



Madora Bay
PRIMARY SCHOOL

Annual Report

2023



Great Beginnings...

It is with great pleasure that I present Madora Bay Primary School's Annual Report for 2023. This report provides parents and members of the wider school community with a summary of our school's performance during our foundation year. The report provides insight and data on student achievement, accountability for resources, celebrates our successes and guides future improvement as outlined in our inaugural Business Plan.

Our first year was the realisation of years of planning, consultation, construction and collaboration, seeing our school open its doors on the 1st of February to welcome 117 students, beginning our journey of respect, responsibility, excellence and kindness.

Together, our students, staff and families have shaped the beginnings of our unique and wonderful school, ensuring that our vision is realised and that Madora Bay Primary School is 'Our place to be' for every child.

I'd like to thank our dedicated team of twenty staff for their commitment, hard work and support which they have consistently provided to our foundation students, families and each other during an exceptionally busy and productive foundation year.

I'd also like to thank our School Board, parent and community volunteers who have given their time and energy so willingly to enhance the learning experiences for our children. It is a strong sense of belonging that exists within our school, along with our collective responsibility for all of our students that makes our school a positive learning community.

I hope that all parents and community members will take the time to read this report and gain an overview of the educational provision and successes of 2023. It's an exciting prospect to grow our school together.

Samantha Benn
Principal

School Overview

At Madora Bay Primary School we value the importance of every child having a strong sense of belonging, safety and connectedness. We make a fundamental commitment to ensuring every child is valued as an individual in our community, through providing outstanding pastoral care to support the social and emotional wellbeing of all our students.

To ensure all students make ongoing progress and reach their academic potential, our staff provide highly engaging, responsive and contemporary teaching approaches in a learning environment characterised by trust, challenge, support and respect. An established culture of learning for all ensures our educators collaboratively commit to ongoing development to ensure the very best outcomes for our students.

We welcome our families and value their engagement and partnership with our school to ensure that together, we make a positive difference and that our school culture reflects the values and priorities held by the Madora Bay community.



Message from School Board Chair

I am honoured to have been elected to serve as the School Board Chair for Madora Bay Primary School in the school's foundation year.

Madora Bay Primary School has achieved a great deal since opening in 2023. Notably, the strong community links that have been formed. In conjunction with Satterley, Year 4, 5 and 6 students contributed to the 2023 Telethon home with a one-of-a-kind mural on display in the home's playroom. The play group hosted at the school every Tuesday, also saw increased numbers through the year.

Though still in its infancy, Madora Bay Primary School shows a strong bond between the students with its aim of a strong sense of belonging, safety and connectedness shining through. The newly formed school choir took on several performances through 2023, and the whole school were treated to an end of year beach day celebration, embracing the beautiful shores that we live on.

In 2023 the School Board was formed, comprised of parents/guardians, staff representatives and local community members. Some of the key items that were consulted and approved by the School Board members during the year included:

- the new Madora Bay Primary School Business Plan 2024-2026;
- financial planning and effective use of school resources;
- the School Board Terms of Reference.

It was pleasing to see the huge amount of community and parent/guardian support during the school's first year. Thank you for your support and patience as the school grows and develops.

As Board Chair, I would like to give praise to Samantha Benn, Principal for her support and dedication to both the school and staff. Also, to commend the teaching staff and all the staff in supportive roles at the school for contributing to a tremendous first year at Madora Bay Primary School.

I can remember attending the first meet and greet at a park in Madora Bay in 2022 where we, as parents were introduced to Samantha Benn and the teaching and support staff and feeling that the school would be a great supportive and nurturing environment for our daughters.

Thank you also to the School Board members for your continuing support. I speak on behalf of the School Board members by saying that I am excited to see what amazing things will happen at Madora Bay Primary School as it continues to grow and that we will endeavour to assist in the governance and support of every student in their learning journey at the school.

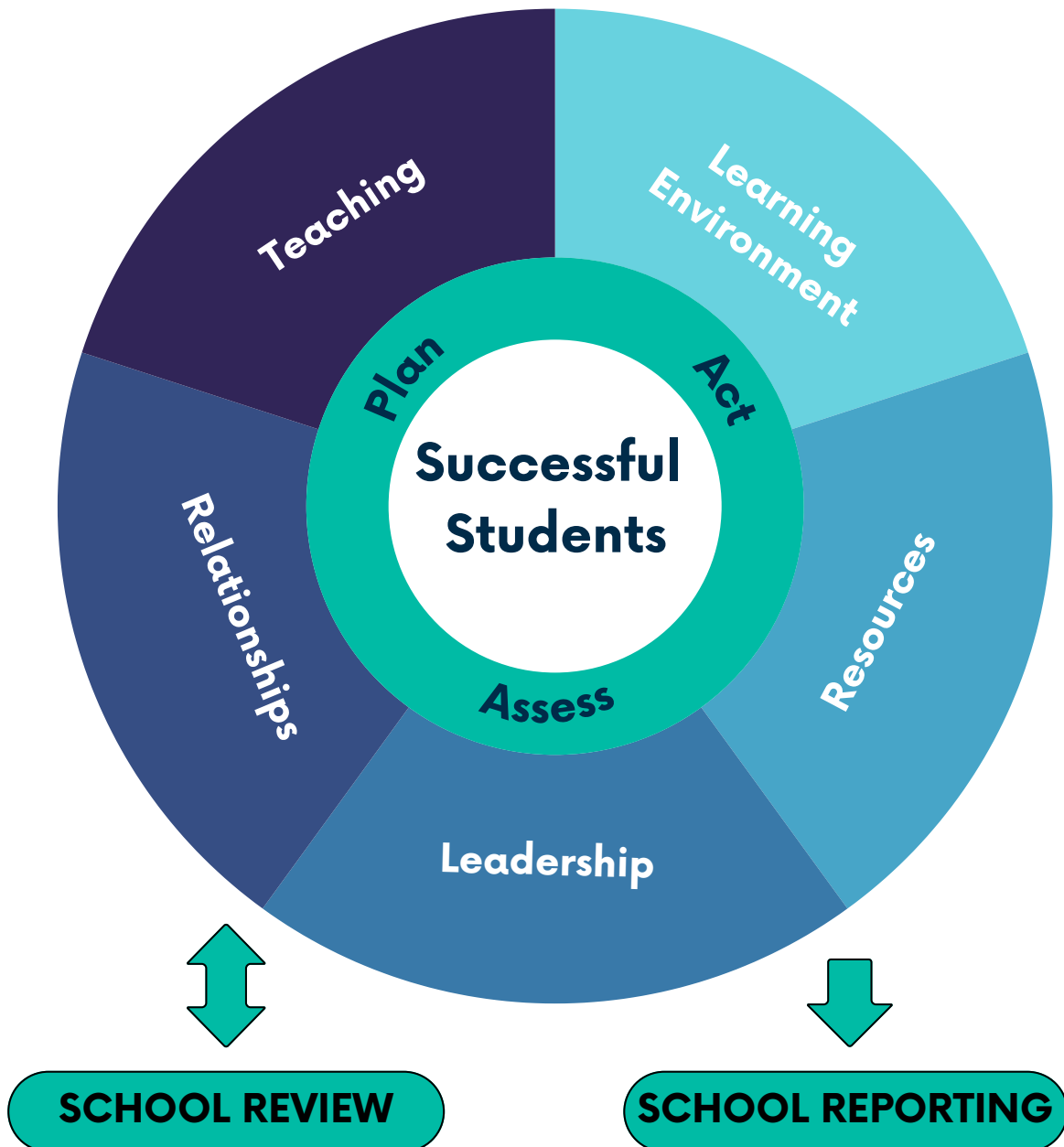
Kerry Craig
School Board Chair



Self Assessment

At Madora Bay Primary School, we use the School Improvement and Accountability Framework and the National School Improvement Tool. These guide our self-assessment, reflection and judgement of our progress towards set targets, how we select and develop improvement strategies and track our progress over time.

We strongly acknowledge that high quality teaching and a positive learning environment which focuses on high expectations are prerequisites to successful students. Furthermore, strong leadership, positive relationships between students, staff and families and strategic use of resources enable high quality teaching at Madora Bay Primary School. Our school is committed to building an environment of learning, reflection and high expectations for all students and staff within a culture of high performance and high care.



Business Planning - Priorities

The inaugural Business Plan 2024 - 2026 is built on the broad aspirations identified in the school's prospectus; our original guiding document for staff and the broader community. This shaped the priority areas along with community input and Department expectations. Our Business Plan 2024 - 2026 also captures recommendations from the annual reporting process.

In the absence of baseline data, our priorities replace broad targets. Strategic and operational planning with staff drills down further, enabling us to set SMART targets at the start of 2024.

Strong and Authentic Relationships and Partnerships

We will nurture strong, meaningful and respectful relationships with our students and their families. We will work in partnership with parents and carers, seeking connection and feedback to ensure every child's needs are met.

Positive Climate for Learning

Our classrooms will be welcoming, safe and imaginative learning spaces where every child develops a sense of belonging and fosters strong, respectful connections to others. Staff will empower students to build school pride and promote inclusion with a focus on health and wellbeing. Positive Behaviour Support will underpin our school culture.

High Quality Teaching

Teaching will be engaging, relevant and based on sustained evidence to ensure all students make continual progress. Teachers will work collaboratively to ensure consistent approaches are implemented school-wide and instructional decisions are informed by collective student improvement data.

Effective Leadership

Leaders will actively guide the moral purpose of the school and demonstrate a relentless commitment to the education and care of every student. The leadership team will be highly visible in the school community, building authentic relationships with students, staff and families. Leaders will be committed to their own professional development and that of others to ensure a culture of excellence and improvement.





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THE CAT IN THE HAT COMES BACK


Madora Bay
PRIMARY SCHOOL

Student Numbers and Characteristics

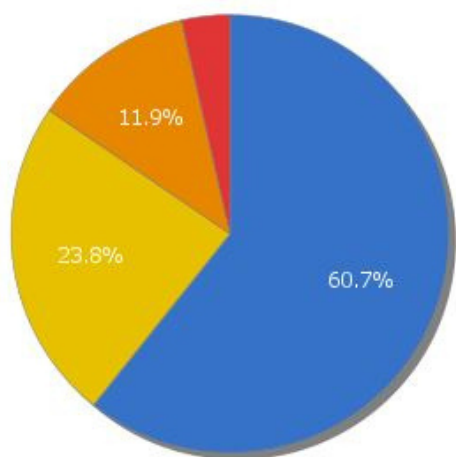
We commenced the 2023 school year with 117 students and grew to 131 during the year. Of those students, 40 were enrolled in Kindergarten (part time), with subsequent cohorts reducing in number to just two Year Six students. Our population included 3% Aboriginal students and 10% of attending students with a diagnosed disability. As a foundation school, students enrolled from more than 30 feeder schools, resulting in an incredibly diverse and complex group of learners. Multi-aged grouping enabled teaching staff to foster a nurturing sense of community, whilst also requiring extensive differentiation and individualised planning to meet the needs of all students.

Attendance

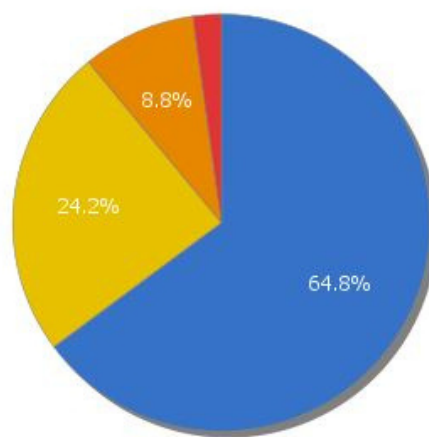
Attendance data trends will take three to five years to develop. Post-COVID-19, the impacts are still evident in the community with some families taking a cautious approach with 'precautionary sick days'. Families have also taken the renewed opportunity for extended family holidays including overseas travel. A relatively high number of FIFO families and the associated culture also negatively impacts attendance with a prevalence of unauthorised absences for family days, airport travel etc.

In Semester 1 60.7% of students attended regularly. This increased to 64.8% in Semester 2.

Attendance Profile 2023
Semester 1 Compulsory



Attendance Profile 2023
Semester 2 Compulsory



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

In response to 2023 attendance data, the school has increased communication with families about the importance of regular attendance. This is also a focus for the Karnup Network - Student Services, with consistent infographics shared across schools. The school has also implemented regular follow up procedures regarding unexplained absences and parent education regarding what constitutes a reasonable absence.

Student Achievement and Progress

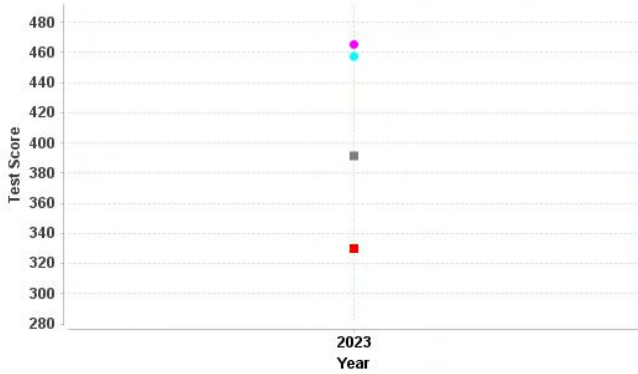
Due to our foundation status and low student population across a number of year groups, our student achievement data provides a limited snapshot and should be interpreted with a degree of caution. Throughout the life of our Business Plan 2024 - 2026 we will be able to collect and analyse broader data sets including progress data to gain a more comprehensive and accurate understanding of our students' progress and achievement.

NAPLAN

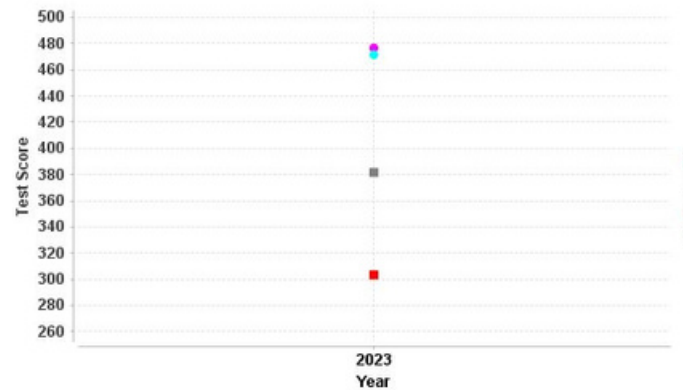
With an exceptionally small student population in Years Three and Five, nine students and eight students respectively, the data provides limited opportunity to analyse cohort trends. Our school performed below like schools across all areas except Year Five Spelling and Grammar & Punctuation. Whilst this does not demonstrate that all individuals are below level (some are above) it does give an initial indication of where we need to implement intensive support.

It is beneficial to draw on additional data sets including On Entry, PAT Maths Adaptive and PAT Reading Adaptive. In future years, trend lines will be evident that will provide more robust data to inform our school's future planning and priorities.

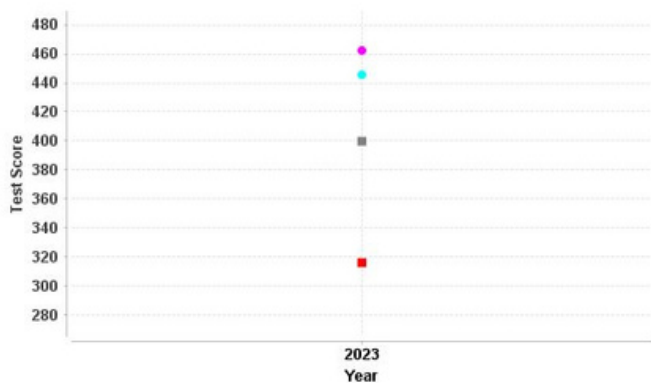
Average Numeracy Score



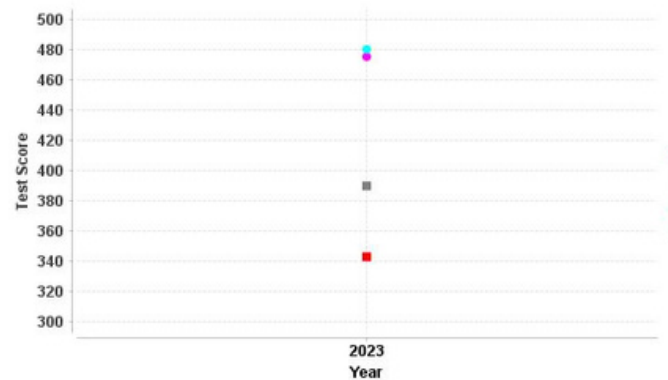
Average Reading Score



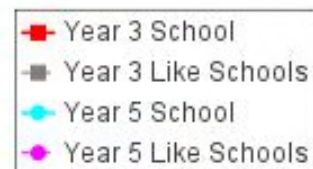
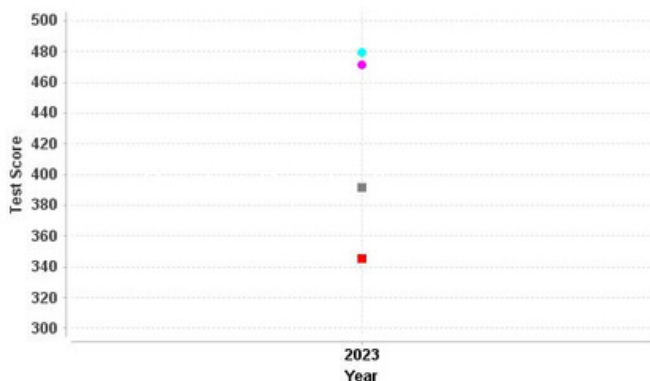
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score

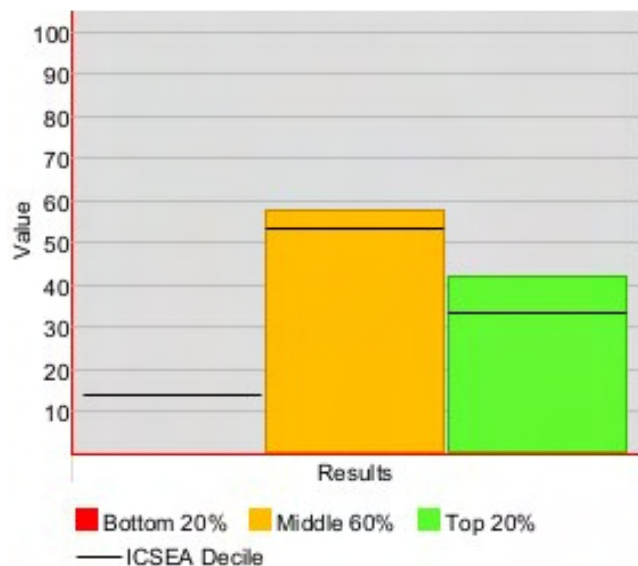


On Entry Assessment

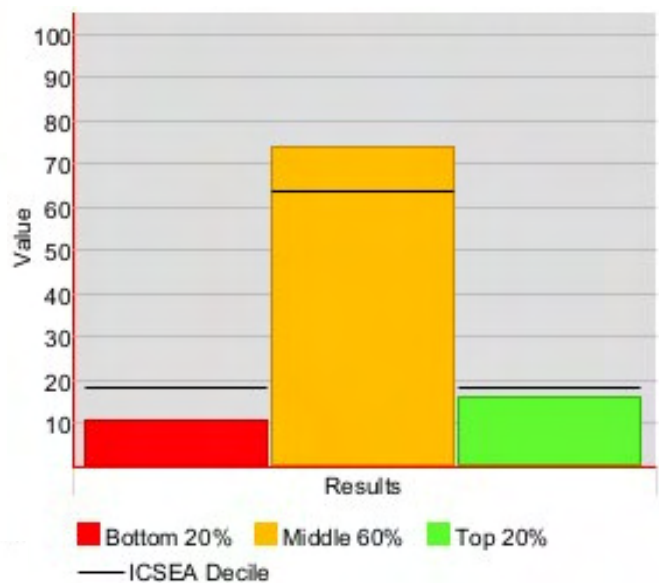
The On-entry assessment is completed individually with each Pre-primary child by their classroom teacher. On-entry gives teachers information about the students' literacy and numeracy skills and understandings at the beginning of their first year of compulsory schooling. The one on one nature of the assessment also allows teachers to observe behaviours and processes the students use when responding to questions. As a school, we use the data plan learning experiences in the classroom, identify students who may require intervention or extension, set progress targets and check our achievement compared to like schools and all other WA public schools.

The following graphs represent how our student data compared to 'like schools' and indicates a strong comparative performance in Reading and Writing and a fair performance in Numeracy. This data provides a valuable baseline to track the progress and achievement of our foundation cohort.

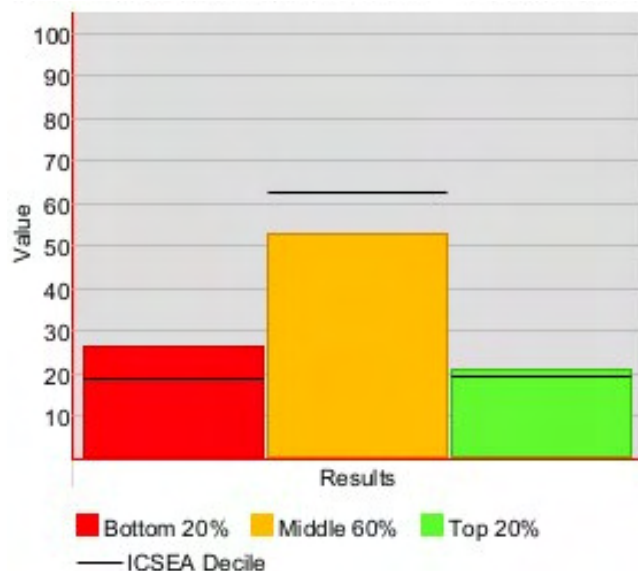
Writing



Reading

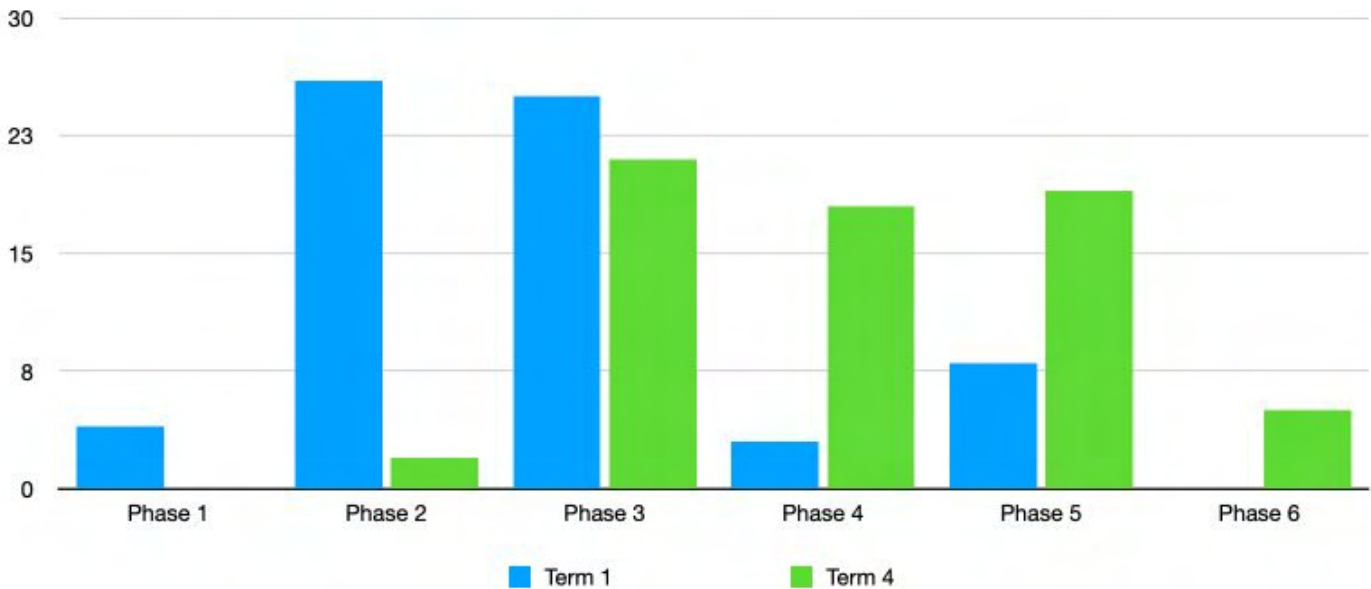


Numeracy



Letters and Sounds

Letters and Sounds is a highly regarded evidence-based synthetic phonics program which meets the requirements of the Department's Phonics Initiative. All K-3 students participate in the program daily and progress through the phases. The graph below shows the number of P - 3 students working in each phase during Term One and then in Term Four.



The data indicates a steady progression of students moving through the phases, as expected. However, it should be noted that a significant percentage of children from Year One to Year Three are working below the expected phase.

The Department of Education's expected level of proficiency by midway through Year One equates to students working in Phase Five. At this time, no students in Year One were at level, with approximately 20% reaching this Phase by Term Four. This can partly be attributed to our new school context with 2023 being the first year the majority of students have participated in the Letters and Sounds program, and the program starting late in to Term One in our foundation year. The data aligns to the PAT reading data with just 34.8% of Year One students at or above the national norm.

All K - 3 students will participate in Letters and Sounds in 2024, with refined and embedded assessment practices to ensure students are grouped accurately, according to their level. The delivery of synthetic phonics will remain a focus, as indicated in our Business Plan.

PAT Mathematics and PAT Reading

All students in Years 1 - 6 were assessed in Term Four using the adaptive version of PAT Mathematics and PAT Reading. This gives students the opportunity to accurately demonstrate their understandings and skills as the assessment adapts the pathway through the tasks in line with the responses provided.

Teachers have instant access to the assessment data, enabling them to draw on this to support class planning and intervention. Overtime, the assessments will also enable us to monitor growth and highlight cohort trends.

The data is normed against a sample group of students that represent the population of Australian students in a particular year level. The table below shows the percentage of students at Madora Bay Primary School at or above the national norm. Year Six data has not been included as the cohort had two students only.

2023	Year 1	Year 2	Year 3	Year 4	Year 5
PAT Maths	71.5%	69.3%	58.4%	50%	66.7%
PAT Reading	34.8%	33.4%	27.3%	85.8%	88.9%

Whilst the data indicates some clear cohort strengths in Year Four and Five Reading, it also indicates a low percentage of students in Years One to Three in Reading and Years Three and Four in Mathematics who are at or above the national norm. Supported by ongoing assessments, this provides a compelling reason to make high quality teaching a priority, including the establishment of an evidence-based explicit instruction framework school-wide. The data also enables us to accurately target intervention moving into 2024, as a vehicle to drive accelerated student progress.

In order to set our students up for success, high quality classroom practice must remain a priority at all times, with a focus on all students having the opportunities and systems in place to make year on year progress.



Relationships and Partnerships

As a newly established school, building relationships with our students and their families has been a high priority and an area of investment for all staff. A focus on daily face to face engagement as the primary means of communication has enabled us to make strong connections with the majority of families.

Our Communication Charter clearly articulates what parents can expect from our school and also provides clear guidelines on what our school expects from families; messaging which is strengthened by the Department's Connect and Respect resources.

We've established Compass as our communication platform with 100% uptake from all families with at least one parent from every family engaging with the platform. Teachers provide weekly updates about class-based activities and the leadership team communicate through the news feed regarding whole school updates, events, celebrations and reminders. This enables open lines of communication and for parents to have regular insight into our learning spaces, providing a strong basis for collaborative partnerships to support every child.

We held parent interviews towards the end of Semester One, enabling every parent to meet with their child's teacher to discuss their progress and delve into the information presented in their end of Semester reports. Teachers also met regularly with parents of those students with additional needs to develop, update and review individual plans.

In addition to the National School Opinion Survey, we conducted several parent surveys during the year to gather important feedback regarding special events such as our Whole School Beach Day and Children's Book Week. This has been a valuable tool for understanding the views of our community as well as checking on operational aspects of our performance such as organisation and communication.

As a new school, forging community partnerships has also been a priority and we are proud to have established a community playgroup, worked alongside Satterley on key community projects and built connections with a range of local groups including the Madora Bay Community Association and Mandurah Lions Clubs. Our students have benefited from these partnerships by having the opportunity to participate in a range of activities including the Telethon Home art project with local artist, Elli Moody and performing at the Madora Bay Community Association Christmas Carols. The school also gratefully received a generous donation from Satterley to provide additional play equipment under one of our shade areas.

Partnerships will continue to be a focus as we seek opportunities for community engagement, setting new traditions which reflect our modern community in Madora Bay.

Positive Climate for Learning

Creating welcoming classrooms has been a key strategy in supporting our foundation students to manage the transition from their previous schools and develop a sense of connection to their peers, teachers and classes. Students are greeted every morning by a member of the leadership team as they arrive and by their teachers and EAs as they enter their classrooms. All staff invest time in creating physical environments which support the children to thrive and getting to know family members by name.

In 2023 we laid the foundations of Positive Behaviour Support (PBS) through developing a comprehensive Behaviour Education Policy and initiating some school wide PBS practices. These include explicitly teaching expected behaviours in line with the expectations matrix, recognising and reinforcing positive behaviour choices through individual and team points and rewards and meeting fortnightly as a whole school to facilitate a consistent approach.

All teachers teach the Zones of Regulation in classes and the associated language and visuals are being implemented in all areas of the school. Staff participated in professional learning to extend their understanding and application of the Zones of Regulation, facilitated by our school psychologist.

We also implemented Bounce Back, a high quality social and emotional program designed to promote positive mental health, wellbeing and resilience. Similarly to the Zones of Regulation, as our staff become more familiar and experienced with the program, we aim to develop consistent use of language across the school to best support all students.

Whilst Literacy and Numeracy are the foundations of primary education, our school also provides specialist learning programs for Science, Performing Arts, Physical Education and Auslan. Students have had opportunities to access specialist teaching across these areas and participate in some extra curricular activities such as community performances and interschool sporting competitions.

Developing a systematic approach to tiered and targeted intervention has been imperative to effectively support our diverse student population include a number of children with diagnosed disabilities and/or complex learning and behavioural needs. This is managed to ensure students are supported in ways which best meet their individual needs including modified classroom planning, support provided by skilled Education Assistants, intervention from the school psychologist and ongoing case management. Intervention groups were implemented to provide intensive support to students in Years One to Four with significant learning gaps in Literacy.

Teaching and Learning

Developing a consistent approach to teaching and learning has been fundamental as a new school with our teaching team bringing a wealth of skills and experience. We developed an instructional framework, which forms the basis of lesson planning and delivery school wide. Significant time was allocated during school development days and staff meetings to upskill all teaching staff on the framework, ensuring staff confidently deliver instruction to ensure ongoing student progress.

All teaching staff participated in the Teach Well Quarter Turn workshop, with two teachers having previously undertaken the full masterclass series and two more set to undertake the masterclasses in 2024. This professional learning is highly regarded, and the associated practices can have a significant positive impact on student outcomes.

Our newly developed English and Mathematics Guides provide teachers with detailed guidance on how the curriculum is to be delivered including lesson formats, resources and key approaches. During 2023 we implemented Letters and Sounds (synthetic phonics) and Heggerty (phonological and phonemic awareness) from Kindergarten to Year Three, along with the Language Express resources to support oral language. Teachers also utilised The Writing Revolution and the associated Syntax Scope and Sequence as a basis for writing instruction.

For mathematics, teachers utilised Paul Swan's Curriculum Threads supported by the associated resource kits to deliver consistent maths blocks. To further enhance teaching and learning in Mathematics, all teaching staff will engage in professional learning with Paul Swan in 2024.

2023 also saw a focus on implementing consistent assessment practices in order to gain meaningful data on student attainment and progress as well as diagnostic information about individual and cohort strengths and gaps. 2024 will see us moving towards a data driven approach more consistently to inform teaching.

Working collaboratively is valued by the school as a means of promoting professional dialogue, making consistent judgements and delivering consistency across classes, despite this has been an area of challenge due to our current class structures. Teachers have collaborated where opportunities have presented and have had collective input into teaching and learning at Madora Bay.

Lesson observations are viewed as a valuable means of professional development and all staff have engaged in observations each term to share practice, provide and receive feedback. This has been an effective means of upscaling effective practice and sharing the expertise which individual teachers bring.

Leadership

Establishing strong leadership has been crucial in ensuring early success for our new school. The leadership team play an important role in building relationships in the school community, supporting staff and families, and embedding the vision and values into daily operations.

In 2023, our inaugural School Board was established, playing an important role in the good governance of the school and ensuring that the community's expectations and school priorities meet the needs of students. All Board members participated in school board training at the inception of the Board to ensure a clear understanding of roles and responsibilities.

The leadership team undertook a number of recruitment and selection processes to ensure not only new staff have the required skills to undertake their role but that they are a good cultural fit for the organisation. As our school will almost double in size in 2024, selection of our team has been vital work.

Our leadership team increased in Semester One as we welcomed a second Associate Principal. This created the opportunity to work strategically, whilst also meeting the operational needs of the school. Work began in 2023 to develop clear and comprehensive portfolios for all leadership team members to include curriculum development and student services.

All staff have opportunities to develop aspects of leadership by developing the curriculum, having input into policies and procedures and by taking on mentoring roles within the school.



Highlights and Celebrations

As a new school, we are in a privileged position to establish our own traditions and select special events that reflect the needs and aspirations of our young community. First and foremost, our school is a place of education where all activities and events must be purposeful and not detract from classroom practice. We have taken opportunities to engage with our community whilst being inclusive of all families, moving away from some traditional events that may not suit our context.

Our First Day



It was a memorable experience to welcome all our foundation families through the gate for the very first time and begin our educational journey together.

Children's Book Week



We began our own traditions for Children's Book Week and celebrated all that is great about books. Our activities included a photo competition, scavenger hunt, door displays and book swap.



Artwork for Telethon



Our Year Four, Five and Six students worked with local artist, Elli Moody to create a stunning piece of artwork for the Telethon Home. After the auction, the piece now takes pride of place in our front office as it was gifted back to the school.

Athletics Carnival



We held a spectacular 'Land verses Sea' sporting event where Dolphins and Turtles teamed up against Kangaroos and Quokkas for a day of fun and competition.

Interschool Sporting Events



Our senior students participated in Interschool Tee-Ball and Volley Ball against our neighbouring primary schools. Their teamwork was outstanding on both occasions and they won the volleyball, receiving our very first shield!

Choir Performances in the Community



Establishing a choir has been another successful milestone for our school. The choir performed at a number of events in the community and won 'Runner Up' at YOH Fest, Mandurah.

Whole School Beach Day



Our whole school enjoyed a special excursion to our local beach to participate in a range of games and activities. We appreciated the support of Mandurah SLSC, Mandurah Lions Club and our families to make it a successful and memorable event.

End of Year Celebration

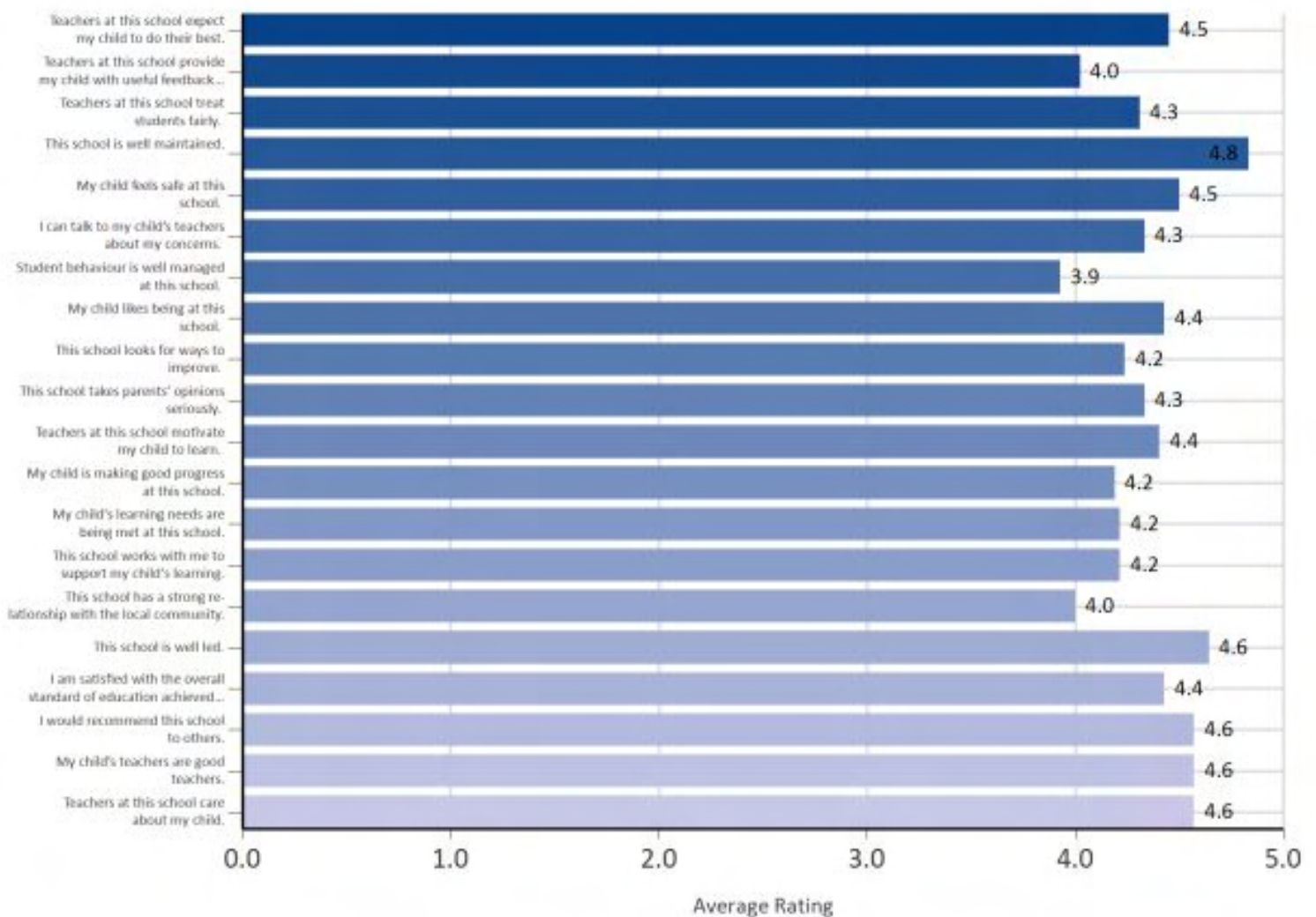


We celebrated all the successes of our foundation year at our inaugural celebration evening. Each class performed an item and students were presented with awards for progress, achievement and specialist subjects.

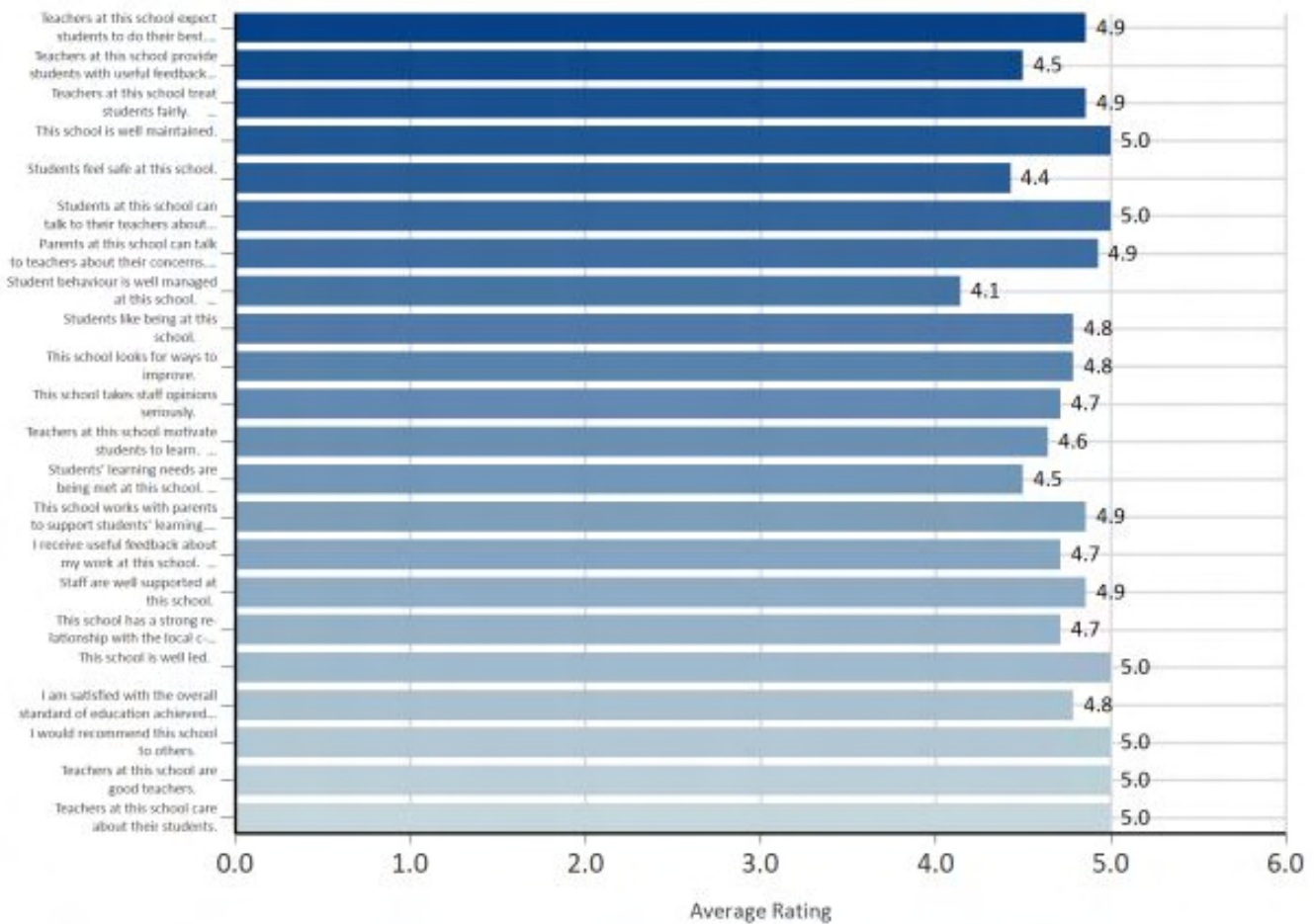
Parent, Teacher and Student Satisfaction

Parent Survey

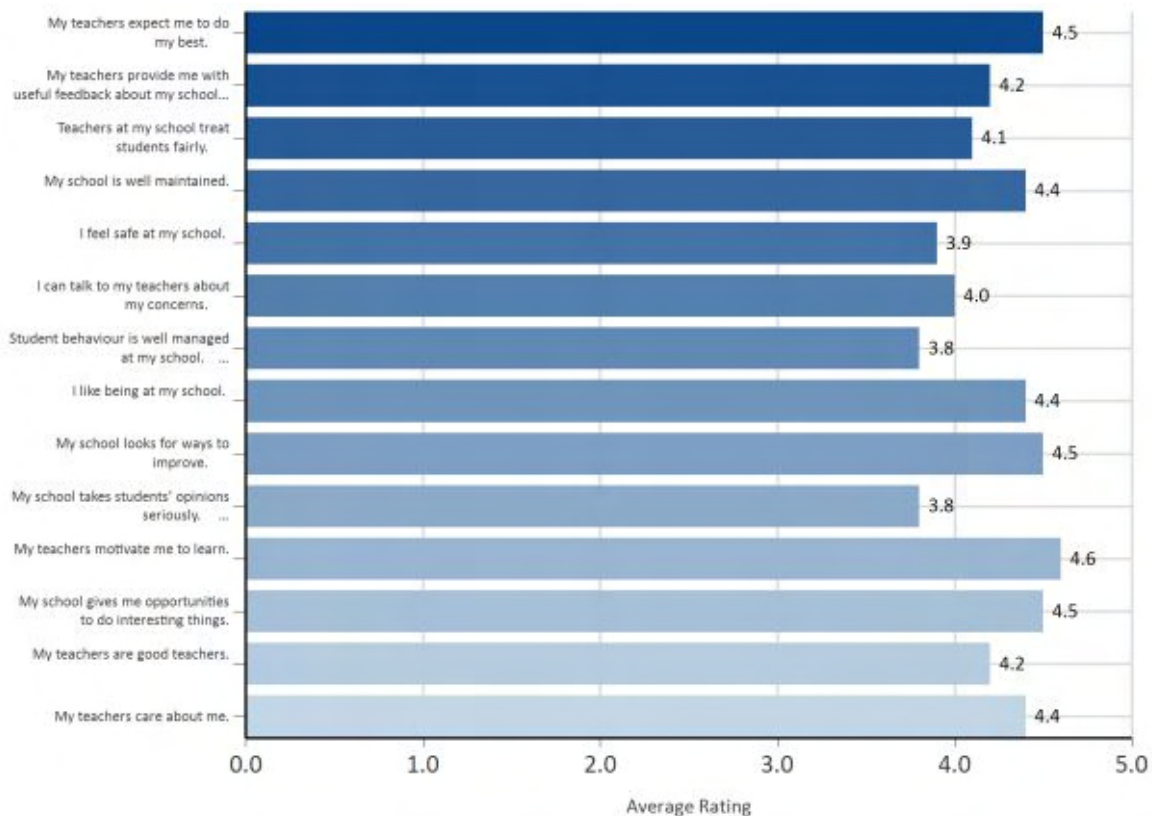
42 responses were recorded in the 2023 parent survey which collectively indicated an all round high level of satisfaction. Some parents held concerns regarding the management of student behaviour. This was attributed to the school needing to develop a collective understanding of behaviour education processes with our new community. The new and diverse student population brought some behavioural complexities which the school will be able to work more effectively with over time. Parents strongly agreed with the school being well maintained, well led, the teachers being good teachers and caring about the children.



Staff Survey



Student Survey



14 staff and 10 students responded to the survey with responses broadly aligning with those of parents.



M M Madora Bay
PRIMARY SCHOOL

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School Financial Summary

Issued on 1 February 2024

School:	Madora Bay Primary School	School Year:	Dec 2023 (Verified Dec Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	57.53

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 224,697	224,697	0
Carry Forward (Salary):	\$ 42,041	42,041	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,114,404	2,114,404	0
Locally Raised Funds:	\$ 47,680	28,972	18,708
Total Funds:	\$ 2,428,822	2,410,114	18,708
EXPENDITURE			
Salaries:	\$ 1,752,151	1,752,151	0
Goods and Services (Cash):	\$ 472,649	392,523	80,126
Total Expenditure:	\$ 2,224,800	2,144,673	80,126
Variance:	\$ 204,022	265,441	-61,419

Student-Centred Funding		
Per Student	\$	863,451.00
School and Student Characteristics	\$	770,508.80
Disability Adjustments	\$	14,460.25
Targeted Initiatives	\$	105,326.31
Operational Response Allocation	\$	360,657.27
Regional Allocation	\$	0.00
Total	\$	2,114,403.63
Transition Adjustment	\$	0.00
Total After Transition Adjustment	\$	2,114,403.63

Minimum Expenditure Requirement Summary	
Current Budget - SCFM and Locally Raised Funds	\$ 2,143,376
Minimum Expenditure Requirement	
96% of current budget	\$ 2,057,641
10% of carry forward	\$ 26,674
Total Minimum Expenditure	\$ 2,084,315
Current Forecast Expenditure	
Salaries	\$ 1,752,151
Goods and Services (Cash Expenditure)	\$ 332,777
Total Forecast Expenditure (cash and salaries)	\$ 2,084,927

Bank Account Balances (Cash)		
Bank Account	\$	148,369.77
Investment Account(s)	\$	0.00
Building and Other Funds Account	\$	0.00
Total for all Bank Accounts*	\$	148,369.77

Reserve Account Balances	
BLI Reserve	\$ 4,000.00
Furniture & Fittings Reserve	\$ 4,000.00
ICT & Infrastructure Reserve	\$ 4,000.00
Plant & Equipment Reserve	\$ 4,000.00
Resource Reserve	\$ 43,746.00
Total for all Reserve Accounts	\$ 59,746.00

*Reserve balances are included in the total



T: 08 9584 6250 60 Huntington Street, Madora Bay WA 6210 www.madorabayps.wa.edu.au

'Our place to be'