MUNDARING PRIMARY SCHOOL

2012 ANNUAL REPORT

LEARNING TOGETHER
Welcome to Mundaring Primary School and thank you for taking the time to read our 2012 School Report. The year has been a tremendously busy but rewarding time as we continue our efforts to build a positive school environment and prepare your children for the challenges of a modern society.

The information on these pages provide just a snapshot of what we do at Mundaring and I encourage any parents or prospective parents to call in and meet us to find out more.

Mr Paul Larkin
Principal (April 2013)

OUR SCHOOL PURPOSE
To develop the cognitive, social, physical and creative abilities and skills of students thereby enabling them to fulfil their potential and contribute to the development of society.

OUR SCHOOL ETHOS: LEARNING TOGETHER
The school operates in partnership with the school community, where parents and friends are welcome and encouraged to take part in various aspects of the school operations.

OUR SCHOOL
Mundaring Primary School is located approximately 40 kilometres east of Perth on Stevens Street. Our school opened at this site in 1990 after moving from the original site on Great Eastern Highway and celebrated its centenary in November 2007. Our school is characterised as being community and environmentally friendly. It has a small country school feel yet is large enough to offer a range of options and facilities.

The school is nestled in a tranquil bush setting among the trees with grassed play areas, an oval, cricket nets, basketball/netball/tennis courts and extensive playground equipment. The school is an air-conditioned open design with three clusters of classrooms, three early childhood units, an administration block, undercover area with canteen/uniform shop and purpose built specialist teaching areas including a library resource centre, music room and art centre.

OUR SCHOOL PRIORITIES
School priorities and focus areas are reviewed annually using a rigorous cycle of data review, planning and reporting.

In 2012 the school’s priorities were:
- **Numeracy**: Focus Area : Number
- **Literacy**: Focus Areas - Reading, Spelling, Grammar & Punctuation
- **Students At Educational Risk (SAER)**
- **Curriculum Implementation**: The Australian Curriculum (English & Mathematics)

In 2013 our priorities will be:
- **Numeracy**: Focus Area : Number & Algebra
- **Literacy**: Focus Areas - Reading, Spelling, Grammar & Punctuation, Writing
- **Students At Educational Risk (SAER)**
- **Curriculum Implementation**: The Australian Curriculum (English, Mathematics & Science)
HIGHLIGHTS OF TERM 1

The Awesome Arvo was totally …….. AWESOME!!!

Mundaring Primary School P&C welcomed students and families to a new school year with their annual Awesome Arvo on Friday, 10 February.

The P&C along with staff from the school hosted a sausage sizzle with bouncy castles from Monsterball Amusements to keep more than 250 students and siblings entertained. The P&C would like to thank all the teachers who assisted through the afternoon and Mr Larkin for his enthusiastic support.

“After the success of our first Awesome Arvo last year, the kids were really excited about its return in 2012. We had some high expectations to meet and were thrilled that, despite the heat, we had such a great turn out with so many staying through to the end”, said P&C President, Neridah Zlatnik.

We are looking forward to a totally awesome year and are excited about the opportunities that it brings to keep building a strong, connected school community and a well-resourced, friendly school environment.

We look forward to seeing you at our next P&C meeting in the school library. Everyone is welcome and we would love to hear your thoughts on school issues ranging from funding to uniforms to promoting our school.

STUDENT COUNCILLOR ELECTIONS

It was great to see so many Year 7 students nominate for one of six positions on the Student Council early in Term 1. All nominees gave excellent speeches and were sincere in their desire to work as a Councillor for our school.

Congratulations go to Emily Sullivan, Shania Vitler, Amber Jones, Kyle Tenardi, Thomas Kelly and Charly Cook for their hard work and dedication throughout the year. Good luck in secondary school guys.

Assemblies Rock

The first classroom assembly of the year was held on Friday 24th February and what a treat it was to see the Year 6s put their spin on evolution. It truly was a revolutionary idea and fun too!
STUDENT ACHIEVEMENT - Science / Society & Environment

Percentage of students achieving at or above the WAMSE Test Standard

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Science</th>
<th>Society &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Year 7</td>
<td>63%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Science</th>
<th>Society &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yr 5</td>
<td>Yr 7</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>90%</td>
<td>65%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>10%</td>
<td>17%</td>
</tr>
</tbody>
</table>

The first table shows that the percentage of students achieving at or above the WAMSE standard in both Science and S&E was significantly less in Year 5 compared to previous year’s results. The 2012 Year 7 results show an upward trend over the past 3 years. Table #2 demonstrates that when compared to like schools, we are seeing similar spreads of achievement in most areas apart from Yr 5 Science, where we have far fewer students achieving in the top 20% of the state.

To support improvements in the area of Science Education in 2013, the school will be employing a specialist Science teacher to work with all primary classes on the implementation of the Australian Curriculum in Science.

STUDENT ACHIEVEMENT - English & Mathematics Overview

Percentage of students achieving at or above the National Minimum Standard (NMS) in NAPLAN

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>88%</td>
<td>92%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>89%</td>
<td>95%</td>
<td>100%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data above clearly demonstrates that the school is seeing high numbers of students achieving the NMS in all areas, including a strong result for Numeracy in all year levels. We are however continuing to see some students failing to meet the NMS in various aspects of literacy at different year levels.

While the school already has programs in place to support lower achieving students (eg: the SAER support program), in 2013 we will augment this support to include a Developmental Literacy Groups model in a whole school Literacy Block each day. This program will provide students with the opportunity to work in groups with children of like ability and result in enhancing the outcomes for students at all levels of ability.
STUDENT ACHIEVEMENT - English (Reading)

Graph 1 shows mean (average) student achievement compared to 'like' schools. This graph provides evidence that in 2012, the school matched schools of a similar socio-economic background in Yr 5 & Yr 7 but not in Year 3. The inconsistent nature of the Year 3 data over the years is also a cause for concern.

Graph 2 shows Reading results compared to the expected level of achievement. The data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are "at expected level". The graph shows that results in Years 5 & 7 have improved over the years and are showing an upward trend since 2010. Once again our Year 3 data indicates an inconsistency in achievement and is close to being "below expected level".

- English will continue as a priority in 2013, with an emphasis on providing SAER support and improving outcomes for students in the lower levels of achievement. The implementation of a Developmental Literacy Groups program will also provide students with the opportunity to work in groups with children of like ability and result in enhancing the outcomes for students at all levels of ability.
**STUDENT ACHIEVEMENT - English (Writing)**

Graph 3 - Average Score Compared To Similar (Like) Schools

- Graph 3 shows mean (average) student achievement compared to 'like' schools. This graph demonstrates that in 2012, Year 5 & 7 students achieved at or above schools of a similar socio-economic background, but that the Year 3 school mean continues to be significantly lower than 'like' schools.

Graph 4 - Year Level Performance Compared To Expected Level

- Graph 4 shows Writing results compared to the expected level of achievement. The data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are "at expected level". This graph shows that while Yr 5 & 7 results are at expected level but the Yr 3 data is significantly lower than expected and demonstrates a downward trend since 2007.

- Writing will continue as a priority in 2013 with specific emphasis placed on writing in the Early Childhood and incorporating a more consistent approach to phonological development in this phase of development. The School's Literacy Operational Plan will be updated to clarify expectations across all year levels and detailing what genre is to be taught and how much time is to be devoted to writing each day.
STUDENT ACHIEVEMENT - English (Spelling)

Graph 5 shows mean (average) student achievement compared to 'like' schools. This graph provides evidence that in 2012, the school achieved better mean test scores than schools of a similar socio-economic background in Yr 5 & 7 but a slightly lower achievement in Year 3.

Graph 6 shows Spelling results compared to the expected level of achievement. The data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are "at expected level". The graph shows that 2012 results are at expected level across all year levels.

Spelling will continue as a priority in 2013. The implementation of a Developmental Literacy Groups program and a more consistent approach to phonological development will underpin further improvements in this area.
HIGHLIGHTS OF TERM 2

EXCURSION TO THE WASSO AND ECHO THE GECKO

Early in Term 2 the children from Pre-primary to Year 2/3 class attended a special presentation at the Perth Concert Hall titled “Echo The Gecko”. The excursion involved a performance from members of the WA State Symphony Orchestra (WASSO) which took the children on a tour of the String, Brass, Woodwind and Percussion Islands. In between learning a lot about the various instruments of the orchestra, the kids had a ton of fun with Echo and his handler who was a very funny man!

Thanks must go the parents who attended the excursion as support personnel, they did a terrific job. The whole excursion was like a very well oiled machine thanks the of efforts of the teachers, EAs and of course the coordinator Mrs Reif-Eaves.

Early Childhood Mothers Day Afternoon Tea

The ladies in the Early Child unit are always coming up with great ideas for their little charges and the Mothers’ Day Afternoon Tea was a terrific event.

As you can see from the pictures, there were plenty of mums (and grans!) to share in the lovely food and fun of the afternoon. The weather was terrific and the children delightful.

Well done to the teachers and assistants in Kindy and Pre-Primary.

Busy Bee

What a terrific turn out we had on Sunday 17th June for the busy bee! Parents, children and staff members came down to lend a hand to plant some new native flora, spread a huge pile of mulch and complete generally cleanup jobs along Stevens St. We managed to clear away a lot of undergrowth and debris from recent storm damage and the area is looking stunning now thanks to the help of the volunteers who donated a couple of hours of their time.
STUDENT ACHIEVEMENT - Literacy (Grammar & Punctuation)

Graph 7 - Average Score Compared To Similar (Like) Schools

Graph 8 - Year Level Performance Compared To Expected Level

- Graph 7 shows mean (average) student achievement compared to 'like' schools. This graph provides evidence that in 2012, the school achieved equivalent mean test scores as schools of a similar socio-economic background in Yr 5 & 7 but a slightly lower achievement in Year 3.
- Graph 8 shows Grammar & Punctuation results compared to the expected level of achievement. The data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are “at expected level”. This graph shows that 2012 results are at expected level across all year levels and are a continuation of a consistent trend.
- Grammar & Punctuation will continue as a priority in 2013 as part of our whole of school approach to Literacy.
STUDENT ACHIEVEMENT - Numeracy

Graph 9 shows mean (average) student achievement compared to 'like' schools. This graph provides evidence that in 2012, Year 5 & 7 students achieved slightly better mean test scores than schools of a similar socio-economic background, while the Year 3 school mean was slightly lower than 'like' schools.

Graph 10 shows Numeracy results compared to the expected level of achievement. The data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are "at expected level". The graph shows that Year 3 & 5 results are at expected level across all year levels, with our Year 7 data demonstrating above expected level. The data also demonstrates an improving trend in all three years.

Numeracy will continue as a priority in 2013 as part of our whole school approach to implementing the Australian Curriculum (Mathematics) through the use of the Envision Maths program.
The graphs on this page show the mean growth (Value Adding) over two years for the same group of students. Growth is indicated as the difference between the mean NAPLAN score in 2010 testing and the mean NAPLAN score in 2012 testing. This is displayed as NAPLAN Base Points.

Graph 11 shows that in all Literacy and Numeracy strands, the Year 5 students of 2012 displayed greater growth as a group over the preceding two years than that of their peer students in 'like' schools.

Graph 12 shows a similar picture, with the Year 7 students of 2012 displaying greater growth as a group over the preceding two years than that of their peer students in 'like' schools in all areas excluding Grammar & Punctuation.

This data clearly shows that the school's teaching and learning programs result in improved outcomes when compared to similar schools.

N.B. Writing is not included in this data due to a change of genre in the NAPLAN Writing Test in 2011.
HIGHLIGHTS OF TERM 3

As part of Science Week activities in Term 3, and to celebrate science in schools, a Hills Interschool Science Quest was conducted and held at Mundaring Primary School. Similar science events have been running for the past number of years in the Hills Schools.

On Thursday, 16 August 2012 year seven students from nine different hills primary schools attended the Science Quest to promote science in schools. The competition consisted of quiz format question-and-answer sessions along with a team investigation which required students to conduct experiments. Teams of 4 year seven students competed from the following schools: Chidlow PS, Mundaring PS, Gidgegannup PS, Parkerville PS, Mount Helena PS, Helena Valley PS, Sawyers Valley PS, Darlington PS and Glen Forrest PS.

The event was supported by the following sponsors who provided prizes and assisted with costs associated with running an interschool event. Our grateful thanks go to the Bendigo Bank of Mundaring, SciTech, Australian Geographic and Abacus Education Supplies who supplied the school prize.

Our congratulations go to Darlington Primary School for taking out the first prize for 2012, and to Helena Valley Primary School who were our runner-up participants this year. Students impressed the adult organisers and onlookers with their enthusiasm and eagerness to actively participate.

EDU-DANCE EXTRAVAGANZA

Parents and friends attended our school’s Edu-Dance Extravaganza on Tuesday 25th September in the undercover area. Students from Pre-primary to Year 7 performed their hip-hop inspired dance moves to some cool beats.

Under the direction of Mrs Reif-Eaves, these instrumentalists performed magnificently at our assembly on 14th September.

SCHOOL ATHLETICS WHAT A GREAT DAY!

We held our delayed athletics carnival on Monday 24 September and what a day it was.

The weather was perfect, as was the organisation, parent involvement and student behaviour. I can honestly say that I have never been part of such a well run event. Much praise must go to Mr Taylor and his team of staff and parents for their planning and coordination of a terrific event.
STUDENT ACHIEVEMENT - Teacher Judgements (Priority Areas - English & Mathematics)

The graphs above display the grade distributions of student in Years 3, 5 & 7 in English and Mathematics. The graphs show that according to teacher judgements, grades are being awarded match the expected “normal curve”, with most students achieving ‘C’ or satisfactory grades.

Graphs 13 to 15 show Teacher Judgements in English based upon report data from Semester 2 2012. This data shows that when compared with “like” or similar schools, our Year 3 & 5 results shows a higher number of C grades being awarded to the cohort and less of a spread across the other grades. This seems to indicate a lack of willingness on the part of teachers to award high or low grades. This trend will be addressed through a further review of the school’s moderation processes in 2013.

Graphs 16 to 18 show Teacher Judgements in Mathematics based upon report data from Semester 2 2012. Again this data generally supports the belief that our Year 3 & 5 teacher judgements are not consistent with ‘like’ schools’ judgements. We will review the schools moderation processes in 2013.
STUDENT ATTENDANCE

Graph 19 shows that average student attendance at Mundaring PS is better than the attendance rate for the state across most year levels, with above 90% in all years levels.

Graphs 20 & 21 show the Semester 1 Attendance Profile for Mundaring PS and the State. This graphs look at the percentage of students attending regularly (>90%) and the percentage of students “at risk”. The data for the school in 2012 demonstrates that our attendance strategies are working to improve attendance of students in the “severe” category (0%) but we are still seeing a large number of students (20%) who are in the “indicated” or “moderate” categories.

Upon closer investigation, our data suggests that the number of students taking elongated holiday breaks during the school terms and the large number of unexplained absences (where no reason is given by the parent) indicate a lack of support from some families and some parents to ensure their children attend school on a regular basis.

The school’s attendance strategies will continue into 2013 with the use of a rigorous follow-up procedure to deal with unexplained absences and to support those students in the moderate and indicated risk categories.
STUDENT ATTITUDE, BEHAVIOUR AND EFFORT

Graph 22 represents data collected from Semester 2 2012 reports and is based upon teacher judgements of the attitude, behaviour and effort of their students.

The areas reported on are:
- 1) works to the best of their ability
- 2) shows self respect and care
- 3) shows courtesy and respect for the rights of others
- 4) participates responsibly in social and civic activities
- 5) cooperates productively and builds positive relationships with others
- 6) is enthusiastic about learning
- 7) sets goals and works towards them with perseverance
- 8) shows confidence in making positive choices and decisions.

The data shows that the school is seeing most children in the most years (Yr 1 - Yr 4 & Yr 7)) displaying appropriate behaviour and attitudes more often than not, with only a few students being rated as “seldom” by their teachers.

The data does however show a number of children in Yr 5 & Yr 6 not displaying appropriate behaviour and attitudes at times, being rated as “sometimes” by their teachers across various areas. While this change in attitude can in some part be explained by the children learning to socialise appropriately, the school will be reviewing its policies and programs with a view to developing a whole school approach to Social & Emotional Learning (SEL) in 2013.

It must be noted here that the number of referrals to Admin for misbehaviour is relatively low, with the vast majority of students (95%) acting responsibly in the classroom and the playground.

STUDENT SUSPENSIONS AND EXCLUSIONS

There were 5 student suspensions but no exclusions in 2012.

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HIGHLIGHTS OF TERM 4

CARING FOR THE ENVIRONMENT
On Friday 19 October the Year 4 and 5 students in Room 10 enjoyed an incursion by INSIGHT Ornithology. This activity involved the students constructing nest boxes which have been installed in trees on the school grounds by Mr Simon Cherriman. Many other classes joined in the initial one hour presentation to learn about hollows as habitat and recycling.

A variety of birds were very quickly checking out the nest boxes as potential rentals! A camera was installed in a tree in the Junior Primary playground to photograph one of the two nest boxes designed for Black Cockatoos by Mrs Toni Burbidge, and Simon.

Over the course of 2012/2013 the Room 10 and GEMS students will monitor the nest boxes and record their observations. This information will be used to contribute to scientific data about our bird populations. All parents and students are welcome to contribute their observations and a book is available at the school office specifically for this purpose.

Sculpture in the School
Many parents and family members came down to the school on Wednesday 7th November to view the sculptures created by all students at school. The display kicked off at 3:00 pm and ran to 4:30 pm and the school choir performed a number of lovely songs.

Christmas Concert 2012
It was fantastic to see so many families coming down to the Christmas Concert on the 7th December to join in the carols and to see the children perform. We received many positive comments from parents and students about how great the evening was (as you can see from the pictures). Thanks must go to our Music Teacher, Mrs Reif-Eaves, for her excellent coordination and superb management of the concert.

I would also like to thank all of the staff for attending on the evening. It is not always the case that staff at schools attend out of hours events so willingly, and so it is just wonderful that the staff of Mundaring PS give so freely of their own time for events such as this.

The night capped off a wonderful year at Mundaring Primary School and goes to show just how great a school community we are!
## Annual Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$13,058</td>
<td>$12,647</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$40,319</td>
<td>$40,704</td>
</tr>
<tr>
<td>P &amp; C Contributions</td>
<td>$10,700</td>
<td>$10,700</td>
</tr>
<tr>
<td>Fundraising and Donations</td>
<td>$7,310</td>
<td>$7,092</td>
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<tr>
<td>State Government Grants</td>
<td>$213,959</td>
<td>$213,959</td>
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<tr>
<td>Commonwealth Govt Grants</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$49,684</td>
<td>$49,684</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$355,030</td>
<td>$334,786</td>
</tr>
<tr>
<td>Opening Balance</td>
<td>$37,634</td>
<td>$37,634</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$372,664</td>
<td>$372,420</td>
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</table>

## Annual Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$9,075</td>
<td>$7,005</td>
</tr>
<tr>
<td>Utilities</td>
<td>$92,310</td>
<td>$81,299</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>$16,500</td>
<td>$13,184</td>
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<td>Capital Works</td>
<td>$23,451</td>
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<td>Assets and Resources</td>
<td>$54,545</td>
<td>$51,427</td>
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<tr>
<td>Leases</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Professional Development</td>
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<td>$6,842</td>
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<td>Education Programs</td>
<td>$106,852</td>
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<tr>
<td>Student Services</td>
<td>$41,506</td>
<td>$41,518</td>
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<tr>
<td>Leases</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$351,239</td>
<td>$326,443</td>
</tr>
<tr>
<td>Transfer to Asset Reserves</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Total Funds Carry Forward</strong></td>
<td>$1,425</td>
<td>$25,977</td>
</tr>
</tbody>
</table>

### Cash Position as at: (31/12/2012)

- **Bank Balance**: $149,222

  **Made up of:**

  1. Carry Over Grants (committed) $0
  2. Deductible Gift Funds $0
  3. Trust Funds $0
  4. Asset Replacement Reserves $123,463
  5. Suspense Accounts $213
  6. Uncommitted Funds $25,546

- **Total Bank Balance**: $149,222

### Other Financial Information

- **Voluntary contributions collection rate**: 70.0%
- **Total creditors as at: (31/12/2012)**: $0
- **Total bad debts written off for the year**: $0
- **Total Debtors as at: (31/12/2012)**: $0
- **Total assets/resources written off for the year**: $0
- **Total value of new leases for the year**: $0

A brief comment on the financial performance for the year:

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2012 was a year of growth and change at Mundaring Primary School, which has presented us with challenges and successes across the educational spectrum. Starting with a marked increase in student enrolment over the year to a myriad of curriculum, infrastructure and facilities changes which have allowed us to finish the year in a better position than when we commenced it.

I would like to take this opportunity to thank the staff of Mundaring Primary School for their professionalism and dedication to the welfare and education of the students in their care. Thanks also to the many parents who have supported the school in 2012, particularly the members of the School Council and the Parents & Citizens Committee.

The quality of the school is of course reflected in the quality of its students and I am pleased to say that Mundaring Primary School has some of the best I have had the pleasure to work with in over 30 years of teaching, I have thoroughly enjoyed working with all of the wonderful students at this wonderful school.

Paul Larkin
Principal (April 2013)