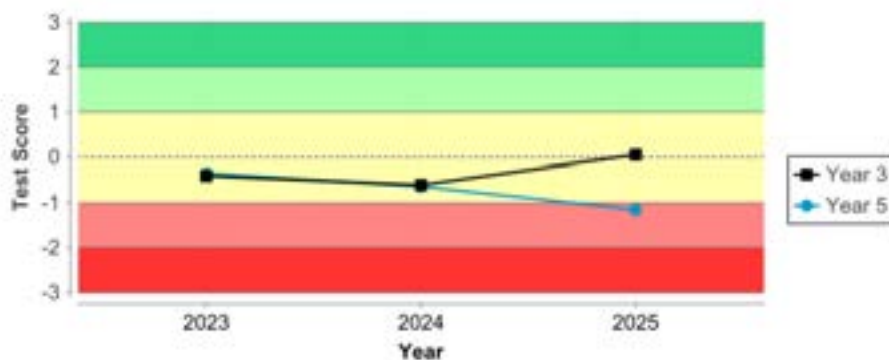


NAPLAN Comparative Performance in Punctuation & Grammar

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	-0.6	0.1	81	91	68
Year 5	-0.3	-0.6	-1.2	70	64	86

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

Grammar & Punctuation Performance



Student Wellbeing

In 2025, student wellbeing at Mount Pleasant Primary School (MPPS) was measured using the Wellbeing and Engagement Census (WEC), with survey data collected annually from students in Years 4–6. The school has been tracking WEC data for the past four years as part of the 2022–2025 Business Plan cycle. Over this period, the school has steadily worked towards achieving the wellbeing targets. In 2025, MPPS achieved all previously set targets for the first time, representing a significant milestone in the school's ongoing commitment to supporting student wellbeing and engagement.

The 2025 results showed strong outcomes across several key indicators, particularly in the areas of perseverance, cognitive engagement, and academic self-concept. Students reported high levels of perseverance, indicating that they persist with schoolwork, complete tasks they begin, follow through with plans, and demonstrate strong work habits. Similarly, cognitive engagement results showed that students work hard on their learning, demonstrate care in their work, try alternative strategies when faced with challenges, and believe that intelligence can develop through effort. In the area of academic self-concept, students expressed confidence in their ability to learn the skills taught at school and indicated that, given sufficient time and effort, they could succeed even when learning tasks are challenging.

Overall wellbeing results for 2025 were very positive. MPPS reported higher levels of wellbeing than all public schools surveyed in South Australia, achieving high wellbeing in 93% of all descriptors (26 out of 28) across the four domains of Emotional Wellbeing, Engagement with School, Learning Readiness, and Health and Wellbeing Outside of School. The school performed particularly strongly in the domains of Engagement with School and Learning Readiness, where the proportion of students reporting high wellbeing exceeded that of the general student population participating in the WEC survey.

Two areas were identified as slightly below the South Australian comparison group: absence of social bullying and connectedness to adults at school. While overall results remain strong, these areas have been identified as key priorities for further improvement.



Learning Readiness Domain

Review of High Wellbeing Responses 2025 - High Wellbeing is defined by students who usually respond towards 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'.

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	High Wellbeing % at All S.A. Public Schools
Perseverance	51	39
Cognitive Engagement	52	43
Academic Self Concept	67	57

Engagement with School Domain

Reaching our Business Plan Target

Engagement with School	High Wellbeing % MPPS	High Wellbeing % SA All Schools
Important Adults at School	62	62
Emotional engagement with teachers	69	67
School climate	44	34
School belonging	53	42
Peer belonging	61	50
Friendship intimacy	73	69
Absence of cyberbullying	84	78

Engagement with School

Not Reaching Business Plan Target

Engagement with School	High Wellbeing % MPPS	High Wellbeing % SA All Schools
Absence of social bullying	50	57
Connectedness to adults at school	57	61

Highlights and Achievements Specialist Programs

Music

2025 has been another highly engaging and successful year of Music-making for students at Mount Pleasant Primary School. The Music program continued to provide rich, inclusive and developmentally appropriate learning experiences from pre-primary through to Year 6, supporting students to build confidence, creativity and a strong understanding of the Elements of Music.

Throughout the year, students developed their knowledge of rhythm, pitch, dynamics, tempo, form and timbre through singing, movement, instrumental performance, games and composition. The program maintained a strong focus on aural skill development and performance, with students regularly participating in whole-class ensemble work using both tuned and untuned percussion instruments. As students progressed through the year levels, there was a clear developmental pathway, with younger students exploring foundational concepts through play-based learning, and older students extending their understanding through composition, improvisation and more formal notation.

The Orff Schulwerk approach remained a key pedagogical framework within the Music program, supporting the integration of music, movement, speech and drama. This approach also strengthened connections between Music and Literacy, with a range of quality texts used across year levels to inspire musical exploration and creativity.

Students engaged in a wide range of culturally responsive learning experiences throughout the year. These included the exploration and performance of music connected to significant events such as Chinese New Year, Harmony Day and ANZAC Day, as well as the study of Australian Indigenous Music and songs. In the middle and upper years, students extended their

understanding of music across cultures through the exploration of Brazilian music and traditional Māori songs, alongside opportunities to compose and perform in different musical styles.

Performance remained a central feature of the Music program in 2025. Students across all year levels developed their ability to sing in tune, maintain rhythm and perform with confidence both individually and as part of an ensemble. Older students had opportunities to work with more complex musical structures, including pentatonic and major scales, and to perform using instruments such as recorders and ukuleles. These experiences supported the development of collaboration, listening skills and musical independence. Across the school, students were provided with opportunities to improvise, create and share their own musical ideas. Through composition tasks, use of graphic and standard notation, and performance opportunities, students developed an increasing ability to express themselves creatively and reflect on how music communicates mood and meaning.

The Music program at Mount Pleasant Primary School continues to play an important role in supporting students' cognitive, social and emotional development. Music provides a powerful platform for students to connect with one another, build confidence, and experience success in a creative and collaborative environment. It has been particularly rewarding to see students grow in confidence, enthusiasm and musical understanding throughout the year. Their willingness to participate, take risks and engage with new learning experiences reflects the strength of the Music program and the supportive culture within the school.

**Ms Allysha
Cleeman -
Music Teacher**



French

French continued to thrive across our school in 2025, with students from Pre-Primary to Year 6 benefiting from the opportunity to learn a second language and develop deeper intercultural understanding from an early age. We are proud to offer a comprehensive French program that supports students not only in language acquisition, but also in building curiosity, confidence and a broader perspective of the world.

The year began with a whole-school focus for Years 1–6 on “Les Bonnes Manières” (Good Manners), supporting our school value of Respect. This enabled increased use of the target language in lessons and allowed students to demonstrate their manners in authentic, school-wide contexts. To reinforce this learning, students participated in a French classroom poster competition, producing creative and high-quality work that was proudly displayed throughout the school.

Across all year levels, students continued to strengthen their skills in both Understanding and Communicating through the study of vocabulary, key phrases, grammar and cultural concepts. Learning experiences included songs, games, role-plays, collaborative tasks and individual activities designed to engage students and build confidence. A particular highlight for many students was our much-loved “serious learning activities” - interactive games that allow students to revise and apply their learning in fun and purposeful ways.

It was wonderful to welcome students and families into the French classroom during our Learning Journey evening. Students enthusiastically shared their recent learning through classroom displays and interactive activities, confidently teaching family members some of the French they had acquired. Their pride and enjoyment were clearly reflected in the many positive messages shared on our reflection poster throughout the evening.

This year also saw the continued integration of regular brain breaks, or “les pauses cerveau”, across all year levels. These short movement-based activities combine physical activity, teamwork and French language practice, helping students to re-energise, refocus and remain engaged in their learning.

A major highlight of 2025 was the Arts and Languages Showcase, held during school hours for the first time. Students from Pre-Primary to Year 6 performed two outstanding French songs in large ensemble groups, delighting the audience with their enthusiasm, confident pronunciation and joyful performance. The showcase was a wonderful celebration of student achievement and the vibrant place of languages within Mount Pleasant Primary School.

We look forward to another successful year of French in 2026 as we continue to grow students’ language skills, cultural understanding and confidence, while inspiring a lifelong love of learning languages.

Mrs Stephanie Harrison and Mrs Laura McIntosh - French Teachers



Visual Arts

Throughout 2025, students at Mount Pleasant Primary School engaged in a rich and diverse Visual Arts program that was inclusive, culturally responsive, and integrated across multiple learning areas. The program was designed to foster creativity, critical thinking, cultural awareness, and the development of artistic skills from Year 1 through to Year 6.

In the early years, students explored process-based art, experimenting with a wide range of materials and techniques while incorporating their own ideas and experiences. This approach supported students in making meaningful connections between art and the world around them.

Year 3 and 4 students explored a variety of artists and art movements, comparing and contrasting different styles and approaches. Through experiences in ceramics, painting, and printmaking, they developed their technical skills, creative thinking, and ability to analyse and respond to artworks.

Students in Years 5 and 6 participated in a unit focused on environmental sustainability, where they explored the importance of protecting our oceans for future generations. They investigated how artists communicate messages through their work and created 3D paintings using a variety of recycled materials. Students developed their sculptural skills through the creation of papier-mâché dogs inspired by the work of artist Sally Watts.

A whole-school collaborative project was undertaken for ANZAC Day, providing students with the opportunity to reflect on and honour past and present service personnel and their contributions to the land on which we live. These pieces were then displayed during our ANZAC Day ceremony and shared with our local community.

Throughout 2025, students explored a range of Australian artists, with a focus on developing an understanding of the culture and traditions of First Nations peoples. This supported deeper cultural awareness and respect for the land and its history.

In 2025, students from Year 1 to Year 6 participated in an NRL jersey design competition, integrating the Visual Arts and Physical Education learning areas. Students reflected on what it means to be a part of a team and created designs celebrating working together.

All students participated in the Visual Arts Showcase, selecting a piece of artwork created throughout the year to exhibit. In addition, students contributed to the Music, Arts and Languages Showcase, collaborating on artworks displayed during the end-of-year celebrations. In 2025, student work was frequently displayed in the front office to foster relationships with our community and celebrate student work and achievements.

Our Arts Leaders played an active role in supporting the Visual Arts program, assisting with the organisation and maintenance of the art room, managing resources, and contributing to displays around the school. This provided valuable opportunities for students to develop leadership skills and responsibility.

The Visual Arts program at Mount Pleasant Primary School in 2025 provided students with diverse opportunities to express themselves, connect with culture and history, and build artistic confidence and skills. Through collaboration, integration, and celebration, the program contributed meaningfully to a vibrant, inclusive, and creative learning environment.

Mrs Naomi Hunter - Art Teacher



Physical Education

In 2025, the Physical Education program at Mount Pleasant Primary School continued to provide students from Pre-Primary to Year 6 with engaging, inclusive, and developmentally appropriate opportunities to build their skills, confidence, and enjoyment of physical activity.

In the early years (Pre-Primary to Year 2), students participated in the KIDDO Fundamental Movement Skills (FMS) program developed by the University of Western Australia. This evidence-based program was embedded within both Physical Education lessons and fitness activities, focusing on the development of essential movement skills such as throwing (overarm and underarm), catching, kicking, dribbling, striking, and locomotor movements including running, jumping, dodging, hopping, and skipping. These skills were taught through fun, modified games that encouraged participation, teamwork, and an understanding of simple rules and strategies. The program also supported the development of physical literacy, helping students build confidence and motivation to remain active.

For students in Years 3 to 6, the program was structured into a series of dynamic units across the year, exposing students to a wide range of sports. These included T-ball, AFL, netball, soccer, volleyball, lacrosse, squash, and athletics. Students developed their understanding of sport-specific skills, rules, and tactics, while also enhancing teamwork, communication, and game awareness. Fitness components such as cross country were incorporated into warm-ups, supporting endurance and overall physical fitness.

Students across the school also participated in a wide range of whole-school and interschool sporting events, fostering school spirit and providing opportunities for extension and competition. These included the Years 3–6 Swimming Carnival and the Years 4–6 MDISSA Interschool Swimming Carnival. Cross country events were also a key feature, with Pre-Primary to Year 2 students participating in a school-based event and Years 4–6 representing the school at the MDISSA Interschool Cross Country Carnival.

The K–6 Athletics Carnival was a major highlight of the year, with selected students from Years 3–6 progressing to the Interschool Athletics Carnival. Senior students in Years 5 and 6 also had the opportunity to represent the school in a range of interschool carnivals, including Cricket, Modcrosse, and the Winter Carnival, which featured AFL, soccer, and netball.

Swimming and water safety continued to be a priority across all year levels. All students from Pre-Primary to Year 6 participated in swimming lessons, with Pre-Primary to Year 4 students attending pool-based lessons and Years 5 and 6 engaging in beach swimming programs, developing vital water safety and survival skills. In addition, all students from Kindergarten to Year 6 participated in the Edu-Dance program, which provided a fun and engaging way to develop coordination, rhythm, and confidence through movement.

Across all year levels, assessment took place throughout each term, allowing for ongoing monitoring of student progress and skill development. The consistent structure of assessment ensured that student growth in physical literacy was tracked and supported effectively.

It has been another fantastic year in Physical Education at Mount Pleasant, with students demonstrating enthusiasm, resilience, and a willingness to challenge themselves. It is wonderful to see our students continuing to grow as confident, capable, and active learners who are developing a lifelong appreciation for health and physical activity.

Miss Claire Smith - Physical Education Teacher



Workforce Composition

Mount Pleasant Primary School has a relatively stable staff profile, with new team members appointed through merit-based processes and aligned to our strong collaborative culture and focus on collective efficacy. All teaching staff are registered with the Western Australian Teacher Registration Board and hold approved teaching qualifications.

Our teachers are highly capable and consistently deliver instruction aligned with the Mount Pleasant PS Pedagogical Framework. This approach supports students to clearly understand what they are learning and why, while also helping to reduce cognitive load as they move between classes. Our allied professionals continue to engage in targeted professional learning, enabling them to work effectively alongside teachers in classroom settings. We are a diverse, professional, and collaborative staff who value the unique contributions each member brings to our school community.

Staff Numbers

	No	FTE	ABL
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.6	0
Total Administration Staff	4	3.6	0
Level 3 Teachers	3	2.0	0
Other Teaching Staff	32	24.2	0
Total Teaching Staff	35	26.2	0
Clerical / Administrative	3	2.7	0
Gardening / Maintenance	2	0.6	0
Other Allied Professionals	18	12.3	0
Total Allied Professionals	23	15.6	0
Total	62	45.4	0

Student Attendance

Mount Pleasant Primary School fosters a positive and engaging learning environment for all students. This is reflected in our 2025 attendance data, which shows that our attendance rates exceed those of Western Australian public schools. Clear processes are in place to track attendance and respond to unexplained absences, late arrivals, and patterns of ongoing absence.

Our priority at Mount Pleasant Primary School is to work in partnership with families to promote and support consistent student attendance.

Student Numbers (as at 2025 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	52	65	80	74	83	88	64	535
Part Time	58								

Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students.

Gender

	Kin	PPR	Pr	Sec	Total
Male	33	28	243		304
Female	25	24	211		260
Total	58	52	454		564

Attendance

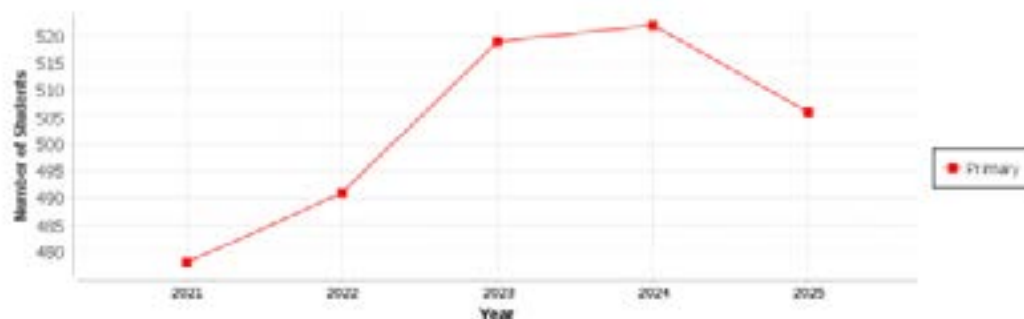
Primary Attendance Rates

	School	WA Public Schools
2023	93.0%	88.9%
2024	92.7%	89.4%
2025	93.1%	89.1%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	93%	93%	93%	94%	94%	91%	93%
2024	92%	94%	94%	92%	92%	93%	92%
2025	92%	93%	93%	94%	92%	94%	93%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Student Number Trends (based on 2025 Semester 2 Census Data)



2025 Semester 2

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	478	491	519	522	506
Total	478	491	519	522	506

Destination Schools

2025 school destinations of the 2024 student cohort

Year Level : Y06 ▼

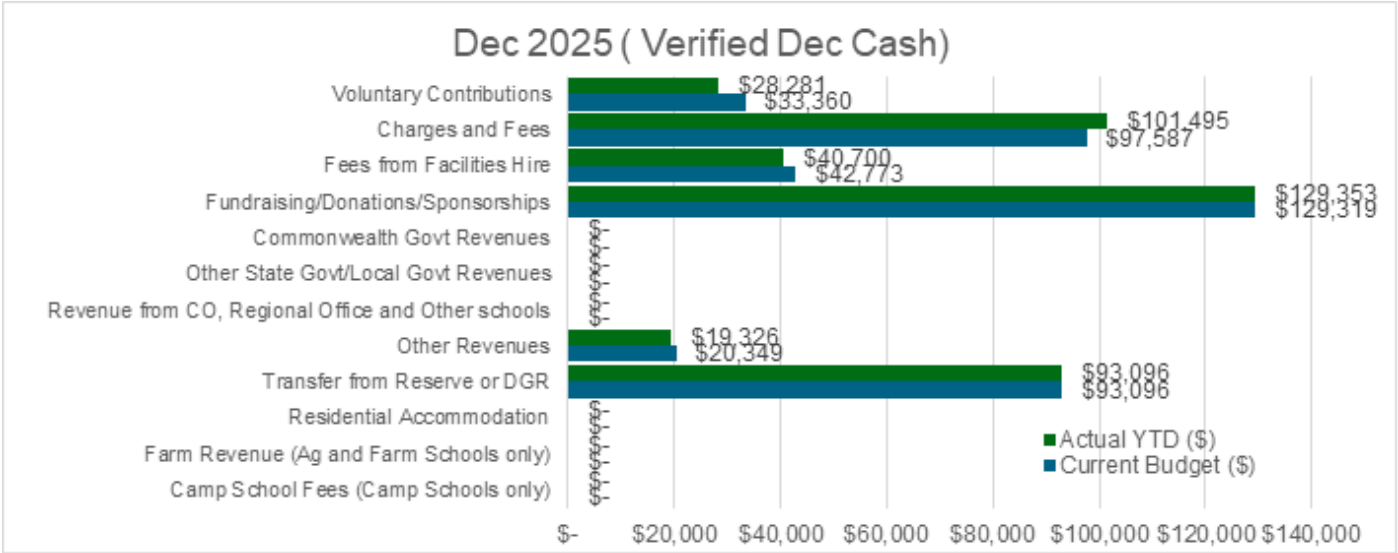
Destination Schools	Male	Female	Other	Total
4002 Applecross Senior High School	35	20		55
1277 All Saints' College	1	2		3
1299 Corpus Christi College	1	2		3
1432 Emmanuel Catholic College	1	1		2
4048 Rossmoyne Senior High School	2			2
1008 Santa Maria College		2		2
4126 Willetton Senior High School	2			2
1107 Aquinas College	1			1
4064 Broome Senior High School		1		1
4148 Coodanup College			1	1
1396 Kennedy Baptist College		1		1
1152 Penrhos College		1		1
4042 Perth Modern School		1		1
Total	43	31	1	75

Financial Summary 2025

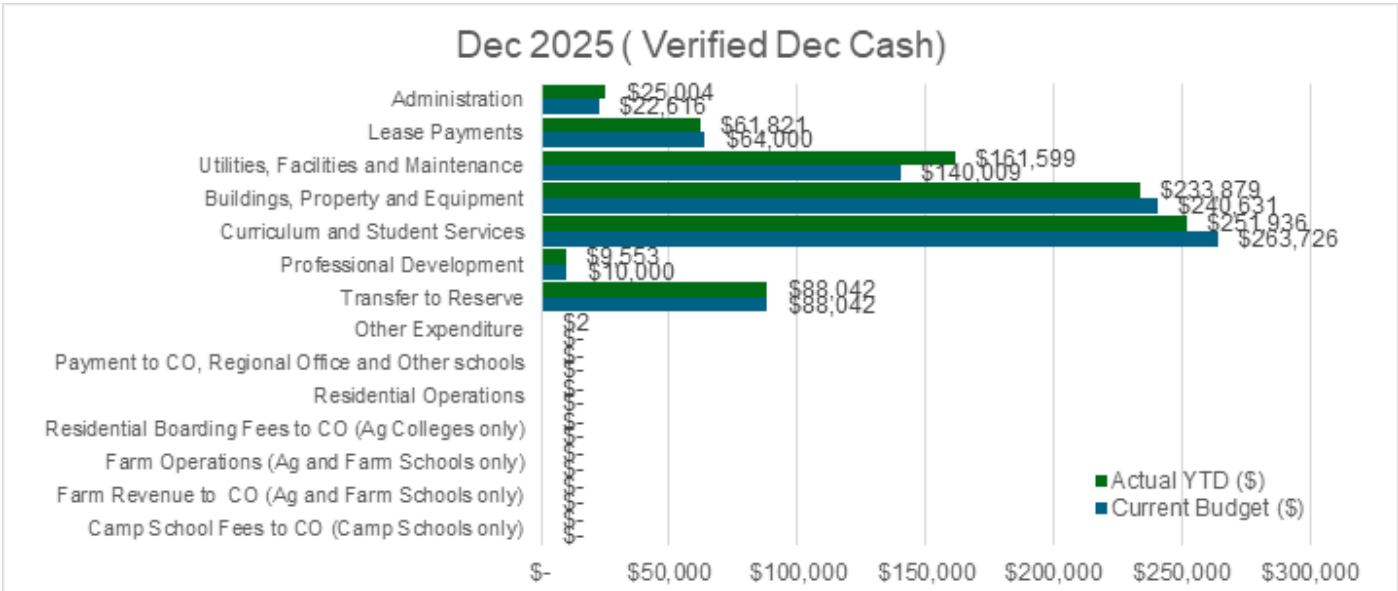
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	73,706	73,706
Carry Forward (Salary):	122,879	122,879
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,949,177	5,949,177
Locally Raised Funds:	416,483	412,252
Total Funds:	6,562,244	6,558,013
EXPENDITURE		
Salaries:	5,685,599	5,685,599
Goods and Services (Cash):	829,023	831,836
Total Expenditure:	6,514,622	6,517,436
VARIANCE:	47,621	40,577

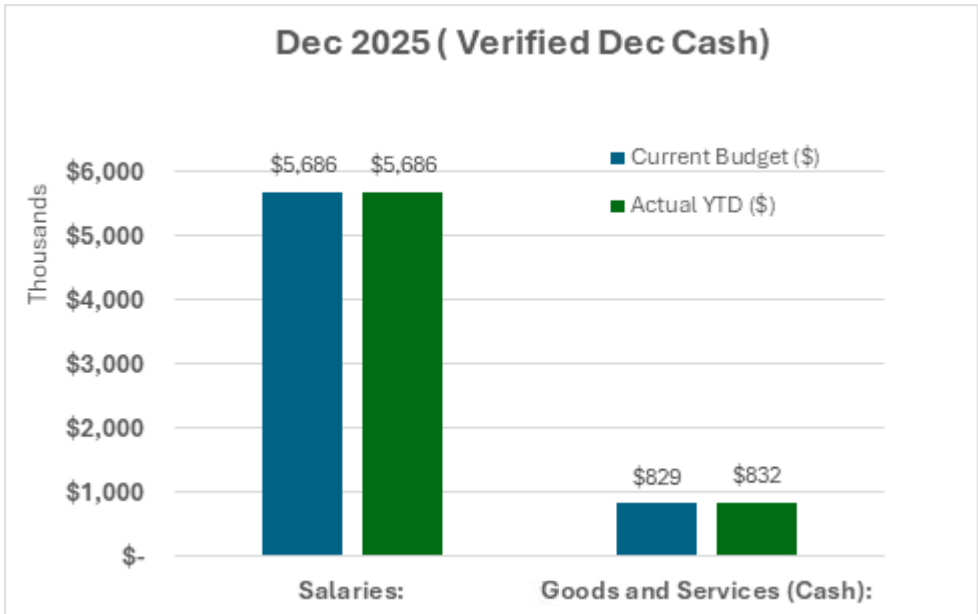
Locally Generated Revenue – Budget vs Actual



Goods and Services Expenditure – Budget vs Actual



Good and Services vs Salary Expenditure





Our Motto

Working Together

Our Vision

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

Our Values

Respect
Responsibility
Gratitude
Kindness