Principal Selection and Placement Pilot

Melville Primary School

- Schools online report
- School workforce profile report
- Outgoing principal survey report

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- Outgoing principal survey report

Principal Selection and Placement Pilot

Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes
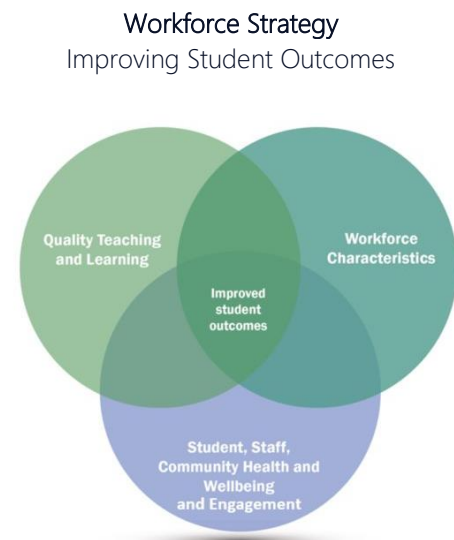
School Profile

Welcome to the Principal Selection and Placement Pilot. This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.

Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

Schools Online Department of Education Western Australia (det.wa.edu.au)

Schools Online - School Report

Contact Information

Code	5296
Name	Melville Primary School
Physical Address	70 Curtis Road
	Melville
	6156
Postal Address	(Same as above)
Phone	08 9263 1300
Fax	

School Management

Principal
Betty Mcneill

Vice / Deputy Principal
Daniel Del Casale
Tara Lalor

Manager Corporate Services
Ann-Marie Mutter

Region Management

Director of Education

Ken Perris
South Metropolitan Education Regional Office

> **Note:**
> Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

At Melville Primary School our vision is to ensure that the students will fulfil their potential and positively contribute to the community and ultimately to society.

As an Independent Public School catering for students from Kindergarten to Year 6 our focus is on holistic, inclusive teaching to ensure the needs of all children in our school community are met.

Our school has a strong focus on literacy and numeracy to ensure students are equipped and prepared for their future years. Other programs include Drama, Music, Science and Physical Education.

Our staff are the backbone of our school community promoting the shared values of learning, excellence, equity and care. Our teaching and support staff are dedicated, passionate and collaborative, sharing knowledge and learning strategies to enhance student outcomes. Melville Primary School students are often recipients of State and National awards - a testimony to the time, effort and direction given by staff and the broader community.

Our students have access to a comprehensive Pastoral Care System providing support for students in all aspects of their schooling. The Executive Team, Chaplain, Rainbows Counsellor, Psychologist and class teachers are available to assist all students and their families. Speech and Occupational Therapy is also available for students who require assistance and support.

Our modern school facilities include five purpose built early childhood classrooms with adjacent play areas, 19 mainstream classrooms, specialist music and science rooms, resource centre, an enclosed undercover area for assemblies, playgrounds, tennis court, basketball court netball court and a large oval.

Our School Board's qualifications and experience enhance the strategic development of the school. Our proactive Parents and Citizens Committee are energetic in their efforts to provide the school with many extra resources that enhance our learning programs and improve our amenities.

Melville Primary is an excellent school where meaningful relationships lead to positive outcomes for all. Our students are provided with a wide range of opportunities and experiences so that they can grow and be prepared for a successful future.

We welcome your enrolment enquiry and encourage you to discover more about our school by viewing our website at melvilleps.wa.edu.au.

Programs

Department Endorsed Programs

Primary Extension and Challenge Program

Student Numbers (as at 2022 Semester 1)

Primary

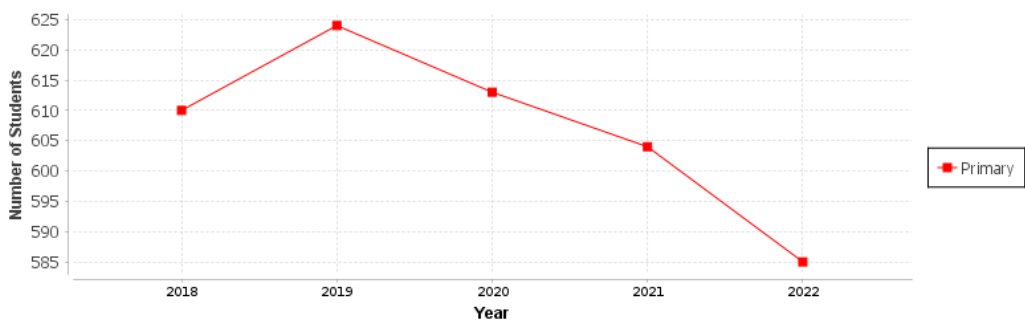|	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(41)	79	78	89	81	75	98	85	626
Part Time	81								

> **Note:**
> The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Sex

	Kin	PPR	Pri	Sec	Total
Male	39	35	258		332
Female	42	44	248		334
Total	**81**	**79**	**506**		**666**

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

2022 Semester 1

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	610	624	613	604	585
Upper Secondary	0	0	0	0	0
Total	610	624	613	604	585

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

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.8	0
Total Administration Staff	3	2.8	0

	No	FTE	AB'L
Level 3 Teachers	5	4.1	0
Other Teaching Staff	36	28.6	0
Total Teaching Staff	41	32.7	0

	No	FTE	AB'L
Clerical / Administrative	4	2.7	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	28	20.8	0
Total School Support Staff	33	24.0	0

	No	FTE	AB'L
Total	**77**	**59.4**	**0**

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

NAPLAN Numeracy								
	2018			**2019**			**2021**		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	95%	93%		93%	96%		97%	92%	
At NMS	5%	6%		7%	2%		3%	8%	
Below NMS	0%	1%		0%	1%		0%	0%	

NAPLAN Reading								
	2018			**2019**			**2021**		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	93%	90%		96%	95%		97%	94%	
At NMS	2%	4%		1%	2%		3%	4%	
Below NMS	5%	6%		2%	2%		0%	1%	

NAPLAN Writing								
	2018			**2019**			**2021**		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	97%	90%		99%	96%		99%	94%	
At NMS	3%	5%		1%	1%		1%	4%	
Below NMS	0%	5%		0%	2%		0%	1%	

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	$5,110,149.00
Student and School Characteristics	$841,277.18
Disability Adjustments	$35,452.00
Targeted Initiatives	$168,819.84
Operational Response Allocation	$15,558.25
Regional Allocation	$0.00
Total 2022	**$6,171,256.27**
Transition Adjustment	$0.00
Total After Transition Adjustment	**$6,171,256.27**

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	**Above Threshold**	
Kindergarten	81	0	$404,352.00
Pre-primary	79	0	$685,167.00
Year 1	78	0	$676,494.00
Year 2	89	0	$771,897.00
Year 3	81	0	$702,513.00
Year 4	75	0	$543,525.00
Year 5	98	0	$710,206.00
Year 6	85	0	$615,995.00
Total	**666**	**0**	**$5,110,149.00**

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	8	$15,637.50
Disability	62	$798,633.63
English as an Additional Language or Dialect	3	$8,784.00
Social Disadvantage	26	$18,222.05
Sub Total		**$841,277.18**
School Characteristics		
Enrolment-Linked Base		$0.00
Locality		$0.00
Sub Total		**$0.00**
Total		**$841,277.18**

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	$7,220.51
Targeted Initiative: In School State Funded Chaplaincy Program	$22,519.99
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$11,648.96
Targeted Initiative: Preschool Reform Agreement	$80,838.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	$46,592.38
Total	**$168,819.84**

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	$12,858.25
Operational Response: Support for swimming program	$2,700.00
Total	**$15,558.25**

Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.

Melville Primary School

Five Year Profile: 2018 – 2022   **Extracted as at PAYDAY: 12/05/2022**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Melville Primary School Profile 2018 – 2022

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Melville Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:
Leadership: principal, deputy principal
HOLA/Coordinators;
Teachers: classroom teachers;
Education Assistants: education assistants (mainstream, education support), AIEOs;
Admin: school officers, manager corporate services, business managers and school corporate staff;
Cleaners;
Gardeners; and
Other: library officers, network support officers, technical officers, school psychologists
and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	1	1.0	4	4.0
Teacher	42	33.1	4	3.2	46	36.3
Mainstream EAs	9	7.0	1	1.0	10	8.0
Education Support EAs	18	12.8	2	1.8	20	14.6
Admin	3	2.5	0	0.0	3	2.5
Cleaner	7	3.0	0	0.0	7	3.0
Gardener	1	0.5	0	0.0	1	0.5
Other	3	1.6	0	0.0	3	1.6
Total	**86**	**63.5**	**8**	**7.0**	**94**	**70.5**

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups
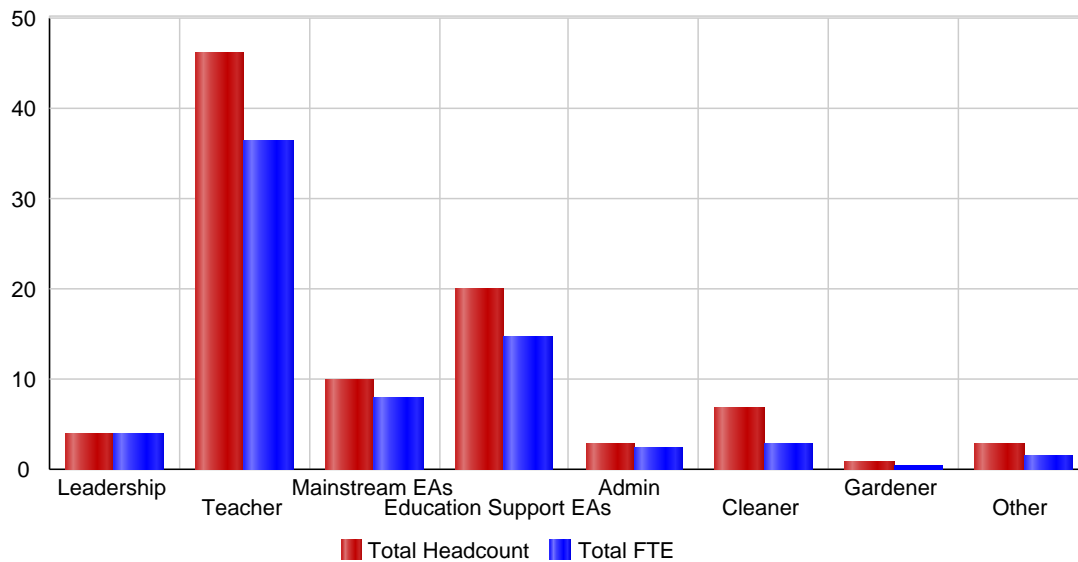
2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

Table 2 Total employment FTE and headcount 2018-2022

Year	Headcount	FTE
2018	86	65.9
2019	88	68.5
2020	93	71.7
2021	99	73.9
2022	94	70.5

Figure 2 illustrates the above data.

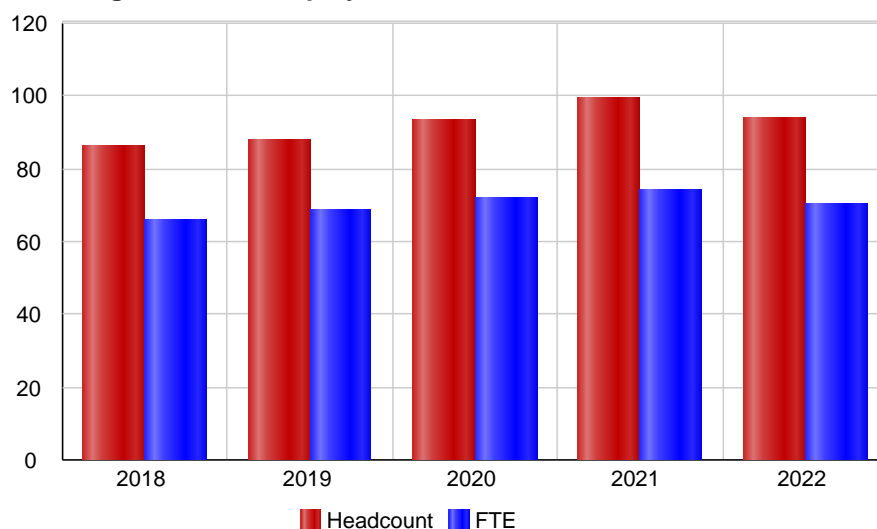**Figure 2 Total employment FTE and headcount 2018-2022**

Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	4	100%	0%
Teacher	46	54%	46%
Mainstream EAs	10	50%	50%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	20	30%	70%
Admin	3	33%	67%
Cleaner	7	0%	100%
Gardener	1	0%	100%
Other	3	33%	67%
Total	**94**		

Table 3 identifies the current proportion of full time employees for each occupational group.
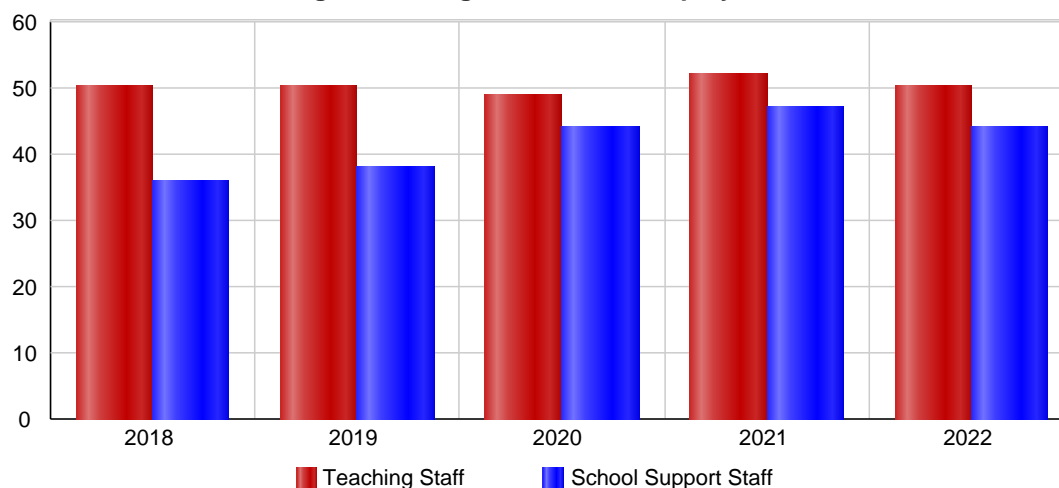
Figure 3 Categories of staff employment

Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	86	50	36	687
2019	88	50	38	704
2020	93	49	44	690
2021	99	52	47	682
2022	94	50	44	666

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend
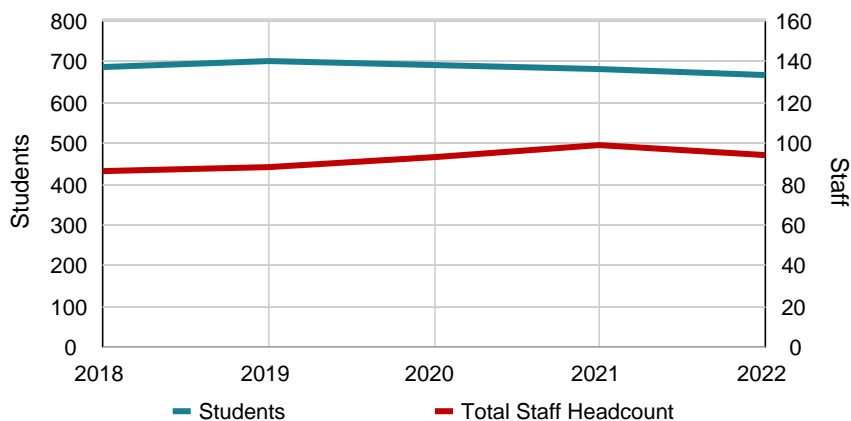
3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Melville Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2018	13	73	11	39	2	34
2019	13	75	10	40	3	35
2020	13	80	10	39	3	41
2021	16	83	11	41	5	42
2022	13	81	9	41	4	40

Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	11.6	54.3	10.2	28.5	1.4	25.9
2019	11.6	56.9	10.0	31.2	1.6	25.7
2020	11.5	60.2	10.0	30.2	1.5	30.0
2021	12.4	61.4	10.8	32.7	1.6	28.7
2022	10.3	60.2	8.8	31.5	1.5	28.7

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2018 and currently in 2022.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2018	2
2019	2
2020	3
2021	2
2022	3

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2018 and currently in 2022.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2018	1
2019	1
2020	1
2021	1
2022	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2018 with the current 2022 data.

Table 7 Comparison of age profile data

|	2018			2022		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	0	0	0	2	1	1
25 to 34	11	10	1	11	9	2
35 to 44	17	12	5	23	14	9
45 to 54	31	9	22	25	11	14
55 to 59	15	9	6	18	8	10
60 to 64	9	8	1	10	4	6
65 to 69	3	2	1	5	3	2

5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2018 to 2022

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2018	48.8	48.1	49.8	46.6	49.2
2019	48.3	47.5	49.4	45.4	48.8
2020	47.7	46.4	49.1	43.4	48.4
2021	48	47	49.1	43.7	48.8
2022	48.5	46.5	50.7	44.1	49.2

Figure 5 Average age of teaching and school support staff members 2018 to 2022
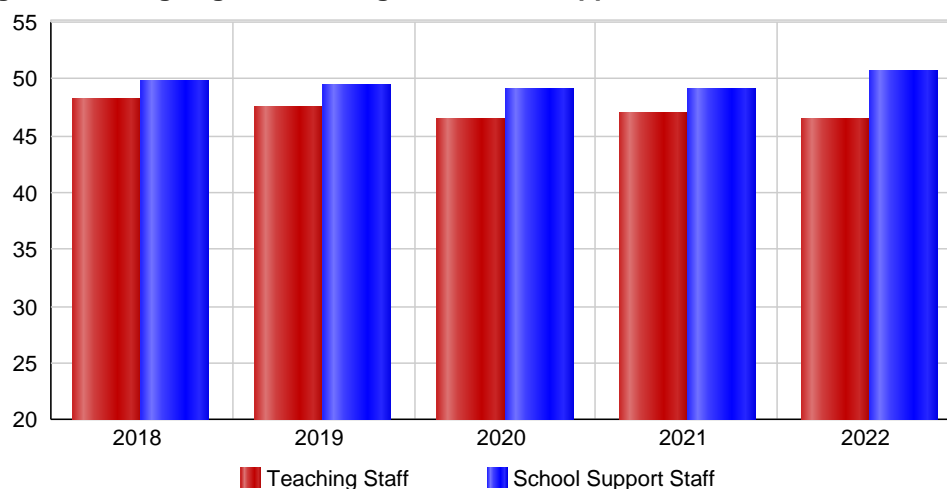
6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2018 to 2022

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	0	0.0	10	6.5	1	1.0
2019	0	0.0	11	6.3	1	1.0
2020	0	0.0	11	6.9	0	0.0
2021	0	0.0	13	6.9	1	0.3
2022	1	0.5	9	5.4	1	0.4

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Melville Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

| Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2018	306	169.5	4	12.5
2019	242	228.5	90	13.8
2020	318	227.5	106	16.0
2021	572.9	168.5	123	19.8

7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2018	133.5	133.5	0	9.6
2019	162.2	134.1	32	12.1
2020	259.3	155.2	22	14.0
2021	197.5	146.6	62	13.4

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2018 and 2022.

Figure 6 Sick and Personal Carers leave trends 2018 to 2022

Average Sick/Carers leave per Teaching Staff FTE
Average Sick/Carers leave per School Support Staff FTE
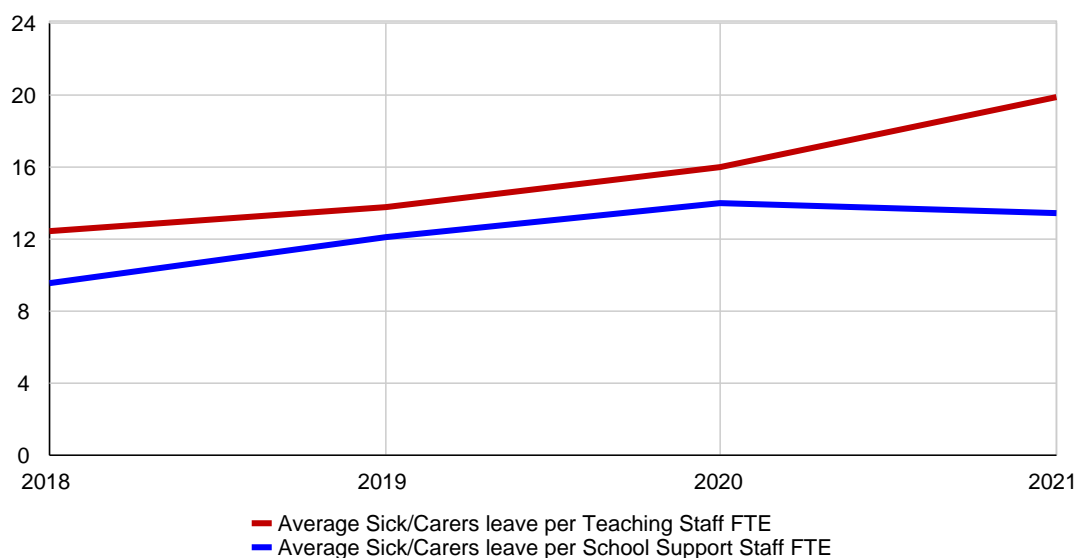
8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2018	1	1	0	36.5	1.1%
2019	2	0	2	47.5	2.3%
2020	3	1	2	42.6	3.2%
2021	2	0	2	50.8	2.0%
Total	**8**	**2**	**6**		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2018	0	0	0		0.0%
2019	4	2	2	62.1	4.5%
2020	2	0	2	69.1	2.1%
2021	3	0	3	66.2	3.1%
Total	**9**	**2**	**7**		

Figure 7 Comparison resignation and retirement numbers

Legend: ■ Resignations ■ Retirements
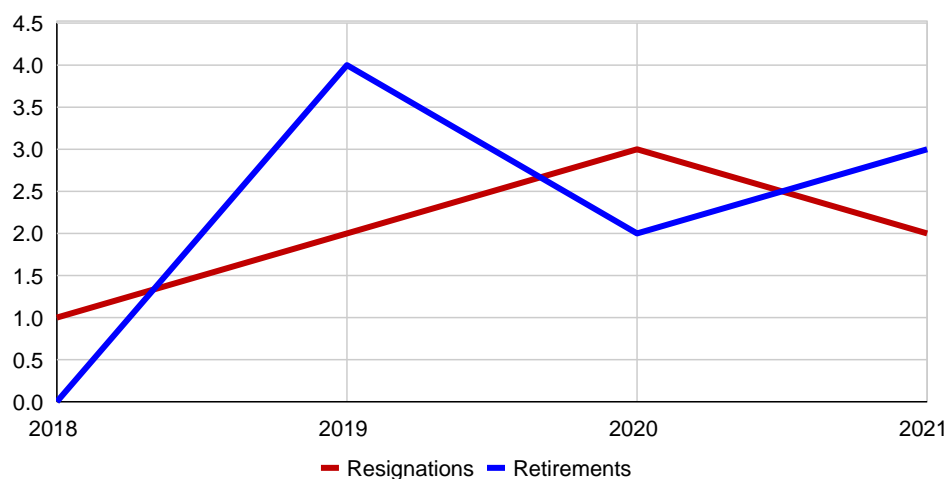
8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

| Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	1	1.0	1	1.0	0	0.0
Teacher	8	5.8	3	1.8	2	1.4	0	0.0
Mainstream EAs	1	1.0	1	0.6	0	0.0	0	0.0
Education Support EAs	5	3.4	3	2.0	0	0.0	0	0.0
Admin	1	1.0	0	0.0	0	0.0	0	0.0
Cleaner	1	0.8	2	0.8	1	0.3	0	0.0
Gardener	1	0.5	0	0.0	0	0.0	0	0.0
Other	1	1.0	0	0.0	1	0.4	0	0.0
Total	**18**	**13.5**	**10**	**6.2**	**5**	**3.1**	**0**	**0.0**

Figure 8 Potential retirements as per age group
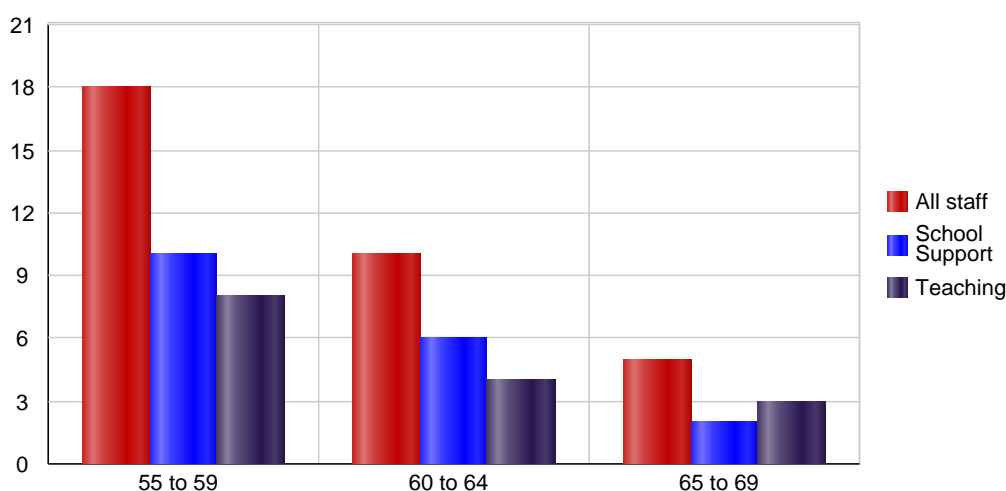
Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2018	44	6	88%	12%
2019	44	6	88%	12%
2020	41	9	84%	18%
2021	47	5	90%	10%
2022	44	6	88%	12%

Figure 9 Employment Class (Teachers)
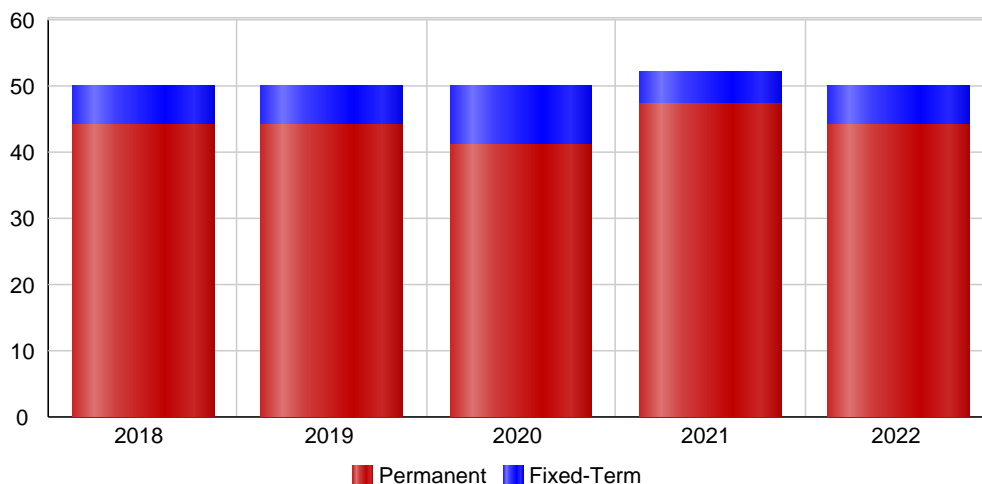
Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	35	8	80%	18%
2021	34	12	72%	26%
2022	39	4	89%	9%
2018	32	3	89%	8%
2019	33	4	87%	11%

**Figure 9a Employment Class (School Support)**
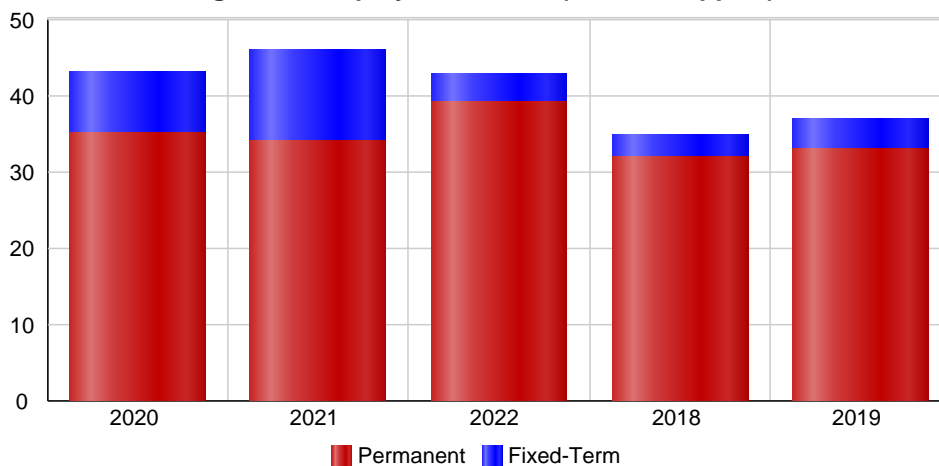
9.1 Pay Grade

Table 16 provides the pay grade of teachers at Melville Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	5	3.3	18	13.1	24	19.3
2019	4	3.1	18	13.2	25	21.9
2020	6	4.1	14	10.4	26	22.3
2021	8	6.3	12	9.5	29	24.7
2022	7	5.5	9	6.6	29	23.2

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2018 and 2022
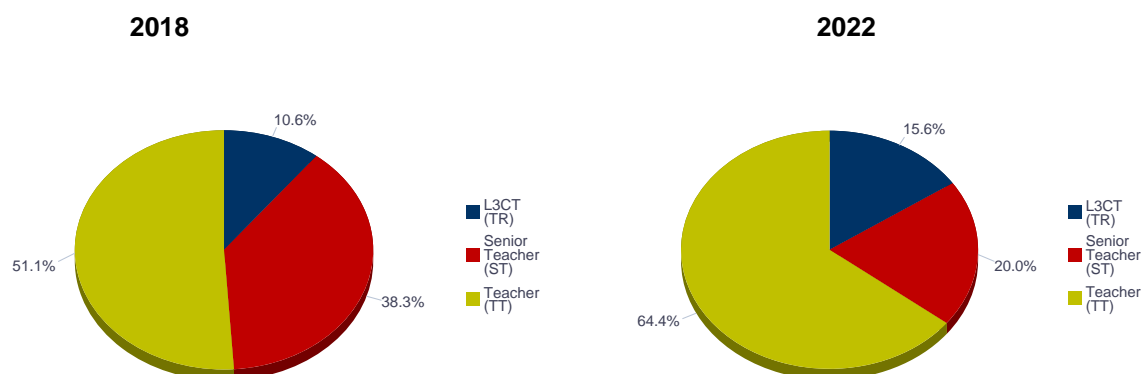
10.1 Accrued Leave as at 12/05/2022

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	23	21	44

Table 18 Long Service Leave - Staff with next accrual in 2022 or 2023

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2022	3	3	6
Next Accrual in 2023	7	3	10

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	5	5
Between 20 and 40	0	1	1

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0

Student, Staff and Community Health and Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the survey of the outgoing principal.

Additional information about the school context can be obtained from:
- the school's website
- the school's annual report
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics Quick Stats, by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development Census
  - Search by location to find summary data about early childhood development outcomes in the area

Outgoing Principal's handover survey report: Melville Primary School

Whole school approaches/programs
The top five of the school's key programs or approaches
Kindy to Year 2. Letters and Sounds, Talk for Write, Heggerty Phonemic Awareness, Stepping Stones Maths. Year 3 to 6 are undertaking a review of English and Maths teaching with the intention of revisiting First Step strategies based on SCSA documents. K to 6 You Can Do It

Targeted programs
School-based programs that target specific groups of students
Gifted and Talented - in particular cluster grouping and subject enrichment and/or acceleration. MultiLit PP to Yr 3 where needed. Ability grouping in maths for year 6 which includes a tutoring group and extension. AUSLAN is the LOTE subject taught Years 3 to 6. Very strong Arts program - namely Music and Drama from Year 1 to 6. Musical theatre and drama clubs which children audition from Years 4,5 & 6. Digital media to create films etc mainly in Year 5 & 6 Very strong PE program which includes annual fitness testing from Year 1 to 6. Based on goal setting. Currently named the fittest school In WA. Strong STEM program which includes specialist science teacher teaching Years 1 to 6.

Professional learning
Most recent whole-school professional learning activities
Differentiation for all SAER students including G&T Introduction to BrightPath SCSA exemplars Deaf Awareness Training Current Business Plan review in preparation for PSR 2021 Naplan data analysis and comparisons Intentional teaching

Student welfare	Yes	No	Details/Provider
After school care provision	1		Camp Australia
Pre-kindergarten program or partnership		1	

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1		1			
School breakfast club		1	N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen	1		1		1
School breakfast club					1

Parent education
Paul Litherland - use of social media Speech and Occupations therapists

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	1
Other	

Voluntary contributions In 2021	% received
$60.00	91%

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	No
Have any capital works applications been submitted and awaiting a decision?	No

Community based committees, excluding the Council/Board that this school operates
Review of traffic movement around the school. Parking availability. School security. Review of Business plan in readiness for PSR. PSR was postponed March 2022 - no revised date has been communicated.

Deed of Licence Agreements
Camp Australia - OSHC and vacation care. Expiry date 29/08/2024

Sponsorship arrangements

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

Four things that the school is doing well
MPS Relationships and Partnerships - respectful, productive and mutually supportive. Student engagement and inclusivity are a focus. Learning environment - strong moral purpose, characterised by robust and coherent systems of support. Leadership - authentic distributed leadership model. Teaching quality - teachers highly skilled and committed to further honing of their skills and dedicated to their students. Strong culture of pastoral care and personalised approach from teachers.

Recommendations:

Four areas that would benefit from further improvement
Leadership - continued development of peer observations become more streamlined and connected to improving teacher practice through adopting an agreed language as to what constitute high quality teaching. Resources - develop targeted succession planning to ensure stability of whole school programs. Teaching Quality - commit to whole school programs/ SCSA documents particularly Yrs 3 to 6. Leadership - opportunities open up for all teachers.