



Principal Selection and Placement

Maddington Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

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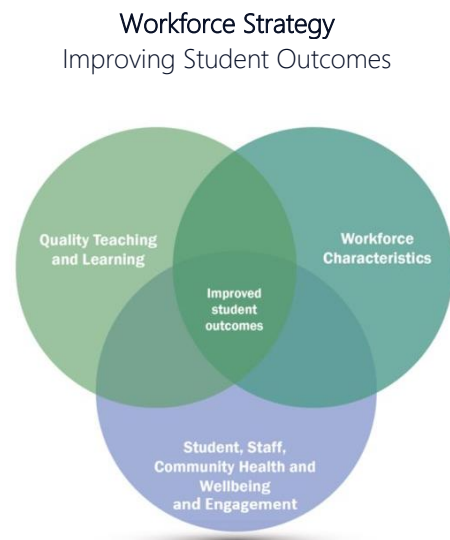
Principal Selection and Placement

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 and Community Health, Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development



School Profile

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 and Community Health, Wellbeing and Engagement

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



Department of
Education

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 \(det.wa.edu.au\)](http://det.wa.edu.au)



Department of
Education

Shaping the future

Schools Online

School Report

Contact Information

Code	5281
Name	Maddington Primary School
Physical Address	1951 Albany Highway Maddington 6109
Postal Address	(Same as above)
Phone	08 9205 5900
Fax	

School Details

School Code	5281
Commencement Date	05/11/1914
Education Region	SOUTH METRO
Local Government Area	GOSNELLS (C)
State Electorate	THORNIE
Commonwealth Electorate	BURT
Independent Public School	
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 4
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

School Management

Principal

Chris Walsh

Vice / Deputy Principal

Jemma Keys

Glenda Albrey

Manager Corporate Services

Sandra Davis

Julie Forward



Region Management

Director of Education

Sue Cuneo

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

Maddington Primary School aims to provide a creative and innovative learning environment for students that is intellectually, emotionally and physically supportive of learning. In fostering this development, our school values reflect the rich diversity of its community and promote positive involvement and interaction between students, staff and parents. Our team of educators are committed to working collaboratively to ensure students benefit from an all-inclusive education.

Maddington Primary School caters for approximately 240 children from Kindergarten to Year 6. The Maddington Primary School ethos is that everyone will be treated with care and respect while inspiring individuals to be the best they can be.

We offer a safe, caring and nurturing environment where all students are given every opportunity to blossom and to achieve their full potential. Our diverse community includes many new arrivals to Australia, with many speaking English as a second language. We are proud of our diverse cultural heritage with students from many nations (India, Pakistan, Afghanistan, Iran, Indonesia, the Philippines, New Zealand, Samoa, Singapore, Zimbabwe and many other countries).

While our school still reflects the architecture of the time it was built, our up to date facilities and well trained staff ensure that all students are not only encouraged, but achieve at their very best.

The school is on a shared campus with Maddington Education Support Centre. A noticeable feature in Maddington PS is the strong working relationship it has with Maddington Education Support Centre. Together, both schools are called Maddington School, and staff from both schools are committed to inclusive practices and work collaboratively, to ensure all students will benefit from an inclusive education.

Added to our spirit of cooperation and inclusion, Maddington Primary School and Maddington Education Support Centre share a joint P&C and School Council. We also have a Chaplain at our school four days a week.

Our school has an early childhood centre and a newly refurbished library. All classrooms have new interactive whiteboards, as well as access to iPads and laptops. We have specialist teachers in The Arts and Physical Education who engage students in targeted lessons in these learning areas.

Our school is supported by local businesses in the area and we continue to strengthen our links with the wider community in order to maximise the educational opportunities for all students.

T: 9205 5900 E: Maddington.PS@education.wa.edu.au

Programs

Department Endorsed Programs

- Primary Extension and Challenge Program

Primary Extension and Challenge (PEAC) is a part-time withdrawal program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered in a range of delivery modes.

Delivery modes include:

PEAC centres based within a district centre or office with a series of specialist courses or programs;

coordinator/s who establish courses in a range of schools and/or other sites and teachers are released to teach these;

allocation to schools and multi-age programs operate within schools; online delivery of programs

Programs focus on:

Social interaction with gifted and talented peers;

Intellectual rigour and challenge;

Pursuit of excellence;

Development of higher order process skills;

In-depth investigations of real problems;

Open-ended activities which encourage choice and negotiation;

Opportunities to interact with practising experts;

Students working at their own pace;

Self/peer evaluation and reflection of performance.

Student Numbers (as at 2023 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(13)	30	24	30	27	28	22	18	192
Part Time	26								

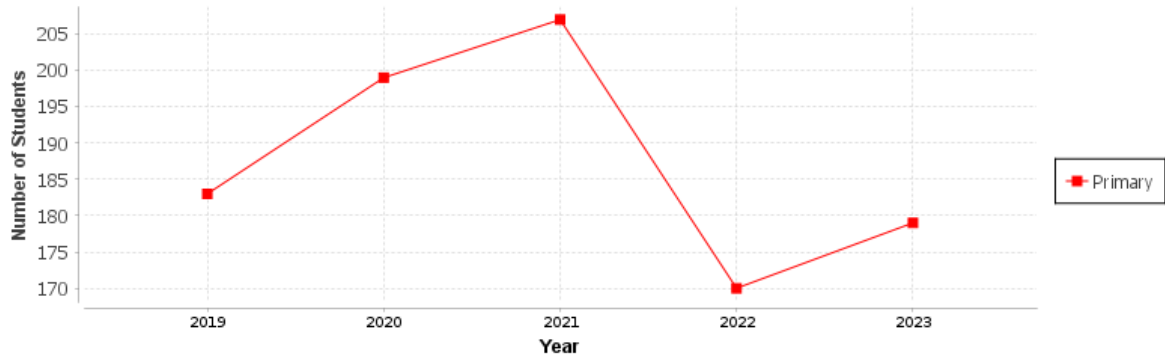
Note:

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

Gender

	Kin	PPR	Pri	Sec	Total
Male	10	13	86		109
Female	16	17	63		96
Total	26	30	149		205

Student Number Trends (based on 2023 Semester 2 Census Data)



2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	183	199	207	170	179
Total	183	199	207	170	179

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	1.2	0
Total Administration Staff	3	2.2	0
Level 3 Teachers	1	1.0	0
Other Teaching Staff	15	10.1	1
Total Teaching Staff	16	11.1	1
Clerical / Administrative	4	2.2	0
Gardening / Maintenance	1	0.9	0
Instructional	1	0.2	1
Other Allied Professionals	9	5.9	0
Total Allied Professionals	15	9.2	1
Total	34	22.5	2

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.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2021	87.1%	91.0%
2022	79.9%	86.6%
2023	88.0%	88.9%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	83%	89%	88%	88%	91%	85%	88%
2022	78%	80%	82%	77%	82%	86%	76%
2023	87%	92%	87%	88%	86%	90%	87%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Note

Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	413	463

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	394	474

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	399	467

Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding	16%	5%
Strong	60%	53%
Developing	16%	32%
Needs Additional Support	8%	11%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding	8%	5%
Strong	60%	65%
Developing	20%	25%
Needs Additional Support	12%	5%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding	0%	0%
Strong	80%	60%
Developing	20%	35%
Needs Additional Support	0%	5%

Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

Student-Centred Funding

Student-Centred Funding 2024

Per Student Funding	\$1,760,772.00
Student and School Characteristics	\$958,876.44
Disability Adjustments	\$0.00
Targeted Initiatives	\$150,475.73
Operational Response Allocation	\$0.00
Regional Allocation	\$0.00
Total 2024	\$2,870,124.17

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	20	0	\$109,360.00
Pre-primary	27	0	\$256,500.00
Year 1	27	0	\$256,500.00
Year 2	26	0	\$247,000.00
Year 3	32	0	\$304,000.00
Year 4	23	0	\$182,574.00
Year 5	28	0	\$222,264.00
Year 6	23	0	\$182,574.00
Total	206	0	\$1,760,772.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	26	\$59,715.25
Disability	39	\$219,489.56
English as an Additional Language or Dialect	35	\$93,916.94
Social Disadvantage	89	\$97,027.69
Sub Total		\$470,149.44
School Characteristics		
Enrolment-Linked Base		\$488,727.00
Locality		\$0.00
Sub Total		\$488,727.00
	Total	\$958,876.44

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$58,098.25
Targeted Initiative: Additional Educational Adjustment	\$7,439.72
Targeted Initiative: Additional support for delivery of mental health programs	\$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Preschool Reform Agreement	\$21,860.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
Total	\$150,475.73



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.



Department of **Education**

Maddington Primary School

Five Year Profile: 2020 – 2024

Extracted as at **PAYDAY: 11/04/2024**

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.

Maddington Primary School Profile 2020 – 2024

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 Maddington 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

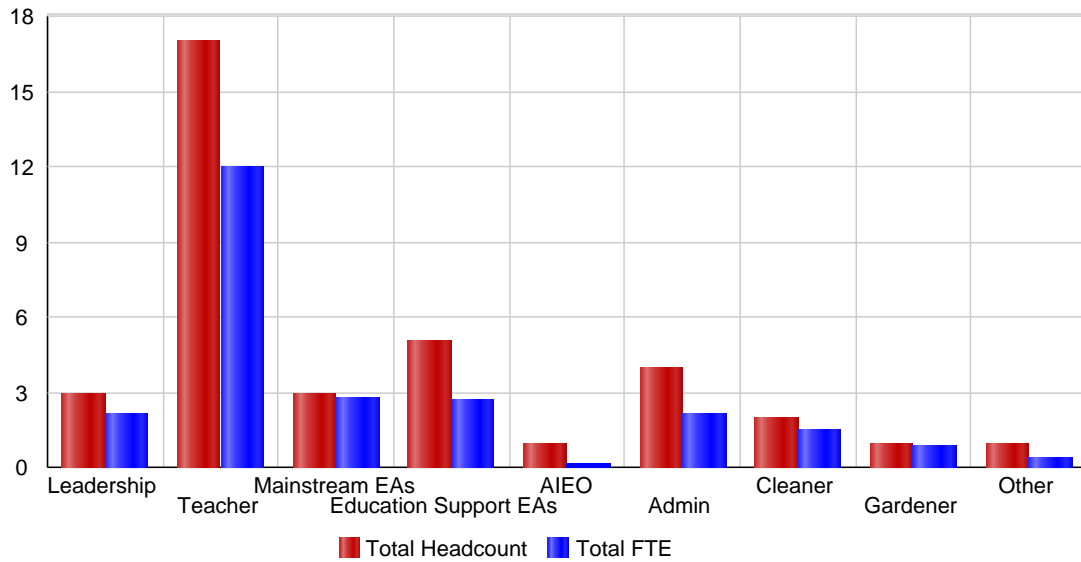
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

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	2.2	0	0.0	3	2.2
Teacher	16	11.5	1	0.5	17	12.0
Mainstream EAs	3	2.8	0	0.0	3	2.8
Education Support EAs	5	2.7	0	0.0	5	2.7
AIEO	1	0.2	0	0.0	1	0.2
Admin	4	2.2	0	0.0	4	2.2
Cleaner	2	1.5	0	0.0	2	1.5
Gardener	1	0.9	0	0.0	1	0.9
Other	1	0.4	0	0.0	1	0.4
Total	36	24.4	1	0.5	37	24.9

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 (2020-2024).

Table 2 Total employment FTE and headcount 2020-2024

Year	Headcount	FTE
2020	36	26.3
2021	37	28.5
2022	39	29.6
2023	40	28.7
2024	36	24.9

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2020-2024

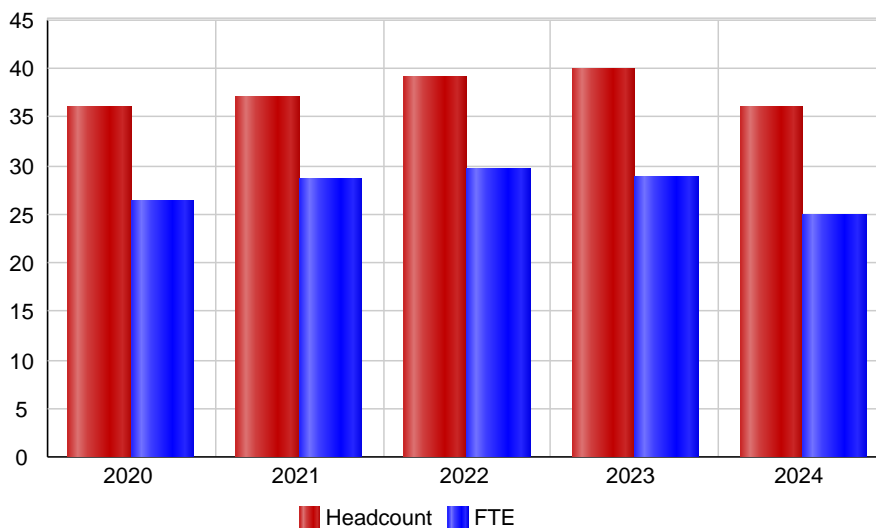


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	3	67%	33%
Teacher	17	41%	59%
Mainstream EAs	3	33%	67%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	5	20%	80%
AIEO	1	0%	100%
Admin	4	0%	100%
Cleaner	2	0%	100%
Gardener	1	0%	100%
Other	1	0%	100%
Total	37		

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

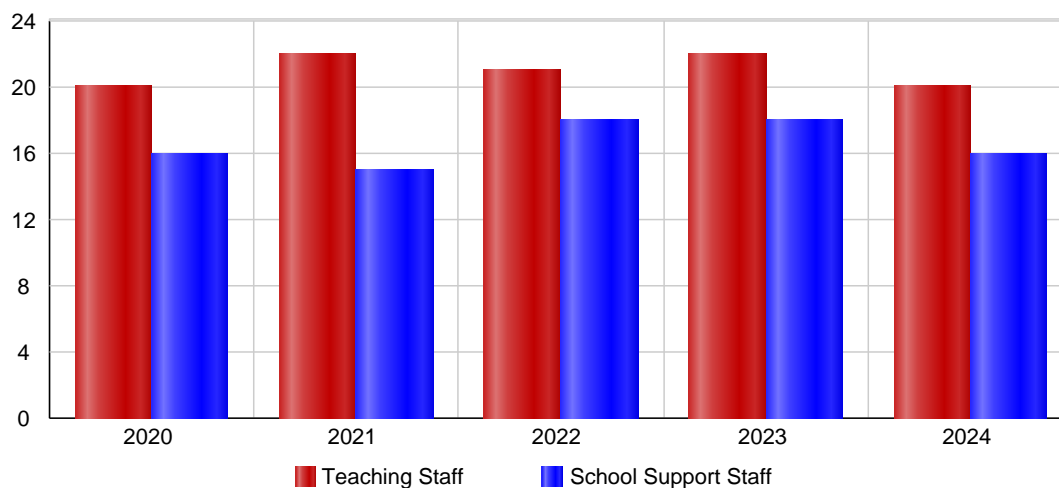


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

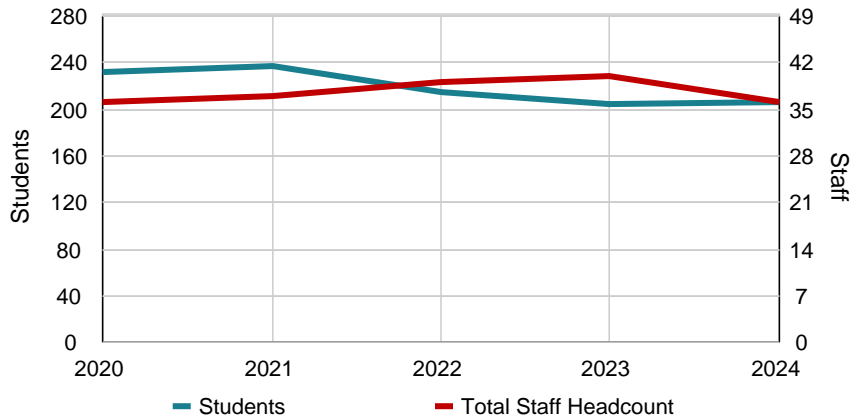
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	36	20	16	227
2021	37	22	15	235
2022	39	21	18	214
2023	40	22	18	203
2024	36	20	16	206

* 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 Maddington 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
2020	3	33	1	19	2	14
2021	3	34	1	21	2	13
2022	4	35	2	19	2	16
2023	2	38	1	21	1	17
2024	2	34	1	19	1	15
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	2.5	23.8	1.0	14.5	1.5	9.3
2021	2.5	26.0	1.0	16.9	1.5	9.1
2022	3.1	26.5	1.6	16.0	1.5	10.5
2023	1.9	26.8	1.0	15.9	0.9	10.9
2024	1.9	23.0	1.0	13.2	0.9	9.8

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2020	2
2021	2
2022	2
2023	2
2024	3

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2020	2
2021	2
2022	2
2023	3
2024	2

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

Table 7 Comparison of age profile data

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
25 to 34	6	6	0	3	3	0
35 to 44	11	5	6	8	6	2
45 to 54	9	3	6	10	3	7
55 to 59	4	3	1	5	2	3
60 to 64	5	3	2	6	3	3
65 to 69	1	0	1	4	3	1

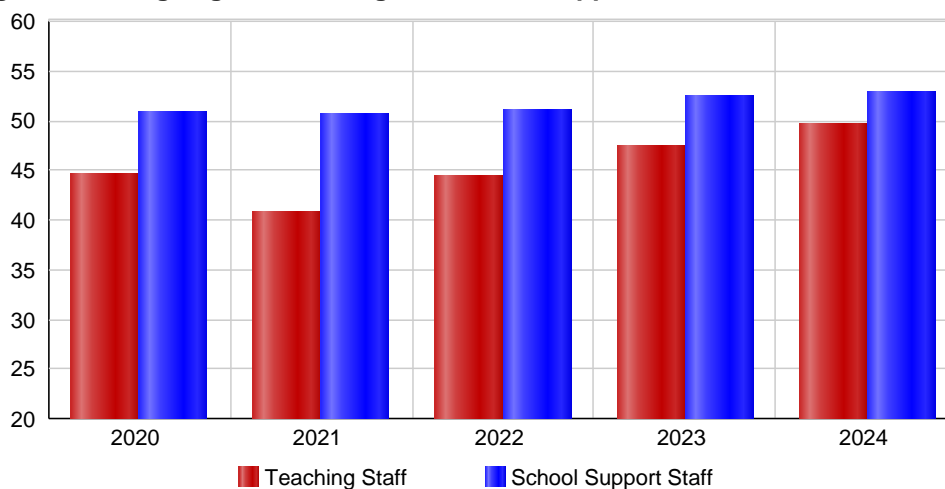
5.1 Average Age

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 2020 to 2024

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	47.3	44.5	50.7	48.4	47.2
2021	44.9	40.8	50.5	49.4	44.6
2022	47.6	44.3	51	55	46.7
2023	49.8	47.4	52.3	53	49.6
2024	51	49.6	52.7	54	50.9

Figure 5 Average age of teaching and school support staff members 2020 to 2024



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 2020 to 2024

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	1	0.2	6	3.2	0	0.0
2021	0	0.0	5	2.8	0	0.0
2022	1	0.2	5	3.6	2	1.6
2023	1	0.2	6	3.1	1	1.0
2024	2	1.2	6	3.2	1	1.0

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 Maddington 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
2020	90	49	0	9.1
2021	62	55	8.5	7.3
2022	101.4	74.8	0	10.1
2023	65	44	0	6.7

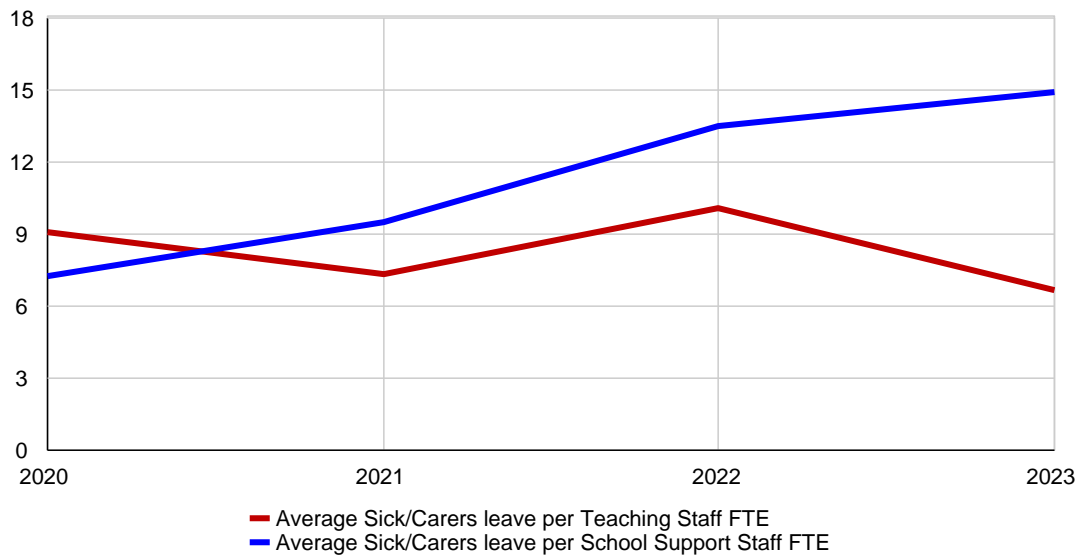
7.2 Sick and Personal Carers leave of school support staff

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
2020	49.5	33	6.9	7.2
2021	58.4	63.5	1	9.6
2022	120.1	50.2	1	13.5
2023	118.7	46	7.3	14.9

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.

Figure 6 Sick and Personal Carers leave trends 2020 to 2024



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2021	3	1	2	44.4	7.2%
2022	2	2	0	65.5	5.0%
2023	0	0	0		0.0%
Total	5	3	2		

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.

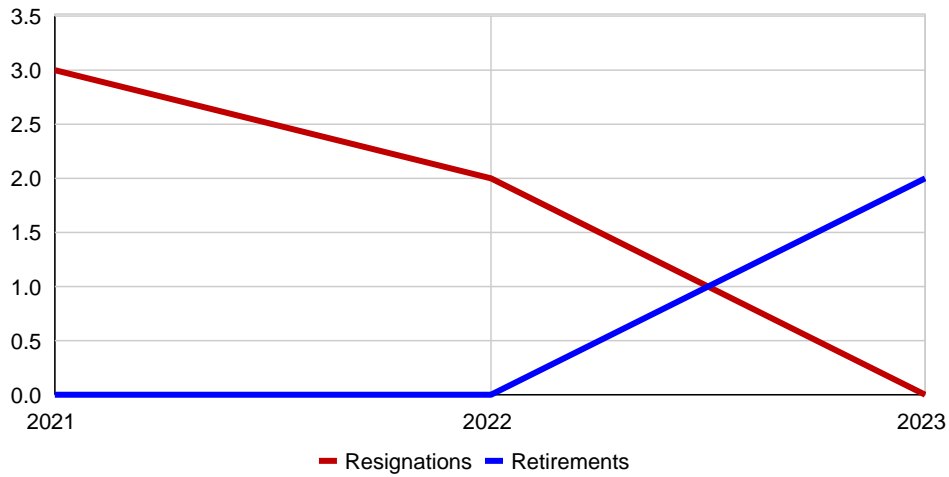
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2021	0	0	0		0.0%
2022	0	0	0		0.0%
2023	2	0	2	66.5	5.2%
Total	2	0	2		

Figure 7 Comparison resignation and retirement numbers



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	0	0.0	2	1.2	0	0.0
Teacher	2	1.2	3	2.0	1	0.5	0	0.0
Mainstream EAs	2	1.9	0	0.0	0	0.0	0	0.0
Education Support EAs	1	0.5	0	0.0	0	0.0	0	0.0
AIEO	0	0.0	0	0.0	1	0.2	0	0.0
Admin	0	0.0	2	1.0	0	0.0	0	0.0
Gardener	0	0.0	1	0.9	0	0.0	0	0.0
Total	5	3.6	6	3.9	4	1.9	0	0.0

Figure 8 Potential retirements as per age group

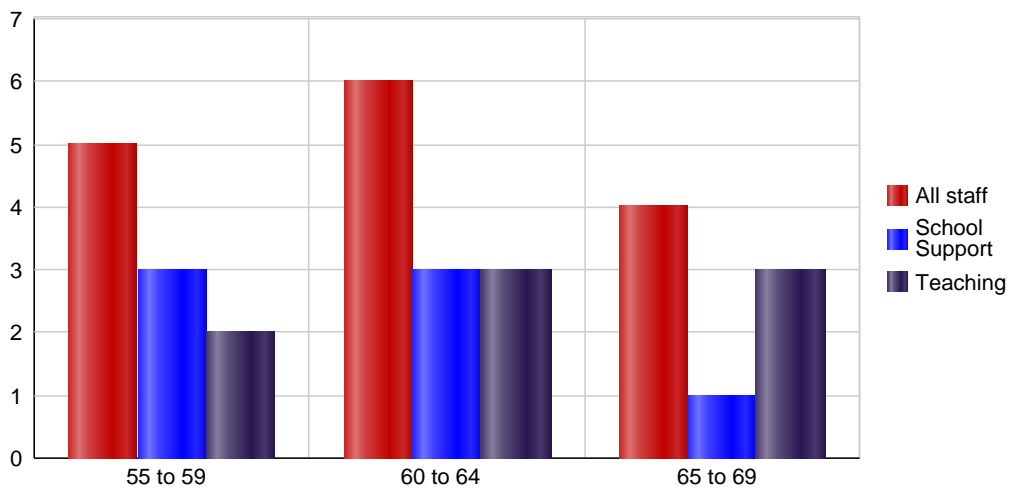


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

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
2020	17	3	85%	15%
2021	15	7	68%	32%
2022	17	4	81%	19%
2023	21	1	95%	5%
2024	17	3	85%	15%

Figure 9 Employment Class (Teachers)

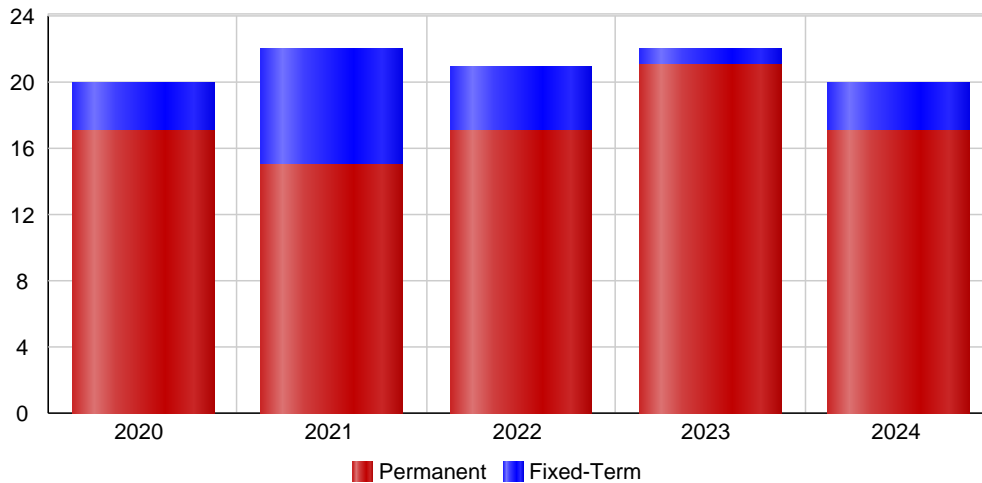
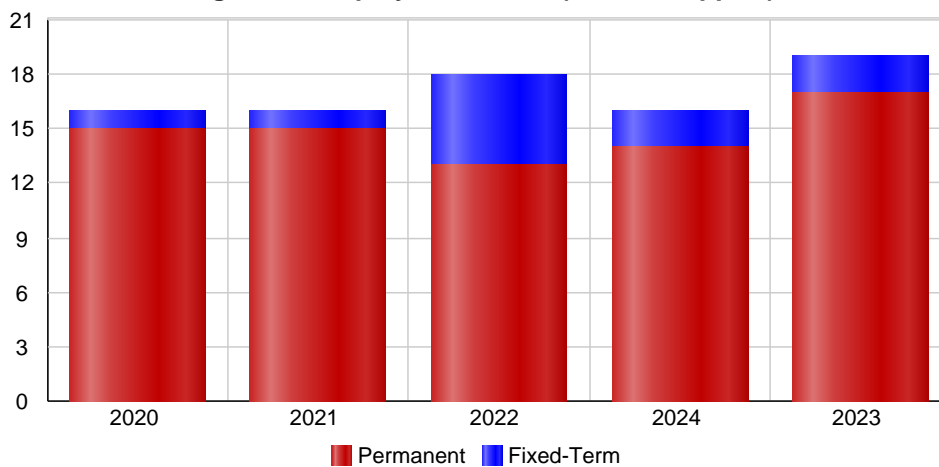


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	15	1	94%	6%
2021	15	1	100%	7%
2022	13	5	72%	28%
2024	14	2	88%	12%
2023	17	2	94%	11%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

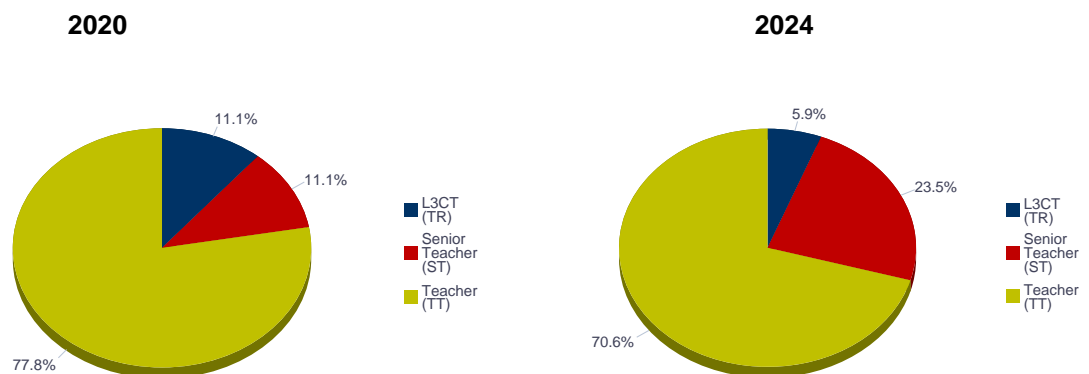
Table 16 provides the pay grade of teachers at Maddington Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	2	1.2	2	0.6	14	11.7
2021	1	0.6	3	1.6	16	13.7
2022	2	1.6	3	2.0	14	12.0
2023	2	1.5	3	1.6	15	11.8
2024	1	1.0	4	3.2	12	7.8

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

Figure 10 Teacher pay grades 2020 and 2024



10.1 Accrued Leave as at **11/04/2024**

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	8	7	15

Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	1	1	2
Next Accrual in 2025	3	1	4

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	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, Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the school 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

Principal Survey report: Maddington Primary School

Whole school approaches/programs
 The top five of the school's key programs or approaches

- 1) Elastik/Classroom Monitoring Tool
- 2) Promoting Literacy Development(PLD)/Heggerty/Soundwaves
- 3) Explicit Teaching
- 4) Zones of Regulation
- 5) Talk4Writing

Targeted programs
 School-based programs that target specific groups of students

- 1) Macq Lit and Mini Lit Sage
- 2) Attendance
- 3) Targeting Maths Year 1 – 6
- 4) Warmups
- 5) Intervention

Professional learning
 Most recent whole-school professional learning activities

- 1) Autism Modules 1 - 4 SSEN:DDifferentiation
- 2) Maths - multiplicative thinking
- 3) Intervention
- 4) Vocabulary - Language Development Centre

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



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

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

Parent education
Nil. Promote programs run at the East Maddington Child and Parent Centre or what is run by Maddington Education Support Centre through newsletters, messages and electronic sign.

School council/board Membership	Number of members
Principal	2
Staff	2
Parent representatives	3
Community representatives	2
Other	

Voluntary contributions In 2024	% received
\$60.00	42.43%

Capital works projects	
Are there any capital works projects in progress?	Drainage on the school oval has been an issue for over five years. The main oval was underwater most of winter for the past five years. Some drainage was put in, but it was not effective, followed by more drainage, again unsuccessful. A Civil Engineer completed a feasibility study, and three stages of drainage were planned. all three stages were completed at once and we are waiting on rain to see if it has worked.
Are there any capital works projects pending in the next 18 months?	There is currently no disabled parking bay out the front of the school for access to the front office. As we are two schools on one site Maddington Education Support Centre students and parents are needing access through the main office. Through disability resourcing a bay, pathway and ramp are to be installed over weeks 10 of Term 2 through to end of Week two term 3. There will be a concrete disability bay linked to a new parking bay leading up to a wombat speedbump ramp. the ramp will be part of the speedbump connecting with the front office verandah. The front entrance to the school will be closed for six weeks.
Have any capital works applications been submitted and awaiting a decision?	Nil

Community based committees, excluding the Council/Board that this school operates

Informal fundraising parent group. There is no P & C

Deed of Licence Agreements

Nil

Sponsorship arrangements

We have no sponsorship but receive donations at time from Prosser Toyota, George Day Caravans and Chris Tallentire.

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

- 1) Self-assessment processes at the school are well developed.
- 2) The school's strategic plan 2020-2024 has been developed from data gathered from the K- 6 assessment and data collection schedule.
- 3) There was evidence of a strategic response to the 2018 review recommendations, with engagement and reflection against the Standard.
- 4) The Health and Wellbeing of our staff, students and families is important to us. Working closely with the Chaplain we wrap around care for the Maddington PS school community.

Recommendations:

Four areas that would benefit from further improvement

- 1) Continue to utilise the ESAT to reflect on each domain of the Standard, guided by domain foci, to support the school's regular process of review.
- 2) Teacher judgement on the School Performance Monitoring consistently shows a mismatch between teacher judgement and results.
- 3) Expand existing moderation processes to engage like schools or schools within the network of local schools to share and reflect on current practice.
- 4) Maintain analysis of longitudinal data to assess teacher impact and the success of teaching strategies.