



# MUNDARING PRIMARY SCHOOL

## 2014 ANNUAL REPORT



# LEARNING TOGETHER

Welcome to Mundaring Primary School and thank you for taking the time to read our School Report. This year has been another great year for students, staff and parents at Mundaring PS with recognition on the National, State and Local community level. The information on these pages provides a glimpse of what we do at Mundaring and I encourage any parents or prospective parents to call in and meet us in person to find out more.

## 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, an early childhood unit, administration block, undercover area with canteen/uniform shop and purpose built specialist teaching areas including a library resource centre, music room and art centre.

Students at Mundaring PS use state of the art technology including whole class sets of Microsoft Surface RT Tablets in every block and superfast WIFI access. We are also a Lighthouse School for BouncED On-Line Learning Program.

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## OUR SCHOOL PRIORITIES

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

In 2014 the school's priorities were:

- **Numeracy** : Focus Area - Number & Algebra
- **Literacy** : Focus Area - Writing
- **Students At Educational Risk (SAER)**
- **Curriculum Implementation:** The Australian Curriculum (History)
- **ICT - On-Line Learning:** The BouncED Program

In 2015 our priorities will be:

- **Literacy** : Focus Area - Writing (Talk For Writing program)
- **Numeracy** : Focus Area - Number & Algebra
- **Students At Educational Risk (SAER)**
- **Curriculum Implementation:** The Australian Curriculum (Society & Environment)

## HIGHLIGHTS OF TERM 1

Term 1 saw the restart of the highly successful **Developmental Literacy Groups program (DLG)**. This program involves children working with other students of a similar level of literacy development and being presented with work at a level at which they can achieve success and demonstrate growth.

The program operates for the first hour of each day from Monday to Thursday and includes all students from Year 1 to Year 7.



In the DLG, students are placed into one of these groups based upon their developmental level as determined by standardised testing and teacher judgements. Teachers are allocated to these groups and focus on the specific needs of the children in each Literacy Group.

The DLG program has been widely praised by staff and parents alike for providing a very focussed Literacy program and is a major contributing factor to the improvements we are seeing in our school's NAPLAN results.



Our Student Councillors attended the **GRIP LEADERSHIP CONFERENCE** along with 1700 primary aged students. The students participated in activities such as 'Guess Who?' during which they got to meet and talk to students from other schools. Other sessions included short talks, quizzes and viewing movie clips. Each student was provided with a workbook and activities to complete throughout each of the sessions.

Students learnt that a Schoolyard Superhero is a hero because they:



**H**elp others,  
**E**ncourage by using kind words, act as  
**R**ole model by doing the right thing for others and are  
**O**rganisers at heart - in that they volunteer to organise or plan events that support others.

It was really pleasing to take these students out in public. In fact one of the commuters on the morning train into the city commented on how pleasant the students were and how their conversation and good manners had brightened their day. And the day just kept on getting better with our students being considerate and polite to others; they are very obviously well on their way to being good Schoolyard Superheroes.

Term 1 ended with a lot of fun and plenty of chocolate.

The Easter Assembly was hosted by the Student Councillors who did a terrific job and looked the part as well.

The P&C handed out an enormous number of raffle prizes and raised some much needed money for our covered walkway project.

Well done to the P&C for their efforts!







# MUNDARING PRIMARY SCHOOL 2014 SCHOOL REPORT

## STUDENT ACHIEVEMENT - NAPLAN OVERVIEW

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

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	98%	95%	100%	98%	95%
Year 5	94%	96%	97%	97%	96%
Year 7	85%	91%	86%	95%	100%

### 2. School Performance in comparison with all WA Public Schools

	<b>Above Expected</b> performance
	<b>At Expected</b> performance
	<b>Below Expected</b> performance

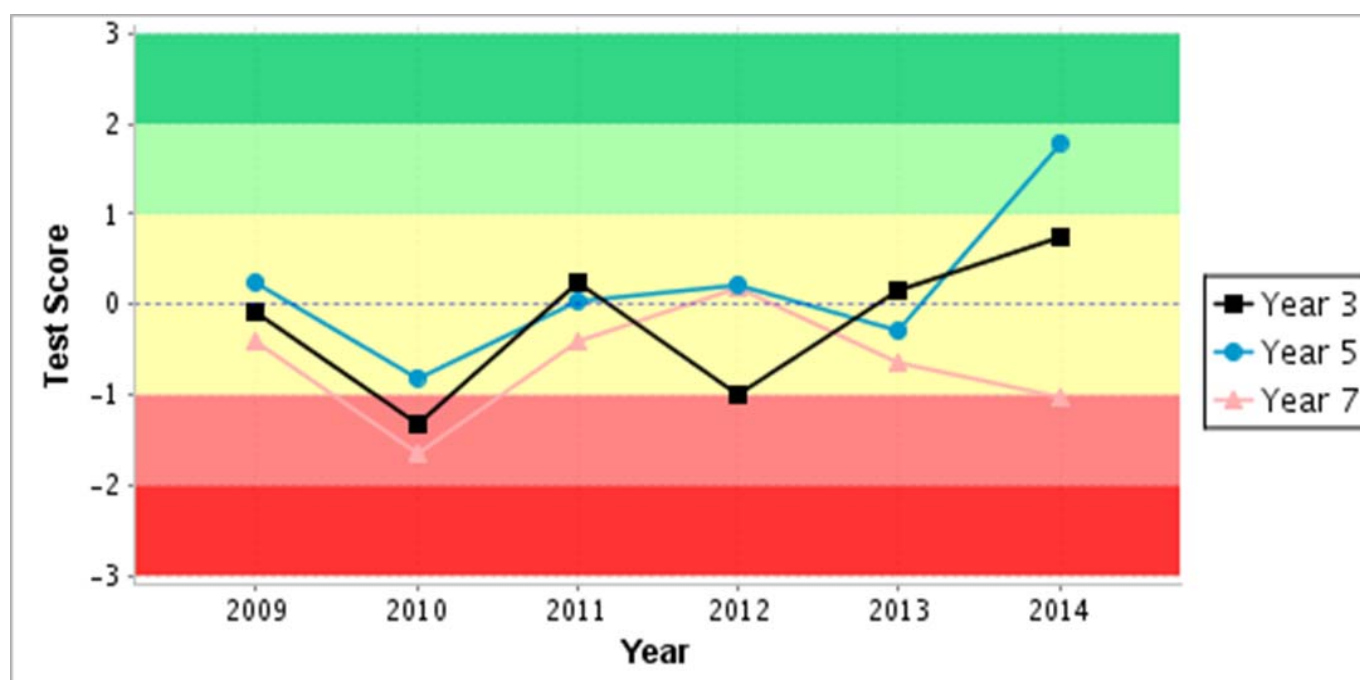
Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3					
Year 5					
Year 7					

From the data above the following generalisations can be made:

- Our **Year 3 students** have once again performed well when compared to students in WA Public schools in all areas of the NAPLAN. With the vast majority of students achieving above the National Minimum Standard in all tested areas. Combined with the fact that the NAPLAN Mean for the cohort was at the expected level, this is a strong endorsement of our whole school Literacy & Numeracy programs and shows we are seeing positive outcomes from our Early Childhood Education (K-2) programs.
- Our **Year 5 students** have performed extremely well when compared to students in WA Public schools in all areas of the NAPLAN. Once again the large majority of students achieved above the National Minimum Standard in all tested areas. Added to this, the NAPLAN average for the cohort was above the expected level in 4 out of 5 tested areas, with Numeracy being at the expected level. This is not only a strong indicator of success in the middle school teaching and learning programs, it is also excellent data when placed side by side with the tremendous value added data for the same group (Refer Value Added Graphs on Page 11 for further information).
- Our **Year 7 students'** performance data this year has been generally good, with 4 out of 5 areas showing performance at or above expected levels. Reading has just barely slid into the 'Below Expected' performance zone and our Year 7 cohort also showed a larger percentage of students (15%) failing to achieve the National Minimum Standard in both Reading and Spelling. Further investigation of this data has provided evidence of the impact of some newly enrolled students at educational risk (SAER) whose 2014 NAPLAN results reduced the cohort mean significantly when compared to that which included just the 'stable cohort' (students who were also present at MPS for their Year 5 NAPLAN Tests in 2012).

**STUDENT ACHIEVEMENT - English (Reading)**

Graph 1 - Year Level Performance Compared To Expected Level Over Time



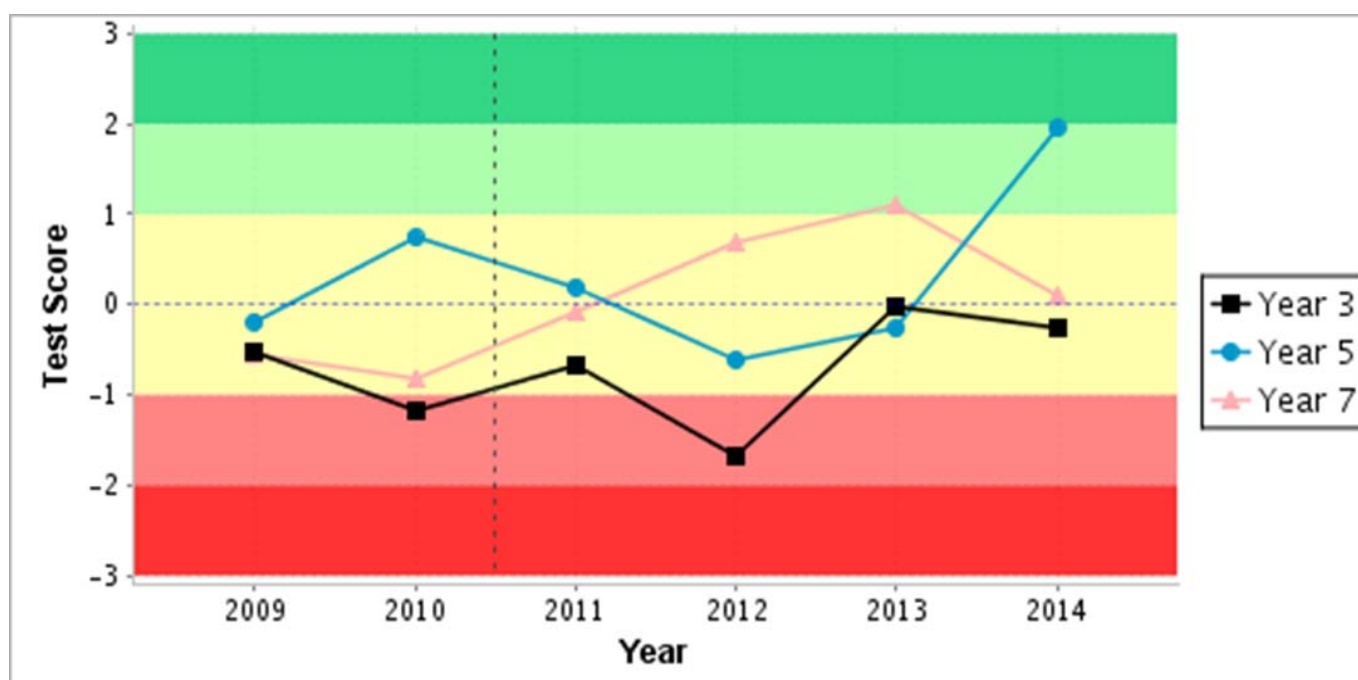
- In the graph above data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are “at expected level”, the green band are “above expected level” and the red band are “below expected level”.
- The graph shows that the mean test score in Year 3 Reading was as expected in 2014, with a continuing trend upwards from previous years’ results. It also shows that the cohort were very close to the above expected band.
- The graph shows that the Year 5 Reading mean test score was significantly above expected and a significant improvement over all previous years’ means. When placed side by side with the tremendous value added data for the same group (Refer Value Added Graphs on Page 11 for further information), this is an excellent indicator of the success of the school’s programs in the middle school.
- The Year 7 Reading result is clearly not as strong as we would like, with the cohort slightly below the expected level. Further analysis of this data however shows the adverse impact of a number of new enrolments late in 2013 & early in 2014, all of whom were identified as academically at risk. Growth data for the stable cohort supports the position that the mean for students who were enrolled in MPS for Year 5 (2012) and Year 7 (2014) demonstrated both above expected achievement and above expected growth in Reading (Refer Value Added Graphs on Page 11 for further information).

**PLANNED RESPONSE**

- English will continue as a priority in 2015, with an ongoing emphasis on providing SAER support and improving outcomes for students in the lower levels of achievement.
- The continuation of the 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.
- The school will also continue the use of On-Line Learning through its participation in the BouncED program as a Lighthouse School.

**STUDENT ACHIEVEMENT - English (Writing)**

Graph 2 - Year Level Performance Compared To Expected Level Over Time



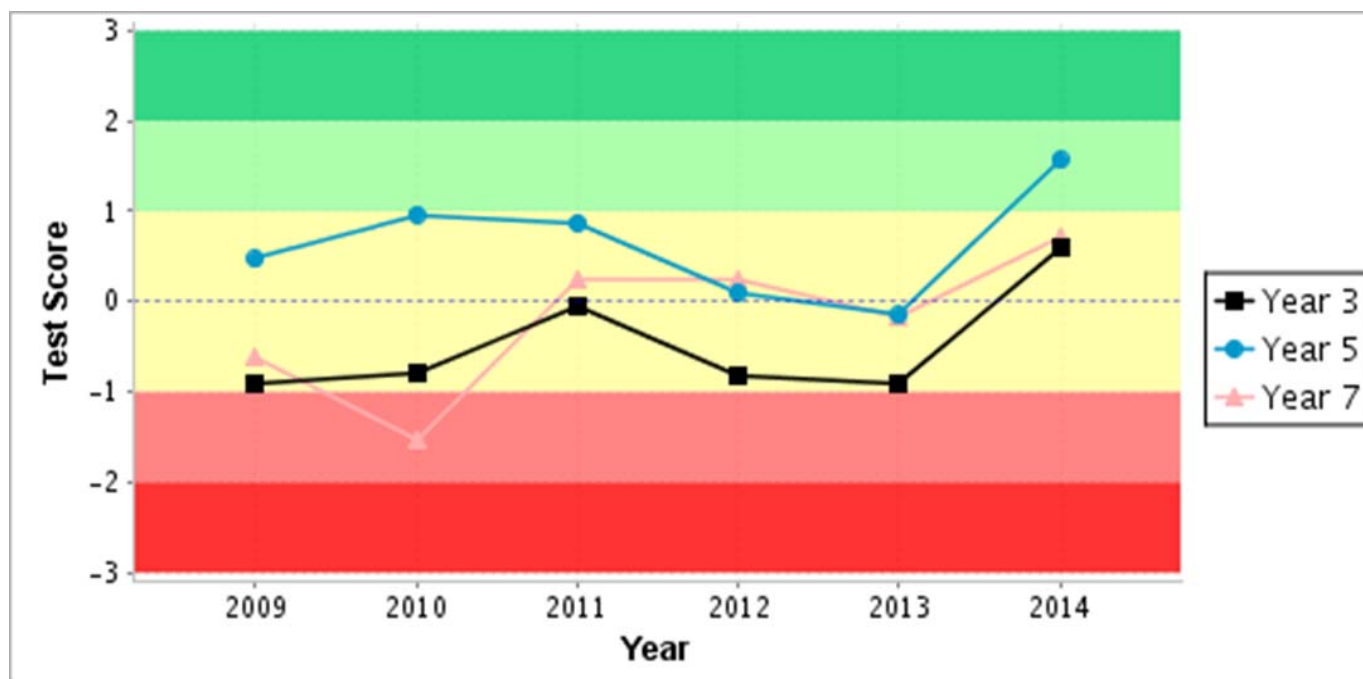
- In the graph above data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are “at expected level”, the green band are “above expected level” and the red band are “below expected level”.
- The graph shows that the mean test score in Year 3 Writing was as expected in 2014 and while slightly lower than 2013, the data demonstrates a continuation of the improvement in this area from previous years.
- The graph shows that the Year 5 Writing mean test score was again significantly above expected and a significant improvement over all previous years’ means. When placed side by side with the tremendous value added data for the same group (Refer Value Added Graphs on Page 11 for further information), this is an excellent indicator of the success of the school’s programs in the middle school.
- While the Year 7 Writing mean in 2014 was not as strong as previous years, it is still within expected levels and when the stable cohort growth data is taken into consideration, it is a positive result.

**PLANNED RESPONSE**

- While all year levels have demonstrated Writing achievement at or above expected levels for the past two years, we are seeing a slight downward trend in Year 3 & Year 7 in 2013/14 which we feel indicates a need to refocus our collective energies on this Literacy strand in the future.
- In order to ensure the improvements in Writing, Literacy will remain one of the school's priorities for 2015 and Writing will become the key focus area with the implementation of the ‘Talk for Writing’ program across the whole school (PP – Yr 6).
- The school will also continue the use of On-Line Learning through its participation in the BouncED program as a Lighthouse School.

**STUDENT ACHIEVEMENT - English (Spelling)**

Graph 3 - Year Level Performance Compared To Expected Level Over Time



- In the graph above data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are “at expected level”, the green band are “above expected level” and the red band are “below expected level”.
- The graph shows that the mean test score in Year 3 Spelling was as expected in 2014, with the best results gained since NAPLAN testing began. It also shows that the cohort were very close to the above expected band.
- The graph shows that the Year 5 Spelling mean test score was once again significantly above expected and a significant improvement over all previous years’ means. When placed side by side with the tremendous value added data for the same group (Refer Value Added Graphs on Page 11 for further information), this is an excellent indicator of the success of the school’s programs in the middle school.
- The Year 7 Spelling mean is again within expected levels and demonstrates a better result than all previous years data, as well as a significant improvement when compared to 2013 data.
- Spelling results across all year levels are indicative of the success of our whole school Literacy approach and, in particular, the use of the Jolly Phonics and Jolly Grammar programs across the school.

**PLANNED RESPONSE**

- English will continue as a priority in 2015, with an ongoing emphasis on providing SAER support and improving outcomes for students in the lower levels of achievement.
- The continuation of the 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.
- As part of our whole school approach to Literacy, the school will continue the use of the Jolly Phonics and Jolly Grammar programs in PP to Yr 6, with the additional expansion of the program to include the purchase of extra Jolly Learning resources.
- The school will also continue the use of On-Line Learning through its participation in the BouncED program as a Lighthouse School.



## HIGHLIGHTS OF TERM 2

**BOUNCED ON-LINE LEARNING PROGRAM**

In 2014, Mundaring PS became a national leader in the provision of On-Line Learning to primary age students and were constantly being asked to model our ICT solution to other schools and educators.



We also saw some terrific participation rates Bounced program this term, reaching a participation rate of 95% of our students accessing the program from school and/or home in just one week which resulted in over 3,000 hits to the individual educational sites.

Of the 18 trial schools scattered around the country, we achieved by the far the largest number of 'hits' which has helped prove the concept and move on to the next phase – the rollout to all schools in the country.

In 2015, Mundaring Primary School will take on the status of Bounced Lighthouse School which will not only provide the students with 24/7 access to free On-Line learning but adds further to the range of Literacy and Numeracy resources available to teachers at the school.

**PUBLIC SPEAKING COMPETITION**

On Wednesday 11th June, the school held our annual Public Speaking Competition in the undercover area. Students from Junior Primary recited poetry while the senior students presented a short speech on a topic of their choice. As you can see from the lines of competitors, we had a very confident group of students taking part.



There can however only be two winners moving on to compete in the Hills Education Community competition and this year, our Junior Primary winner was Elise Wade from Yr 2, with Lily Valverde Caceres from Yr 7 taking out the honours in the Senior Competition.

Elise actually went on to win the Hills Competition for her age group, while Lily represented Mundaring PS extremely well in the senior competition.

**P&C SUPER HERO DISCO**

Once again the members of the P&C Fundraising Committee outdid themselves by coordinating an amazing student disco on the Super Hero theme. Students from pre-primary to Year 7 dressed up (as you can see above!) in some very special costumes for the night.

The disco was just one of the events organised by the P&C to both raise much needed funds for the school and provide a service to the school community. Other P&C events throughout the year included the Awesome Arvo, Easter raffle, Mothers' Day stall and raffle and many other events.

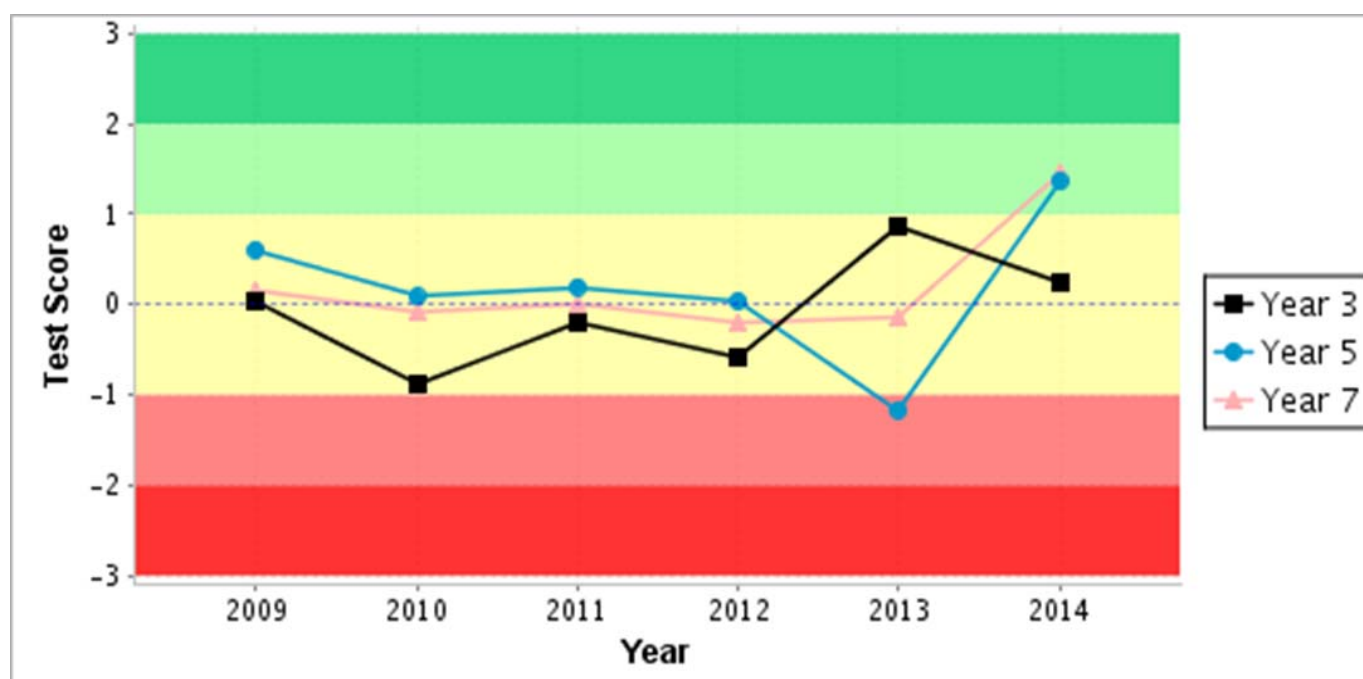


Our Year 4 assembly in May was a veritable smorgasbord of holiday destinations for the discerning traveller. Mrs Goodfield's class presented the assembly and as you can see, the students looked very multicultural.



**STUDENT ACHIEVEMENT - Literacy (Grammar & Punctuation)**

Graph 4 - Year Level Performance Compared To Expected Level Over Time



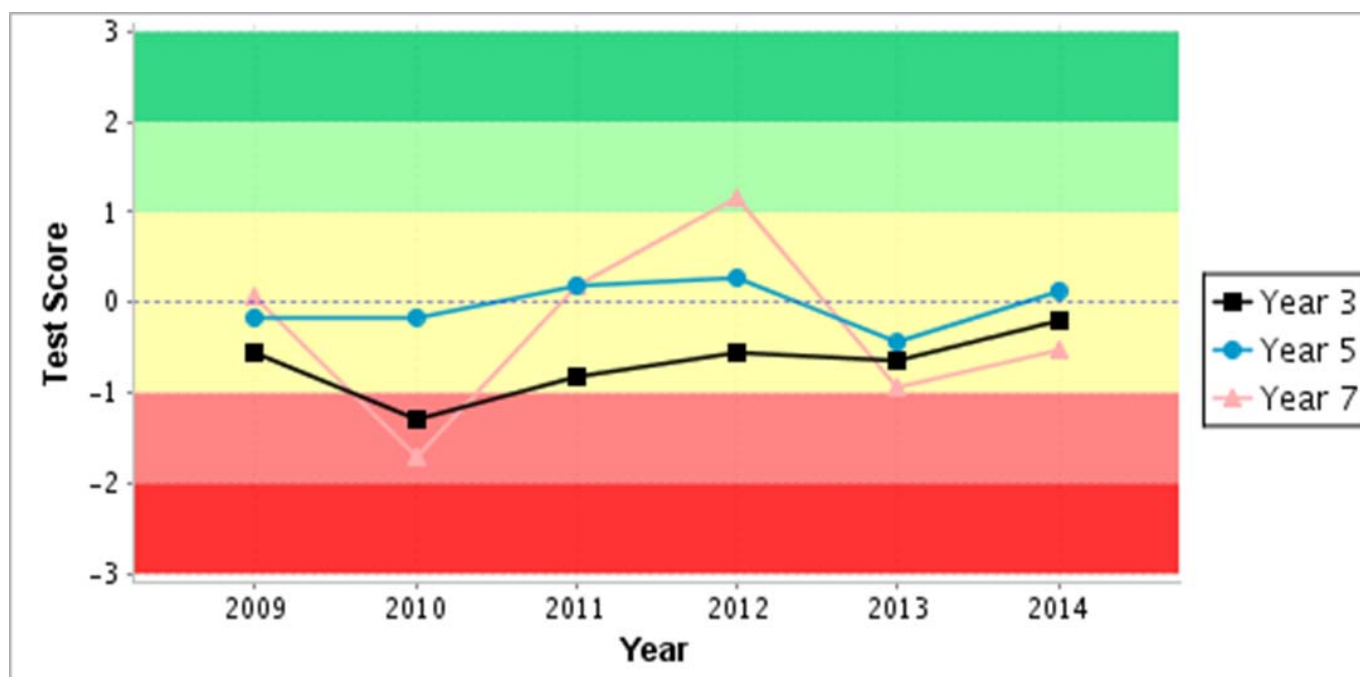
- In the graph above data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are “at expected level”, the green band are “above expected level” and the red band are “below expected level”.
- The graph shows that the mean test score in Year 3 Grammar & Punctuation was as expected in 2014, and demonstrates this continuing trend since 2009.
- The graph shows that both the Year 5 and Year 7 Grammar & Punctuation mean test scores were above expected in 2014 and demonstrates a significant improvement over all previous years’ means for both year levels.
- The Grammar & Punctuation results across all year levels are indicative of the success of our whole school Literacy approach and, in particular, the use of the Jolly Phonics and Jolly Grammar programs across the school.

**PLANNED RESPONSE**

- English will continue as a priority in 2015, with an ongoing emphasis on providing SAER support and improving outcomes for students in the lower levels of achievement.
- The continuation of the 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.
- As part of our whole school approach to Literacy, the school will continue the use of the Jolly Phonics and Jolly Grammar programs in PP to Yr 6, with the additional expansion of the program to include the purchase of extra Jolly Learning resources.
- The school will also continue the use of On-Line Learning through its participation in the BouncED program as a Lighthouse School.

**STUDENT ACHIEVEMENT - Numeracy**

Graph 5 - Year Level Performance Compared To Expected Level Over Time



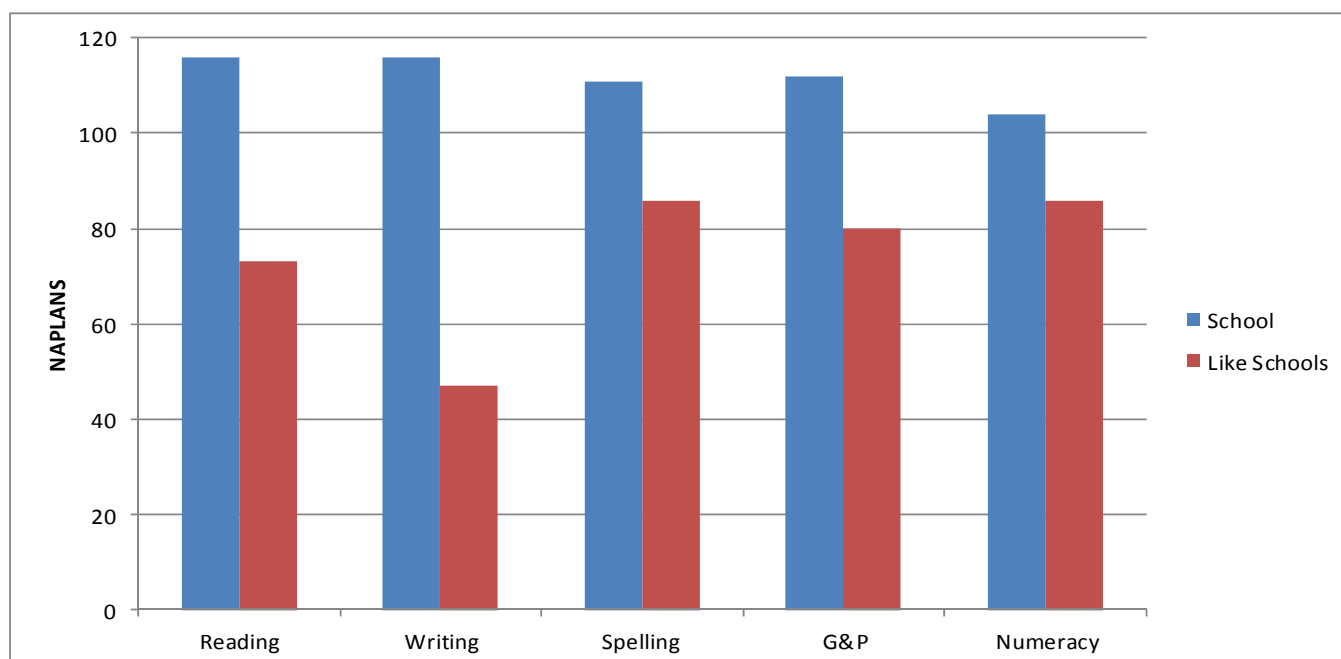
- In the graph above data is presented in coloured bands representing Standard Deviations from the Mean. Scores within the yellow band are “at expected level”, the green band are “above expected level” and the red band are “below expected level”.
- The graph shows that the mean test score in Year 3 Numeracy was as expected in 2014, with the best results gained since NAPLAN testing began. It also demonstrates a clear upward trend in this area over time.
- The graph shows that the Year 5 Numeracy mean test score for 2014 was as expected and an improvement over the previous year, continuing a steady trend over the course of the past 6 years.
- The Year 7 Numeracy mean is within expected levels and an improvement over 2013 where it was close to below expected.
- Numeracy results across all year levels in 2013 & 2014 are indicative of a more stable student performance profile and of the success of our whole school Numeracy approach, in particular the use of the Envision Maths programs across the school.

**PLANNED RESPONSE**

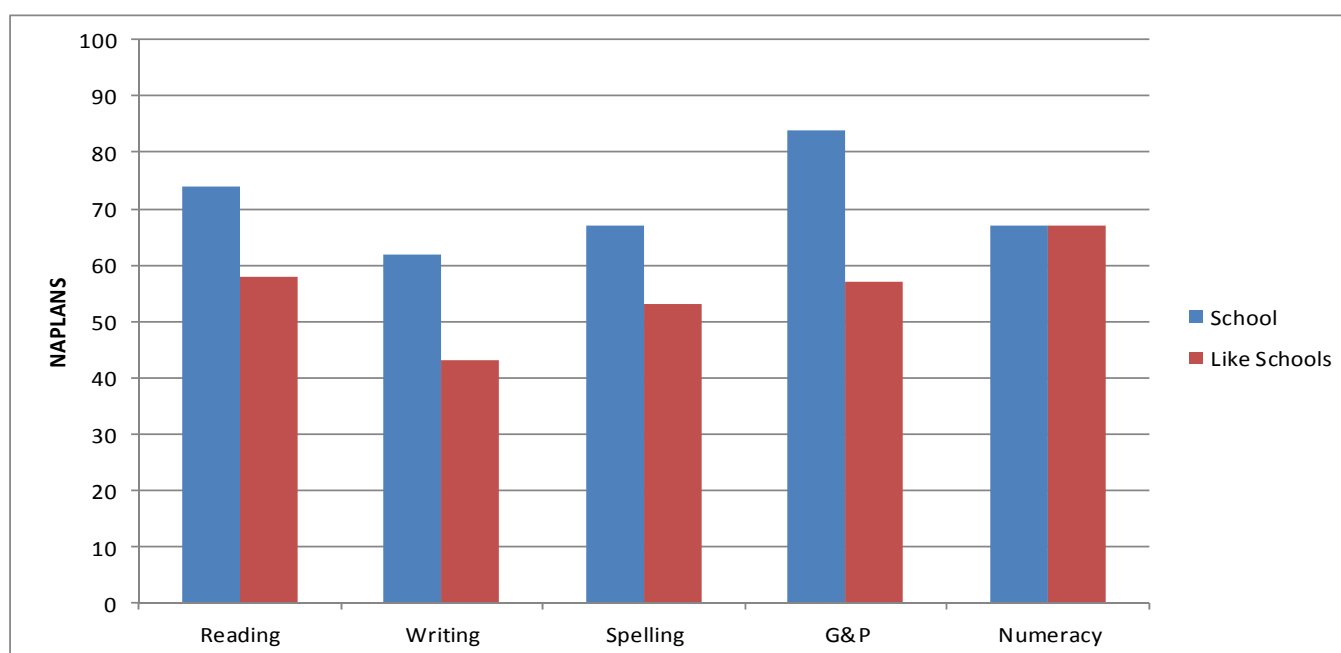
- Numeracy will continue as a priority in 2015, with an ongoing emphasis on Number and improving outcomes for students in the lower and upper levels of achievement.
- As part of our whole school approach to Numeracy, the school will continue the use of the Envision Maths program in PP to Yr 6, with the additional expansion of the program to include the purchase of extra maths resources for concrete activities in the Early Childhood area.
- The school will also continue the use of On-Line Learning through its participation in the BouncED program as a Lighthouse School.

# STUDENT GROWTH (Value Adding)

Graph 6 - Stable Cohort - Year 3 (2012) to Year 5 (2014)



Graph 7 - Stable Cohort - Year 5 (2012) to Year 7 (2014)



- The graphs on this page show the mean growth (Value Adding) over two years for the same group of students who were present at MPS for both tests (the stable cohort) compared to students in schools with a similar socio-economic background (like schools). Growth is indicated as the difference between the mean NAPLAN score in 2012 testing and the mean NAPLAN score in 2014 testing. This is displayed as NAPLANS.
- Graph 6 shows clearly that in all tested areas our Year 5 students demonstrated significantly better growth over the two years than students in like schools. It is also correct to note that school growth in all areas was better than the Australian schools mean.
- Graph 7 shows a similar picture for our Year 7 students, with all areas of Literacy showing greater levels of growth than like schools and growth in Numeracy matching that of like schools.
- The significant progress achieved by both our Year 5 and Year 7 stable cohorts has been recognised by ACARA in a recent letter to the school which deemed it to be “statistically significant and worthy of highlighting and acknowledgement” and is a clear indication of the success of the Literacy and Numeracy programs at Mundaring PS.



## HIGHLIGHTS OF TERM 3

**HILLS FOREST DISCOVERY CENTRE**

Excursions are a very important part of the educational program at Mundaring Primary as they provide students with experiences they would not normally encounter at school or at home.

Following a staff professional development afternoon at the Hills Forest Discovery Centre, classes from the school attended sessions at the centre focussing on environmental education and indigenous Aboriginal culture. Children were presented with unique opportunities to discover for themselves the way in which the Aboriginal people live within and respect the environment.

**EARLY CHILDHOOD EDUCATION PROGRAMS**

Some of the most exciting things that happen at Mundaring Primary School occur in our Kindy & Pre-Primary classrooms! With a hugely positive staff, tremendously supportive parents and very attentive students, it is always THE place to visit when you need a boost to your spirit.

With Mothers' Day and Fathers' Day breakfasts, parent readers for Book Week and many other activities, the ECE is a hive of activity and a lovely place to work and play!

**EDU-DANCE EXTRAVAGANZA**

On the last Tuesday of Term 3 the school held its annual Edu-Dance Performance and what an event it was. The weather held and the huge audience were kept spellbound by the awesome dancing and choreography of each and every class performance.

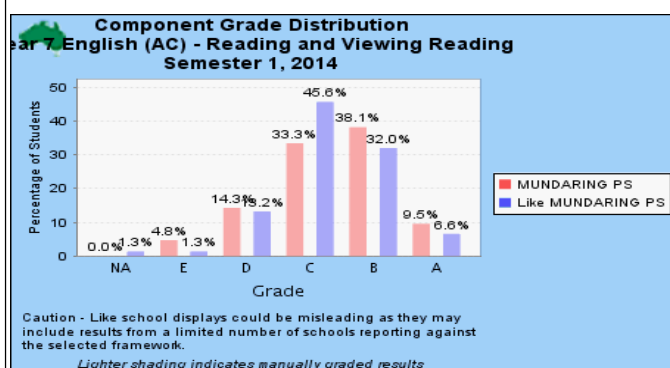
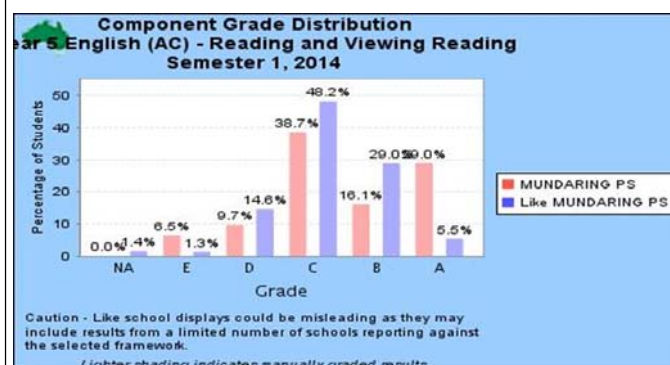
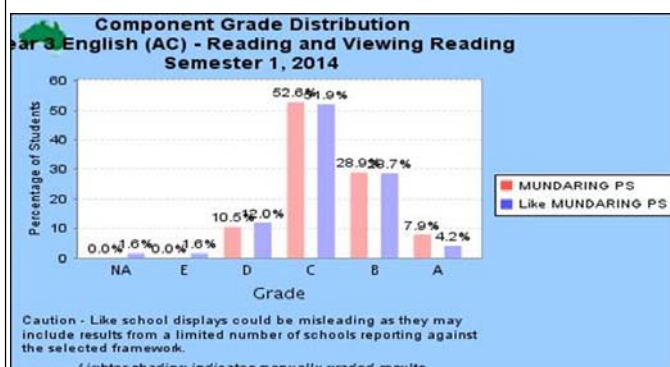
The change to an outside venue afforded parents a much improved vantage point from which to view the dances and as the photo below shows, the students pulled out all the stops to present a wonderful show.



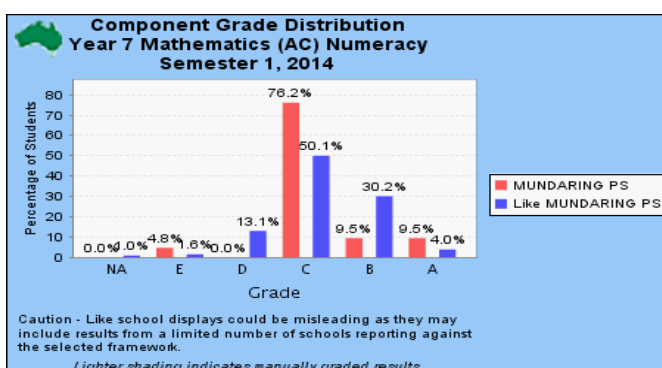
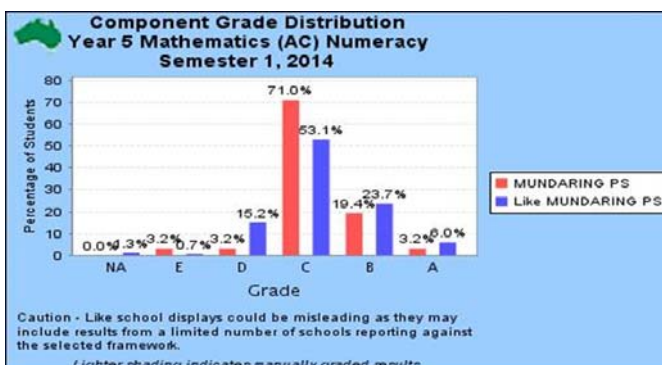
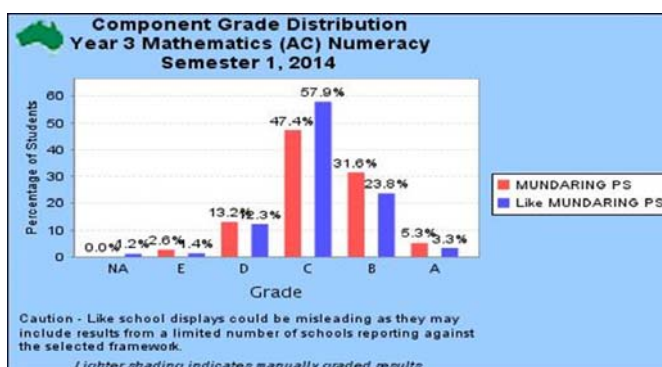
Here are just some of the wonderful book characters seen at Mundaring Primary School for Book Week in Term 3

# STUDENT ACHIEVEMENT - Teacher Judgements (Priority Areas - English & Mathematics)

## READING (Graphs 8 - 10)



## NUMERACY (Graphs 11 - 13)

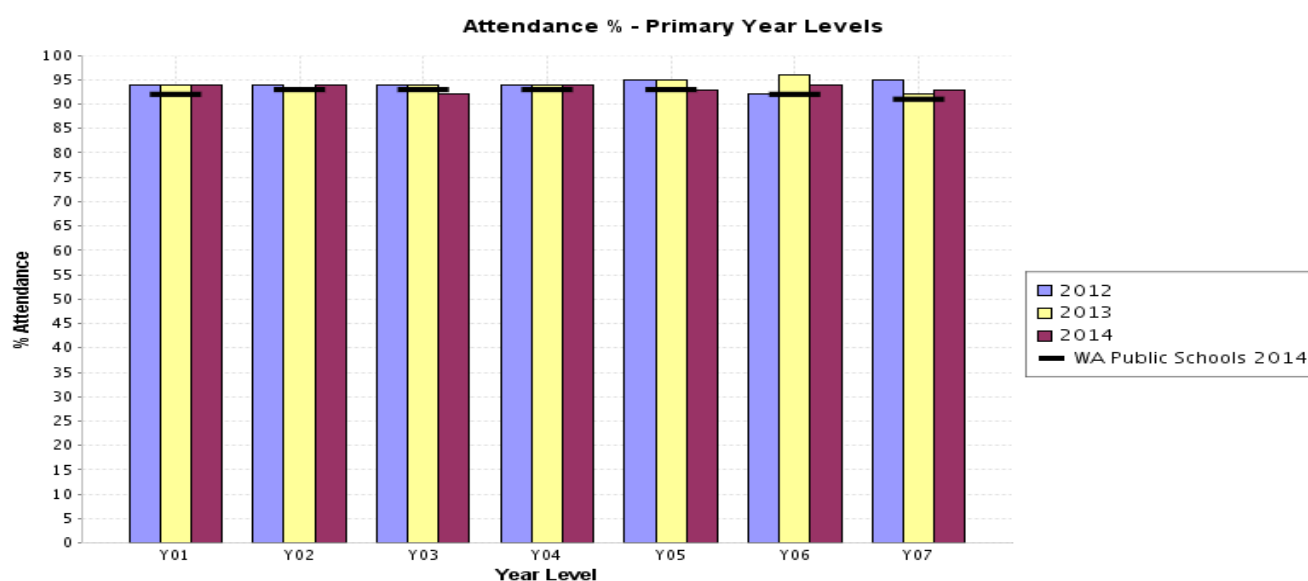


- The graphs above display the grade distributions of student in Years 3, 5 & 7 in Reading and Numeracy. The graphs show that according to teacher judgements, grades are being awarded match the expected "normal curve", with most students achieving 'C' or satisfactory grades.
- Graphs 8 to 10 show Teacher Judgements in Reading based upon report data from Semester 1 2014. This data shows that when compared with like similar schools, our Year 3, 5 & 7 results show a strong correlation which indicates out teachers are accurate with their grades. It is important to note here that there is also a strong correlation between these graphs and the NAPLAN data presented in early pages of this report. For example strong Year 5 NAPLAN Reading data supports the higher number of A grades awarded by teachers., while lower achievement in Year 7 NAPLAN Reading is mirrored in the higher percentage of D and E grades awarded.
- Graphs 11 to 13 show Teacher Judgements in Numeracy based upon report data from Semester 1 2014. While the school data does not match the 'normal curve' evident in the like schools data, it does generally support consistency with 2014 NAPLAN data for the various year levels. There is still however a high percentage of C grades awarded in Year 5 & Year 7 which may suggest a reticence to commit to awarding higher grades until Semester 2, where we do see a more even spread of grades in all year levels.
- To further improve the correlation between the grade distributions of the school and the NAPLAN data, we will continue to review the school's assessment and moderation processes in 2014 and provide additional resources and training to staff.

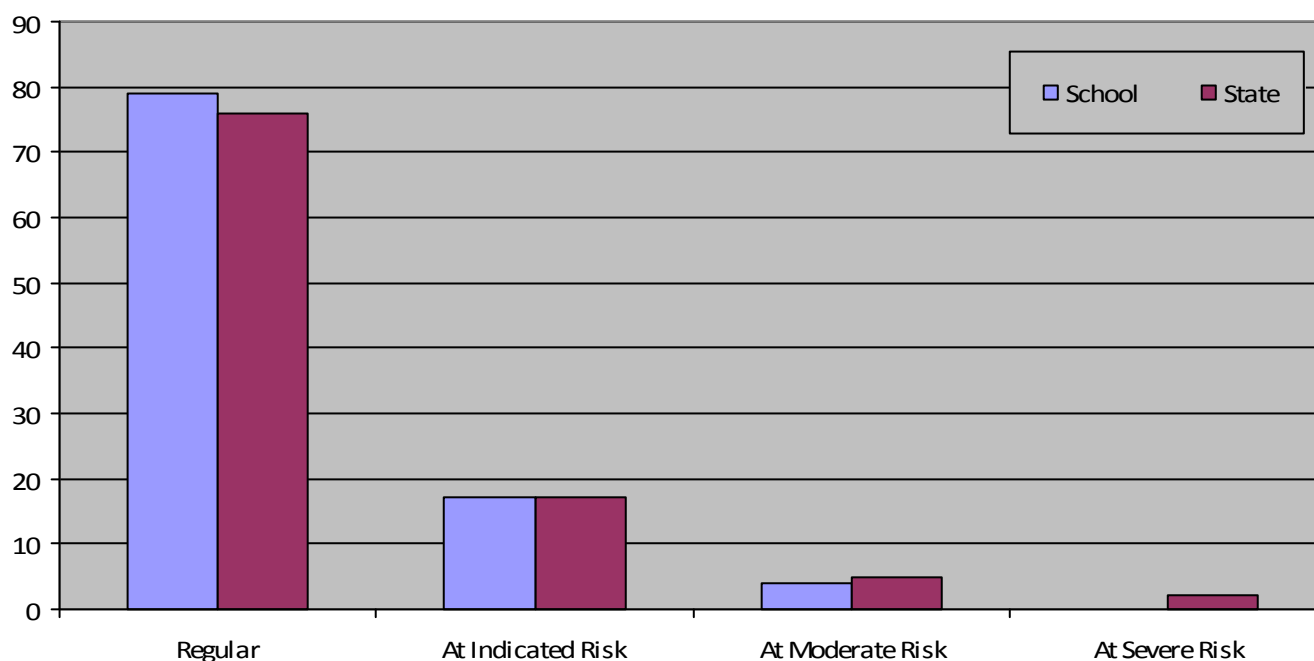


# STUDENT ATTENDANCE

Graph 14 - Average Attendance % - Primary Year Levels



Graphs 15- School Vs State Attendance in Categories

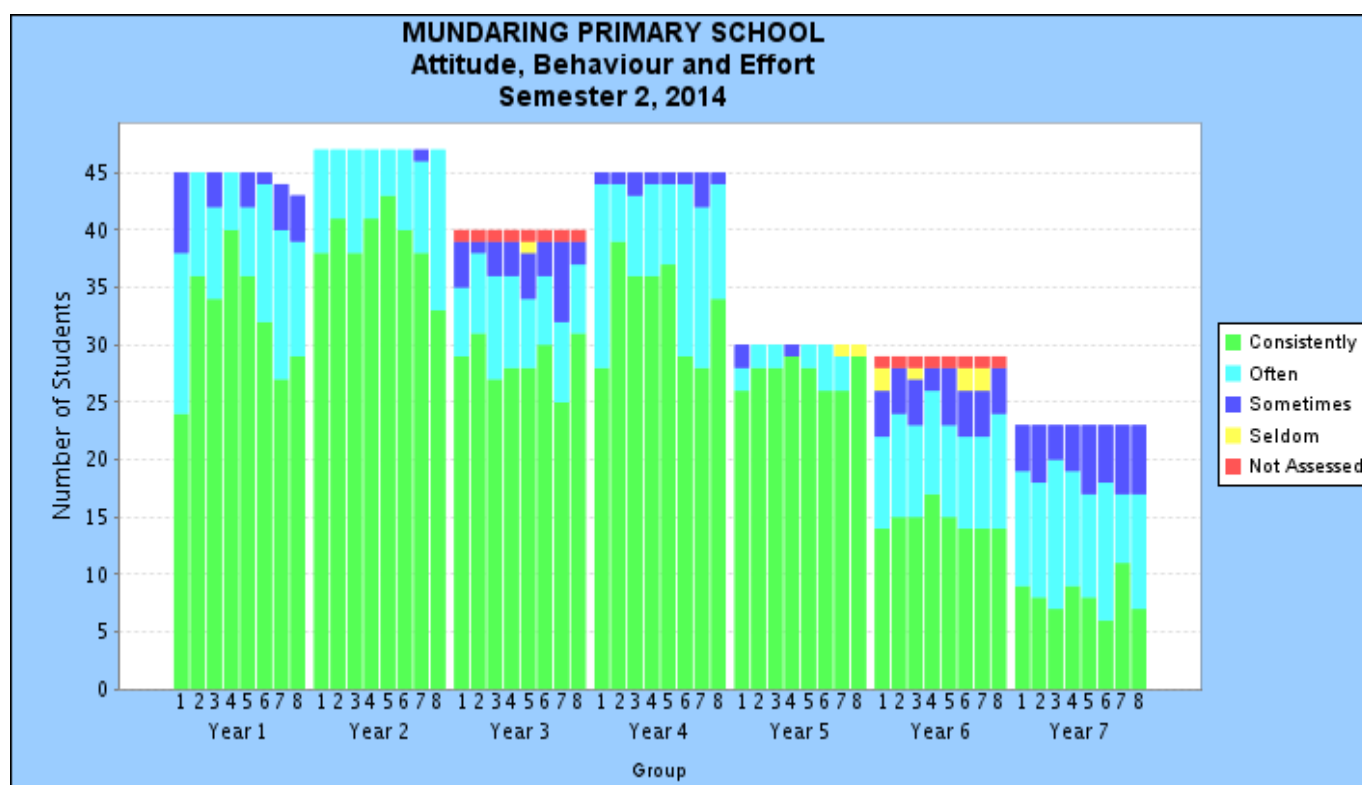


- Graph 14 shows that average student attendance at Mundaring PS is better than or equal to the attendance rate for the state across all year levels.
- Graph 15 shows the Semester 1 Attendance Profile for Mundaring PS and the State. This graph looks at the percentage of students attending regularly and the percentage of students “at risk”. The data for the school in 2014 demonstrates that our attendance strategies have worked to reduce the number of students in the severe category (0%) and increase the number of regular attenders.
- Further analysis of this data indicates an increase in the number of students in the moderate and indicated categories being withdrawn from school mid-term for family vacations, as well as an increase in the number of student absences recorded as ‘notified as sick’ by their parents. This issue has been an ongoing cause for concern to teachers and the school’s admin team and the school will continue to actively monitor the attendance of these ‘at risk’ students and follow up with parents as required.



## STUDENT ATTITUDE, BEHAVIOUR AND EFFORT

Graph 17



- Graph 17 represents data collected from Semester 2 2014 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.
- 2014 behaviour data shows that the vast majority of the students are demonstrating appropriate behaviour and attitudes with an increasingly small number of students being rated as 'seldom' by their teachers.
- Teacher judgements are further supported by the number of referrals to Admin for classroom and playground misbehaviour which reduced significantly in 2014.
- For some students arriving later in the year, it was not possible to make a judgement and so they show up in the data in red as 'not assessed'.

**STUDENT SUSPENSIONS AND EXCLUSIONS**

In 2014 there were 3 student suspensions involving 2 students but no exclusions.

## HIGHLIGHTS OF TERM 4

**SCHOOL SPORTS PROGRAM**

Throughout 2014 Mundaring Primary School was successful in gaining funding from the Active After-school Communities Program for After School Sport sessions. We received funding for two sessions per week to be run on a Tuesday and Wednesday afternoon for seven weeks each term with each session including 25 students per session.

In Semester 2 our Physical Education specialist teacher, Mr Taylor, ran the T-ball program, while a specialist coach from the Australian Sports Commission took the hockey sessions. All sessions were free and a healthy afternoon tea was provided in the undercover area prior to the commencement of the session.

Parents and students alike really appreciate this addition to our school's Sports/PE program which encourages active participation and improved fitness. Changes to the national funding model in 2015 will hopefully result in our school receiving similar funding to continue this valuable program.

**INTERSCHOOL ATHLETICS**

In October selected students from Mundaring Primary School competed in the interschool athletics carnival against students from Gidgegannup, Glen Forrest and Mount Helena at the Mount Helena Primary School.

All of our athletes endeavoured to perform to the best of their ability in their individual and team events which was pleasing to see. Four of our athletes were rewarded for their efforts as they scored enough points to be awarded the championship medallion for their year group while two of our athletes were awarded a runner-up medallion.

**THE ARTS ARE ALIVE AT MUNDARING PS**

Term 4 was a very creative time at the school with two major arts events being presented almost simultaneously. The first of course was the annual 'Sculpture In The School' where all classes presented arts installations based on an 'Australianana' theme. We saw a huge response from parents who came down to view the class pieces and share in the celebration. The event was further enhanced by yet another superb performance from the school choir and some delicious afternoon tea from the graduating students and their parents.

This term also saw the Mundaring Primary host the inaugural Hills Education Community Art Exhibition. The exhibition was officially opened on a Monday evening and attracted over 250 visitors from the 8 schools who participated in the event.

A huge variety of art was exhibited, including 2D pieces, 2D sculptures and of course we included some of our own large sculptures into the mix. The exhibition was available through the week and we saw many families coming through during and after school each day.

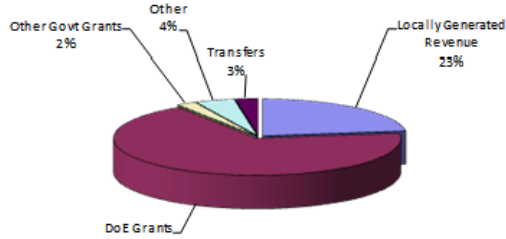


# MUNDARING PRIMARY SCHOOL

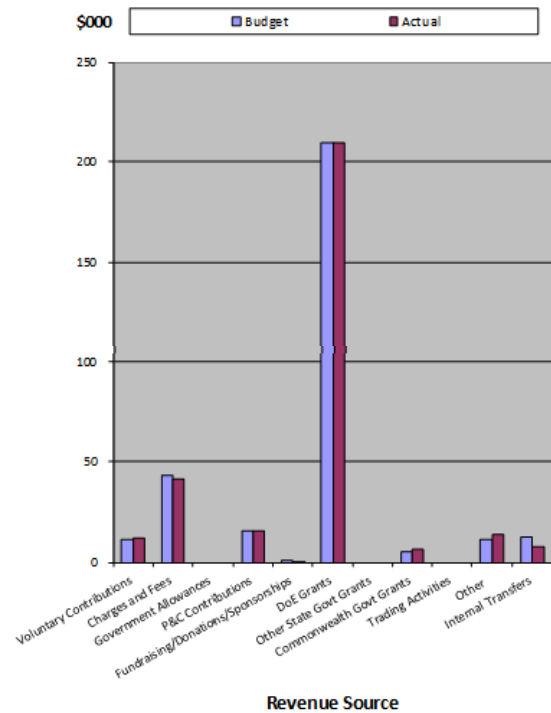
## Mundaring Primary School Financial Summary as at 28 January 2015

	Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$	11,250.00	\$ 12,261.00
2 Charges and Fees	\$	43,959.80	\$ 41,785.71
3 Government Allowances	\$	-	\$ -
4 P&C Contributions	\$	15,898.30	\$ 15,898.30
5 Fundraising/Donations/Sponsorships	\$	681.00	\$ 981.00
6 DoE Grants	\$	209,081.78	\$ 209,082.08
7 Other State Govt Grants	\$	-	\$ -
8 Commonwealth Govt Grants	\$	5,082.00	\$ 6,732.00
9 Trading Activities	\$	-	\$ -
10 Other	\$	11,205.46	\$ 13,740.21
11 Internal Transfers	\$	12,500.00	\$ 8,000.00
<b>Total</b>	<b>\$</b>	<b>309,608.33</b>	<b>\$ 308,000.30</b>
<b>Opening Balance</b>	<b>\$</b>	<b>46,376.00</b>	<b>\$ 46,375.51</b>
<b>Total Funds Available</b>	<b>\$</b>	<b>355,984.33</b>	<b>\$ 354,375.81</b>

Current Year Actual Revenue Sources

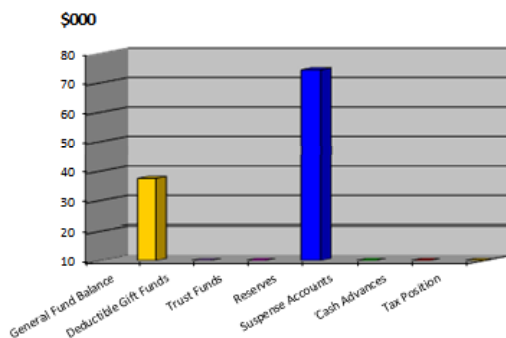


Revenue - Budget vs Actual

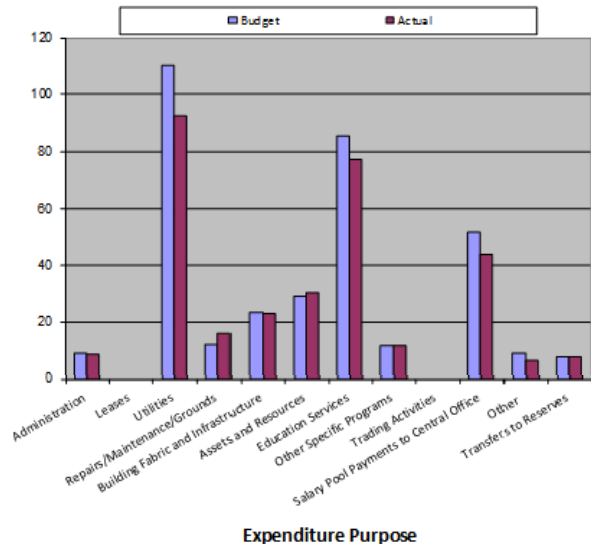


	Expenditure	Budget	Actual
1 Administration	\$	8,766.00	\$ 8,298.84
2 Leases	\$	-	\$ -
3 Utilities	\$	110,088.00	\$ 92,205.08
4 Repairs/Maintenance/Grounds	\$	12,071.00	\$ 16,087.67
5 Building Fabric and Infrastructure	\$	23,400.00	\$ 22,927.00
6 Assets and Resources	\$	29,171.00	\$ 30,480.90
7 Education Services	\$	85,729.80	\$ 77,565.59
8 Other Specific Programs	\$	11,427.48	\$ 11,412.89
9 Trading Activities	\$	-	\$ -
10 Salary Pool Payments to Central Office	\$	51,504.97	\$ 44,000.00
11 Other	\$	8,800.00	\$ 6,419.50
12 Transfers to Reserves	\$	7,500.00	\$ 7,500.00
<b>Total</b>	<b>\$</b>	<b>348,468.25</b>	<b>\$ 316,907.82</b>

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$	108,277.25
Made up of:		
1 General Fund Balance	\$	37,467.59
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Reserves	\$	74,337.26
5 Suspense Accounts	\$	1.00
6 Cash Advances	\$	-
7 Tax Position	\$	2,529.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>108,277.25</b>



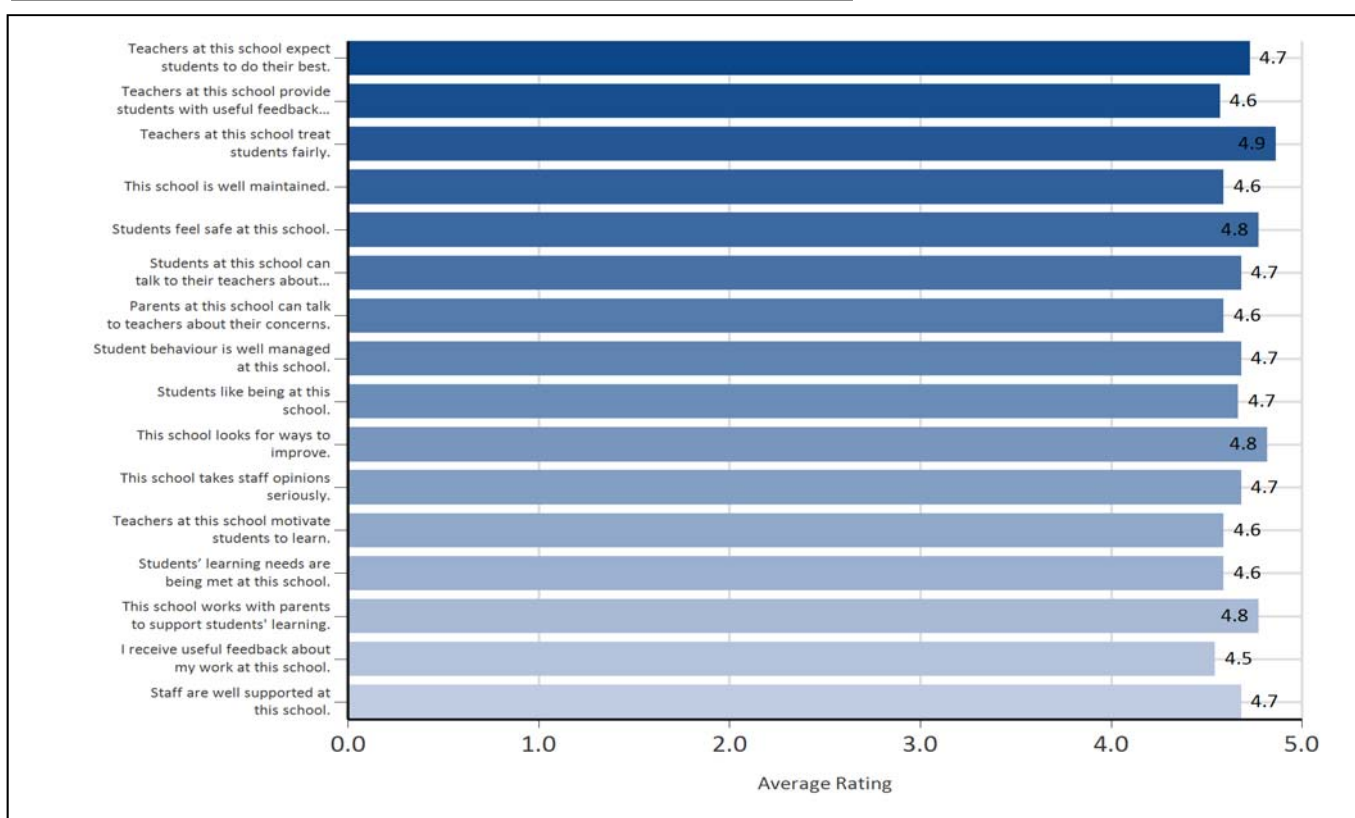
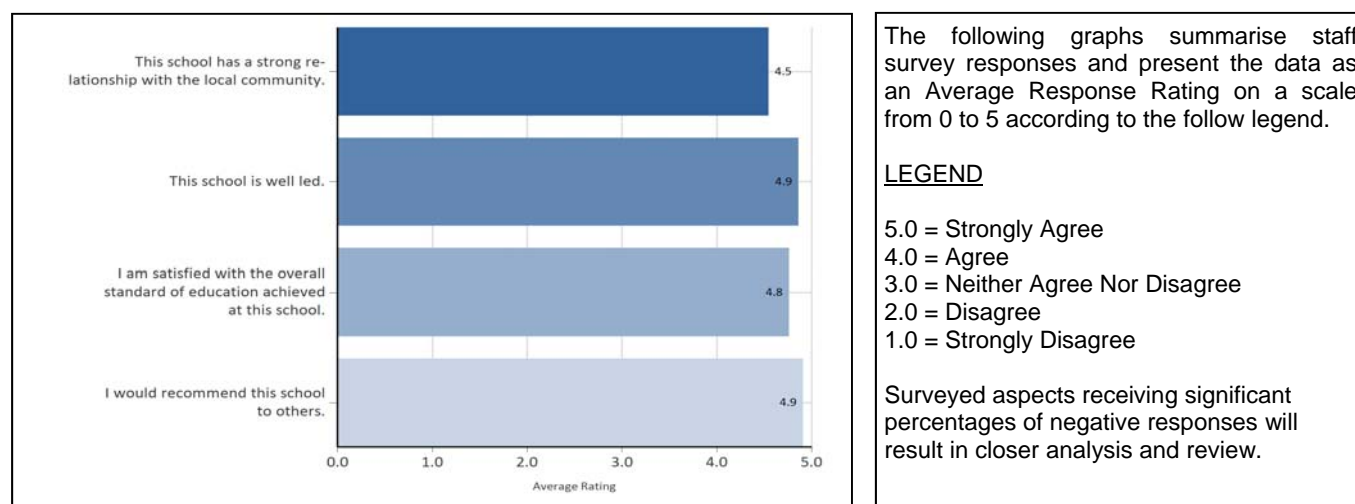
## SATISFACTION SURVEYS

In November 2014 members of the school community were surveyed using the School Survey On-Line system. Students, parents and staff were provided with the opportunity to rate the school on a range of criteria.

Unfortunately, despite widely circulating information about the parent survey and providing it on-line and in hard copy, we received only seven (7) parent responses which has been deemed insufficient for statistical analysis and will not be used.

Graphical representations of the Staff and Student survey responses and review notes can be found on the following pages.

Graph 18 - Staff Satisfaction Survey - Average Response Rating (Total Responses = 22)



- The graphs above demonstrate clearly that with all average response ratings between Agree and Strongly Agree, staff are very satisfied with all aspects of the schools management and support for both students and staff at the school.
- Of key interest in this data are the ratings relating to the staff feeling well supported at school and receiving useful feedback about their work. This indicates a very high level of staff job satisfaction which is further supported by the reduction in staff absences over the past three years.

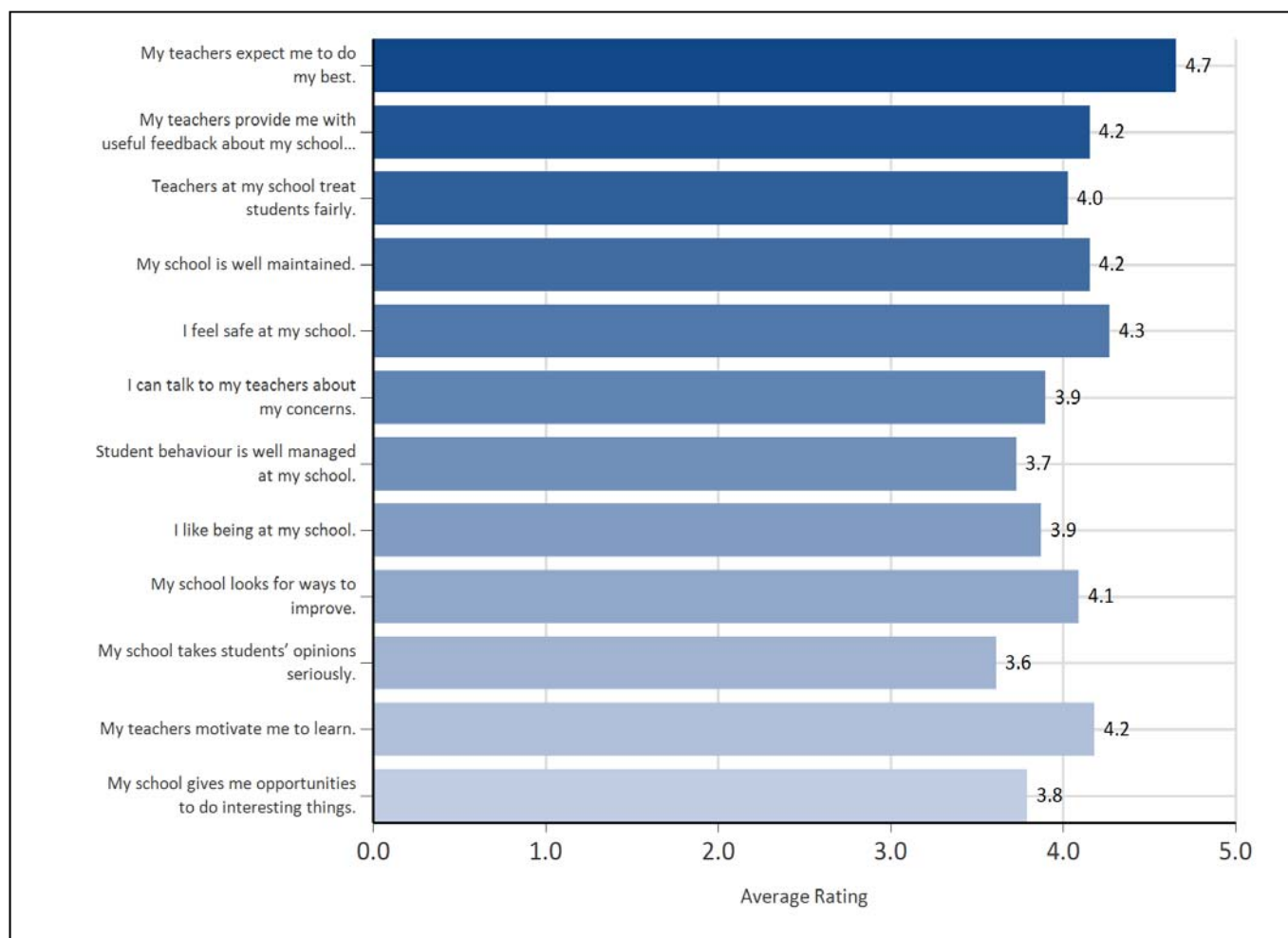
## SATISFACTION SURVEYS

Graph 19 - Student Satisfaction Survey - Average Response Rating (Total Responses = 78 Year 5, 6 &amp; 7 students)

The following graphs summarise student survey responses and present the data as an Average Response Rating on a scale from 0 to 5 according to the follow legend.

**LEGEND** 5.0 = Strongly Agree; 4.0 = Agree; 3.0 = Neither Agree Nor Disagree; 2.0 = Disagree; 1.0 = Strongly Disagree

Surveyed aspects receiving significant percentages of negative responses will result in closer analysis and review.



- The graph above show that while most students are generally happy with the way the school supports their needs, there is a proportion of students who feel less than happy with certain aspects of the school, including aspects related to the relationship between students and staff:

- ◇ I can talk to my teachers about my concerns - 11% of students disagreed with this statement
- ◇ My school takes students' opinions seriously - 19% of students disagreed with this statement

Clearly some students feel that staff are not approachable enough to talk to or that staff do not value their opinions. This is a cause for concern at the school and has resulted in much discussion and reflection on the part of the Admin.

- Other aspects of the student survey receiving negative feedback included:

- ◇ Student behaviour is well managed at my school - 11% of students disagreed with this statement
- ◇ My school gives me opportunities to do interesting things - 14% of students disagreed with this statement

These issues will be investigated further in 2015 including, as part of our Social and Emotional learning programs, a series of round table discussions with groups of students facilitated by the school chaplain to gather further feedback and input from disaffected students. This data will then be used to develop a broader, whole school plan to address the issues presented.

## PRINCIPAL'S REFLECTION

As Principal of Mundaring PS since 2012, I feel the evidence provided in this report clearly demonstrates improvements in the areas of student achievement and growth in Literacy and Numeracy as supported by national testing data, teacher judgements and as recognised in Term 1 2015 by The Australian Curriculum, Assessment and Reporting Authority (ACARA). I see the most recent 2014 NAPLAN data as very clear indication that the school is on track for a continuation of the improvement in student outcomes we have seen over the past 2 years.

The efforts of the staff in improving student outcomes in Early Childhood Education through the development of whole school planning and the implementation of innovative Teaching and Learning programs have resulted in our Year 3 students matching and then surpassing students from like schools in 2013 & 2014.

In addition to this excellent start from our younger students, we are also now able to demonstrate outstanding growth through the middle and senior years which, in the words of ACARA, "is deemed to be statistically significant and worthy of highlighting and acknowledgement"

There is also clear evidence that the local community regard Mundaring PS as a first choice for their children as supported by continuing trend of increased enrolments each year since 2012 and as demonstrated by enrolments in 2015 which were greater than 2014 despite losing the Year 7 cohort to secondary school.

Based upon the positive data we are seeing over the last two years, it is our intention as part of our School's Strategic Plan to continue the following whole school initiatives:

- The Students At Educational Risk (SAER) program which provides increased levels of student support through the appointment of a LSC/SAER Coordinator (0.3FTE) and additional SAER Education Assistants (2.0FTE).
- The Literacy Teaching block (first hour of each day) and Developmental Literacy Groups program in all classes. These programs allow us to provide support for lower and higher achieving students without the need for additional funding or staff.
- The BouncED On-Line Learning System which provides all students with 24/7 access to a range of web based literacy and numeracy programs at no cost to the school or parents.
- Whole school programs in Literacy (eg: Jolly Phonics & Jolly Grammar) and Numeracy (eg: Envision Maths).
- In addition to this, and to support improvements in Writing, we will implement the 'Talk for Writing' program as a whole initiative in 2015.
- In 2015 Mundaring Primary School will also become a Core School for the implementation of the National Quality Standard (NQS) in Early Childhood Education.

It has indeed been a great pleasure to lead Mundaring Primary School through this phase of improvement and I would like to take this opportunity to thank my teaching and non-teaching staff members, the members of the School Management Council and the Parents & Citizens Association for their continued support of our efforts to make Mundaring Primary the school of choice in the hills.

Paul Larkin  
Principal  
April 2015