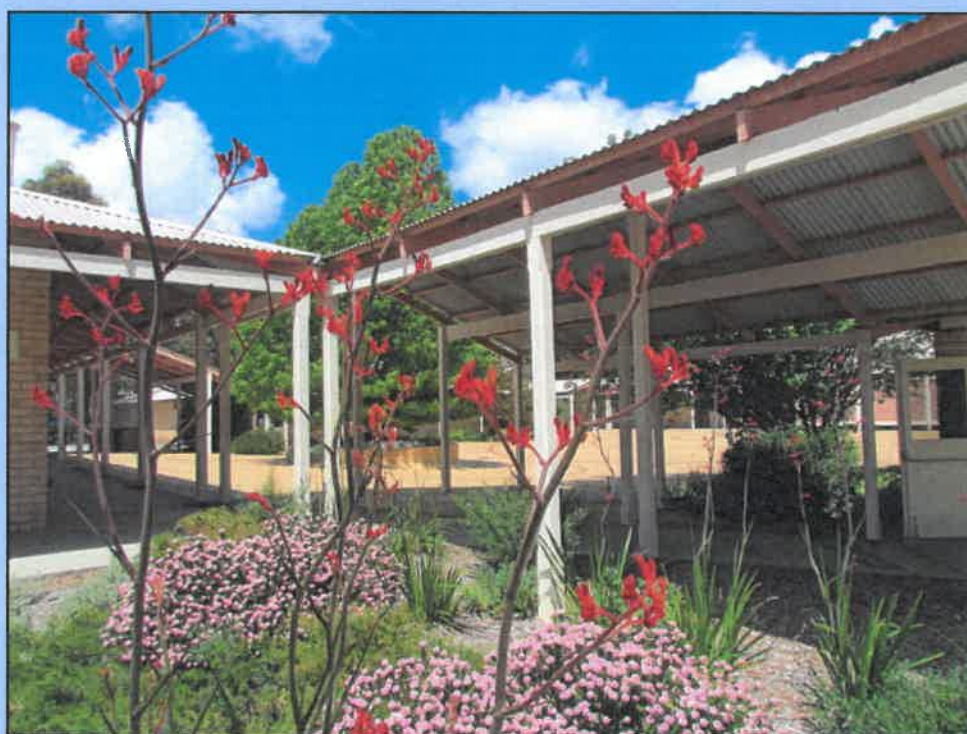




MUNDARING PRIMARY SCHOOL



2021 SCHOOL REPORT

Welcome to Mundaring Primary School and thank you for taking the time to read our 2021 School Report, I trust it provides you with information about the school and our programs.

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 has open designed primary classrooms in three clusters, 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, art room and STEM (Science, Technology, Engineering and Maths) room we call The Learning Studio.

OUR SCHOOL PRIORITIES

School priorities and focus areas are reviewed annually using a rigorous cycle of data review, planning and reporting. Literacy and Numeracy will always be priorities at Mundaring PS, with various sub strands being designated as Focus Areas based upon need as determined by the staff.

In 2021 the school's priorities were:

- **Literacy** : Focus Area - Reading Comprehension & Spelling
- **Numeracy** : Focus Area - Number & Algebra
- **Students At Educational Risk (SAER)** : Differentiating The Curriculum
- **Curriculum Implementation** : Focus Area - Early Intervention - Literacy

In 2022 our priorities will be:

- **Literacy** : Focus Area - Writing
- **Numeracy** : Focus Area - Number & Algebra
- **Students At Educational Risk (SAER)** : Differentiating the Curriculum
- **Curriculum Implementation** : Focus Area - New Australian Curriculum

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	100%	98%	97%	92%	97%
Year 5	96%	95%	95%	96%	98%

2. Comparative Performance (Compared to Predicted Means)

Above Expected	more than one standard deviation above the predicted school mean
At Expected	within one standard deviation of the predicted school mean
Below Expected	more than one standard deviation below the predicted school mean

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	0.3	-0.5	0.2	-0.4	-0.2
Year 5	1.1	0.6	0.2	0.5	0.0

DATA ANALYSIS

It is evident from Chart #1 that the vast majority (>90%) of students achieved at or above the National Minimum Standard in all tested areas. The following is noted:

- While there were only a small number of students who did not meet the NMS, this is of concern and is being addressed as part of the school's Students At Educational Risk (SAER) Policy and Procedures.
- The data also indicates that a small number of students achieved at the NMS in certain tested areas. These students have been identified and provided with targeted support through the use of differentiated planning in the mainstream classroom.

Chart #2 demonstrates that when compared to predicted means, Mundaring Primary School students are achieving at or above expected in all of NAPLAN across Years 3 & 5, with notes on the following areas:

- The Year 3 performance data in all 5 tested areas indicates overall achievement at the expected level. The school feels that this result is a clear indication of the ongoing success of our Early Childhood programs.
- It was very pleasing to see improvements in Spelling in both Yr 3 & Yr 5 when compared to previous years. The school feels that this is a direct result of the introduction of the Soundwaves Spelling program and the inclusion of Spelling as a focus area in our 2021 Operational Planning.

PLANNED RESPONSE

To support ongoing improvements in the areas identified above, the following is a list of new/revised programs the school will utilise as part of our whole school planning:

Program

The school is introducing the **Sounds Write** program in all ECE classes in 2022. All ECE staff members received substantial professional learning in this program in 2021 when additional resources for the program's implementation were also purchased.

Policy Review

As part of our annual review program, **key school policies and operational plans** will be updated in Term 1 2022 to include more clearly defined procedures/strategies for student identification, tracking, referrals and handover.

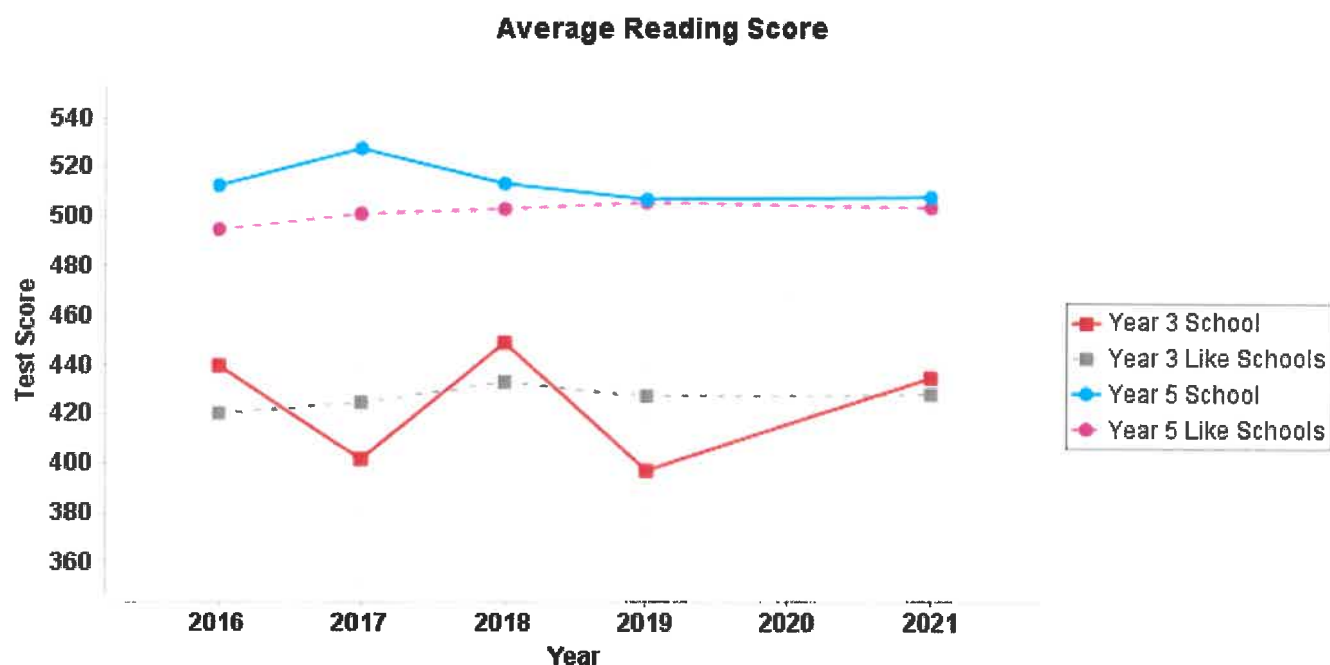
Continuing Programs

The following programs will continue to be used across the school (**Soundwaves Spelling (Yr 2—6)**, **Envision Maths**) with ongoing curriculum support.

The **STEM Club Program** will be continued for students in Years 3 - 6 through a selection process aimed at supporting talented and gifted students.

STUDENT ACHIEVEMENT - English (Reading)

Year Level Performance Compared To Like Schools Over Time



- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that in both Year 3 and 5, the school's mean in Reading was once again above that of Like Schools. Of special significance is the growth observed for the stable cohort (Yr 3, 2019 to Yr 5, 2021). Refer to Page 9 for more regarding this.
- The data also demonstrates a return to the improving trend evident in previous years and supports the school's observations that we are demonstrating success in our Literacy programs.

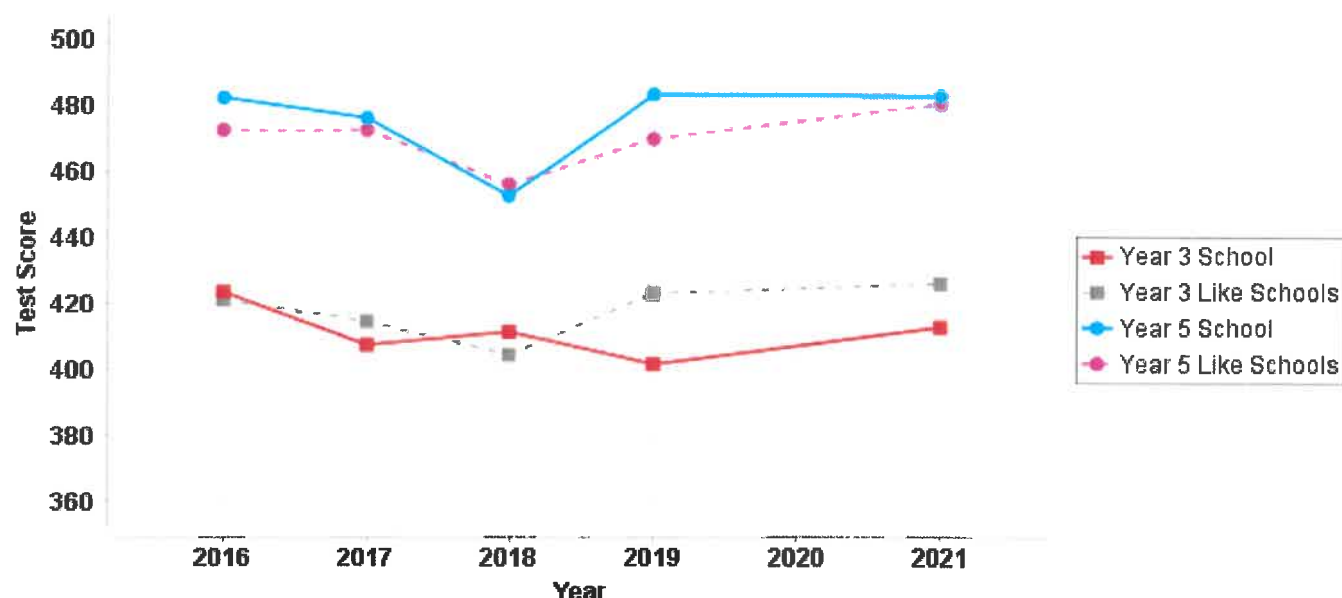
PLANNED RESPONSE

- **English will continue as a priority in 2022**, with an increased focus on providing SAER support and improving outcomes for students who are below the National Minimum Standard.
- The school is introducing the **Sounds Write** program in all ECE classes in 2022. All ECE staff members received substantial professional learning in this program in 2021 when additional resources for the program's implementation were also purchased.
- Following whole school consultation and review process early in 2021, the school discontinued the **Developmental Reading Groups (DRG)** program in favour of a return to a differentiated class based reading program.
- Following an in depth review of the latest NAPLAN data, the school's **2022 English Operational Plan** will continue to support the development of higher order reading comprehension skills in the middle and upper primary years (Year 4 to Year 6).
- All classroom teachers will receive additional professional development to support the implementation of the revised **Australian Curriculum (WA)**.

STUDENT ACHIEVEMENT - English (Writing)

Year Level Performance Compared To Like Schools Over Time

Average Writing Score



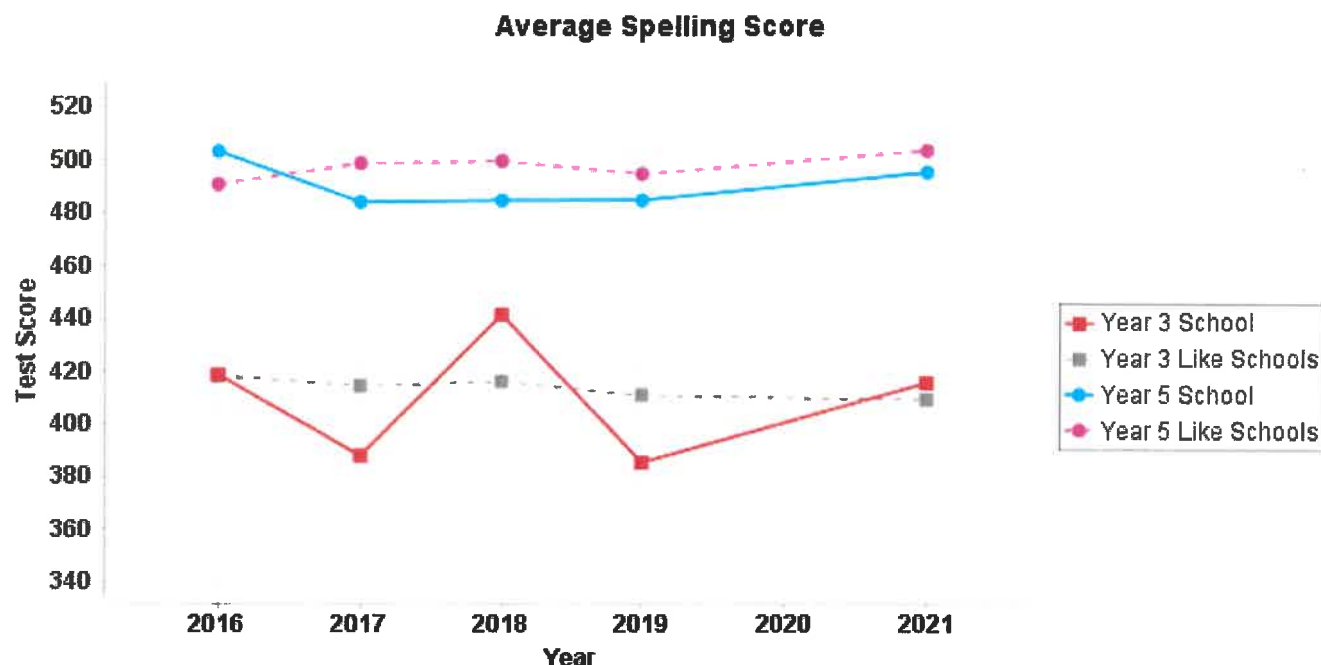
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that the mean test score for the school in Year 5 Writing was slightly above that of Like Schools and shows a steady trend from previous years' results.
- The graph also shows that the Year 3 Writing mean test score, while improving, was still lower than that of like schools.

PLANNED RESPONSE

- In order to support improvements writing, Literacy will remain one of the school's priorities for 2022 , with **Writing as a focus area** for all students.
- The school is introducing the **Sounds Write** program in all ECE classes in 2022. All ECE staff members received substantial professional learning in this program in 2021 when additional resources for the program's implementation were also purchased.
- The school will continue with a more traditional and **formalised writing program** in 2022. This program was developed and implemented by the Literacy Committee as part of the school's Literacy Operational Plan.
- All classroom teachers will receive additional professional development to support the implementation of the revised **Australian Curriculum (WA)**.

STUDENT ACHIEVEMENT - English (Spelling)

Year Level Performance Compared To Like Schools Over Time



- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that in Year 3, spelling means were marginally above that of like schools and were significantly better than in 2019.
- While the Spelling result in Year 5 was an improvement on 2019, it continues to be below that of like schools despite the introduction of numerous interventions and strategies. It is however important to note the growth observed for the stable cohort (Yr 3, 2019 to Yr 5, 2021). Refer to Page 9 for more regarding this.

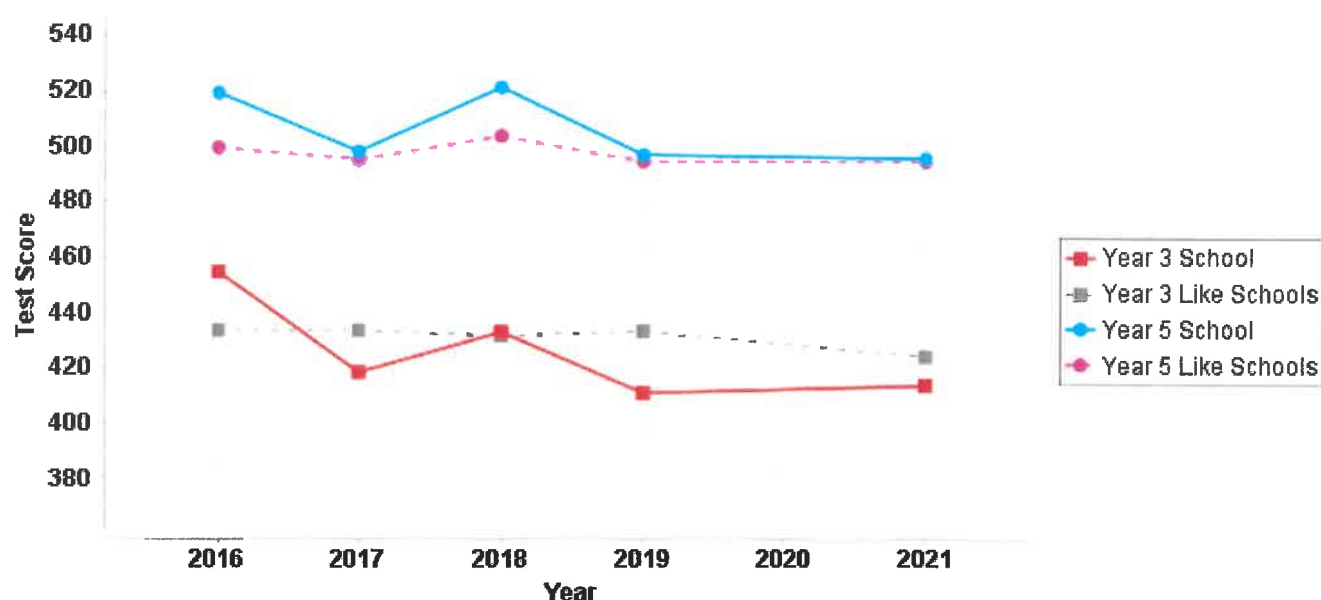
PLANNED RESPONSE

- The **Soundwaves Spelling Program** was added to the school's English Operational Plan as a compulsory Whole School Program, with Spelling taught in a Direct Instructional Mode by all teachers. In 2022 this program will continue to be used in Years 2 - 6 only
- The school is introducing the **Sounds Write** program in all ECE classes in 2022. All ECE staff members received substantial professional learning in this program in 2021 when additional resources for the program's implementation were also purchased.
- The school will continue to review this spelling data as part of our annual **Whole School Review** process and develop strategies to ensure all students are being presented with opportunities to improve in this area.
- All primary students will continue to take part in **bi-annual baseline spelling tests** to monitor and track performance against national standards.
- All classroom teachers will receive additional professional development to support the implementation of the revised **Australian Curriculum (WA)**.

STUDENT ACHIEVEMENT - English (Grammar & Punctuation)

Year Level Performance Compared To Like Schools Over Time

Average Grammar & Punctuation Score



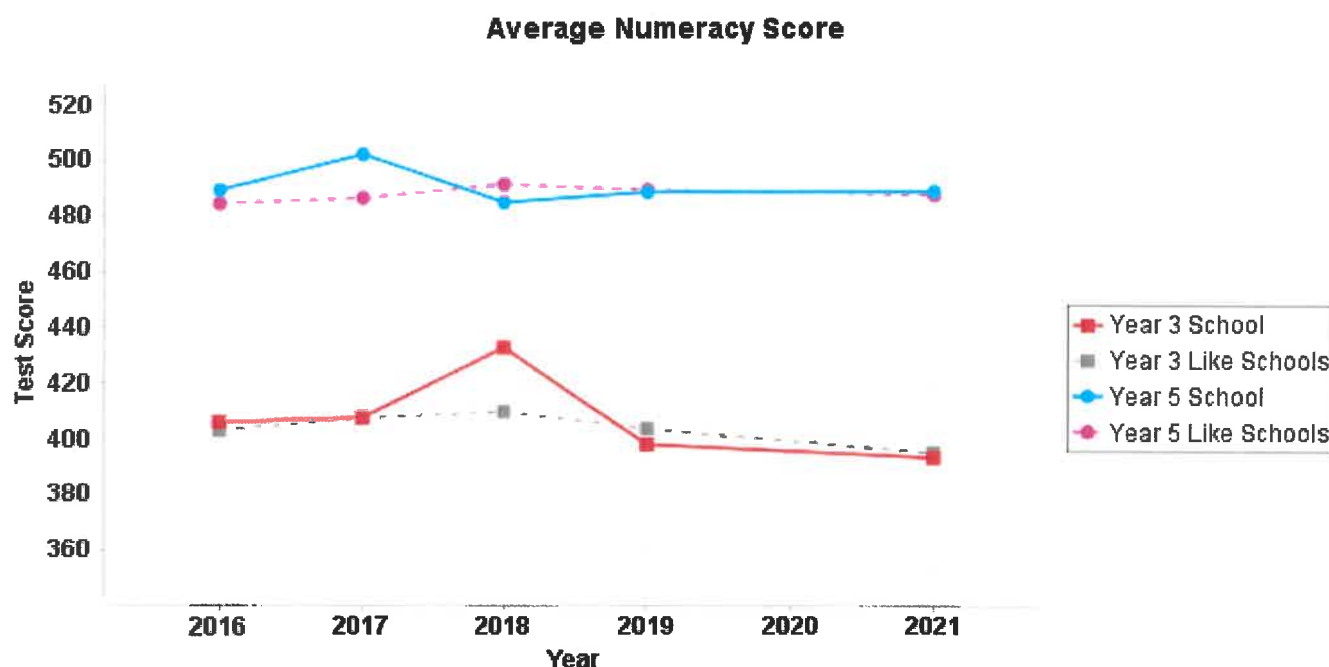
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that in both Year 3 & Year 5, Grammar & Punctuation means for the school have been maintained parity when compared to 2019 and match like schools in Year 5.
- While our Year 3 mean is less than expected when compared to like schools, the gap has been reduced due to a reduction in the like school's mean. This anomaly notwithstanding, the school mean is still in the 'expected' range for both Year 3 and Year 5.

PLANNED RESPONSE

- English will continue as a priority in 2022, with an ongoing emphasis on providing **SAER support** for both lower and higher achieving students through differentiated classroom support programs.
- The school is introducing the **Sounds Write** program in all ECE classes in 2022. All ECE staff members received substantial professional learning in this program in 2021 when additional resources for the program's implementation were also purchased.
- The school will continue to review this G&P data as part of our annual **Whole School Review** process and develop strategies to ensure all students are being presented with opportunities to improve in this area.
- All classroom teachers will receive additional professional development to support the implementation of the revised **Australian Curriculum (WA)**.

STUDENT ACHIEVEMENT - Mathematics (Numeracy)

Year Level Performance Compared To Like Schools Over Time



- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that the mean test score for the school in both Year 3 & Year 5 Numeracy was almost identical to that of Like Schools and therefore as expected.
- There was a slight decline in the mean test scores in both Year 3 & 5 when compared to 2019, which mirrored that of like schools and indeed the national means. This trend is a concern and will be monitored in 2022 as part of the school's internal review processes.

PLANNED RESPONSE

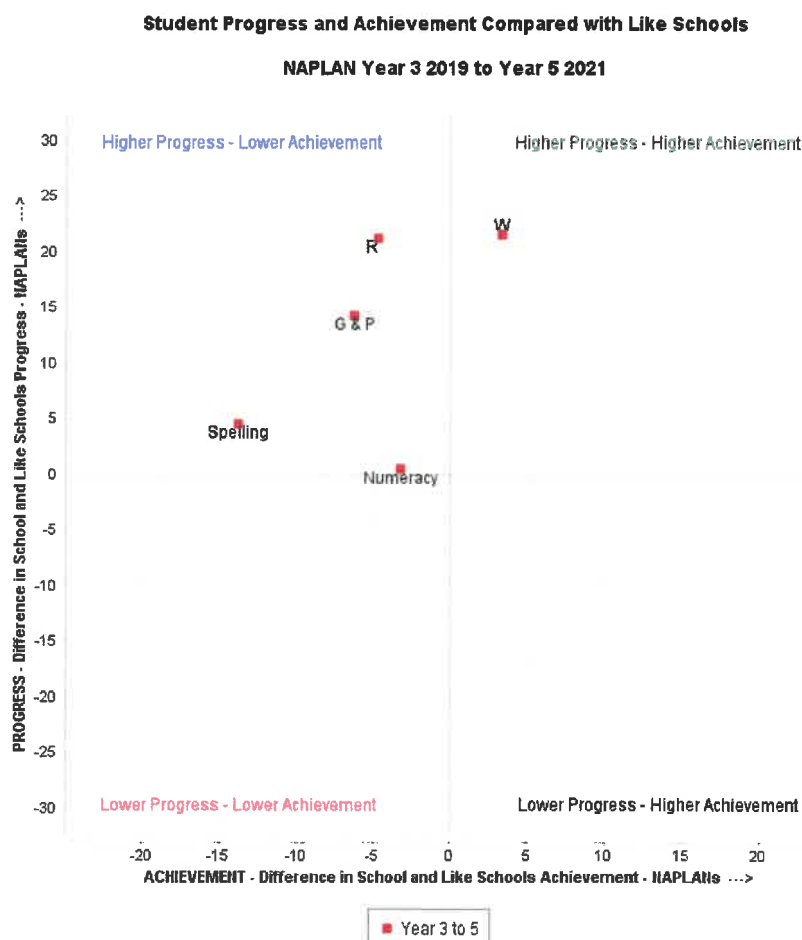
Numeracy will continue as a priority in 2022, with a continuing focus on Number & Algebra.

The school will continue to review this numeracy data as part of our annual Whole School Review process and develop strategies to ensure all students are being presented with opportunities to improve in this area.

- As part of our whole school approach to Numeracy, in 2022 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 use in the middle and senior primary area.
- Due to the Envision Maths Program no longer being available after 2022, the school will investigate alternative programs for implementation in 2023.
- The school will increase access to the **STEM Club** program to support and challenge higher achieving students across a range of cross curricular areas including Science, Technology, Engineering, Maths and Literacy. This program will be based upon popular PEAC programs and offered on an selection basis to interested and more capable students in Years 3 - 6.
- All classroom teachers will receive additional professional development to support the implementation of the revised **Australian Curriculum (WA)**.

STUDENT GROWTH (Value Adding)

Year 3 (2019) to Year 5 (2021)



The graph above depicts student progress and achievement for the same student cohort (group) from Year 3 in 2019 to Year 5 in 2021 and provides a clear indication that the school's programs and strategies are resulting in higher levels of progress in most areas for most students. Details include:

- In 2021, while our Year 5 students demonstrated Lower Achievement when compared to like schools in 4 out of five areas, they demonstrated Higher Progress which we feel is a better indicator of the success of our whole school approach to English and Mathematics as well as the SAER support programs we have in place in these areas.
- As mentioned on previous pages of this report, our Spelling results related to Year 5 Progress and Achievement continue to be a concern but it is clear that the inclusion of the Soundwaves spelling program across the school is supporting improved results and this is expected to continue in 2022.

PLANNED RESPONSE

- Following an in depth review of the latest NAPLAN data, the school's **2022 English Operational Plan** will continue to support the development of higher order reading comprehension skills in the middle and upper primary years (Year 4 to Year 6).
- The **Soundwaves Spelling Program** was added to the school's English Operational Plan as a compulsory Whole School Program, with Spelling taught in a Direct Instructional Mode by all teachers. In 2022 this program will continue to be used in Years 2 - 6 only
- The school is introducing the **Sounds Write** program in all ECE classes in 2022. All ECE staff members received substantial professional learning in this program in 2021 when additional resources for the program's implementation were also purchased.
- All classroom teachers will receive additional professional development to support the implementation of the revised **Australian Curriculum (WA)**.

Student Behaviour data from Semester 2, 2021 student reports shows that once again the vast majority of the students are demonstrating appropriate behaviour and attitudes with a small number of students being rated as 'seldom' by their teachers in areas such as Making Positive Choices and Interacting With Peers and Teachers in Acceptable Ways. These teacher judgements are supported by reduced number of referrals to Admin over the same period.

The vast majority of students (98.4%) also always act responsibly in the playground, with 5 students receiving suspension for a total of 11.5 days in 2021.

Student Attendance rates in 2021 were generally in line with previous years with most students (92.5%) attending better than 80% of the time and small number of students presenting with attendance rates in the Moderate or Severe risk categories.

Where students were presenting as at risk, the school employed DOE attendance procedures and strategies including parent interviews and/or letters outlining our concerns.

The school has identified two main reasons for the increase in students in the Indicated risk category, including increased absences due to illness and mental health issues related to the COVID-19 Pandemic and increased family vacations during the school term.

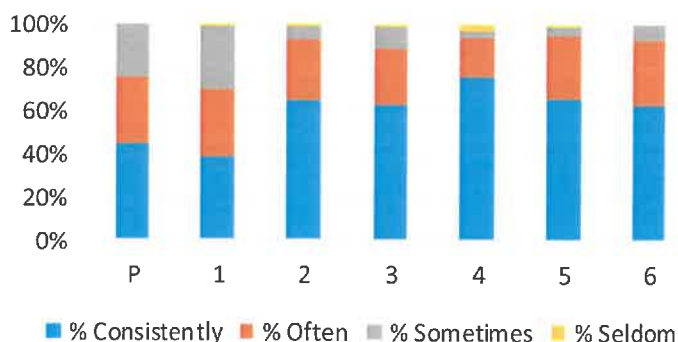
As in previous years, we continue to see students being withdrawn from school mid-term for family vacations and other non-essential reasons. While this may not be a cause for concern for students with regular attendance, it is for those who are already at moderate or severe risk.

To address this issue, the school will continue to actively monitor the attendance of 'at risk' students and follow up with parent case conferences to develop Individual Attendance Plans (IAP) where required. The school also advises parents via the school newsletter and assemblies that all mid-term absences for family vacations must receive prior approval from the Principal to be accepted as an 'Authorised Vacation'.

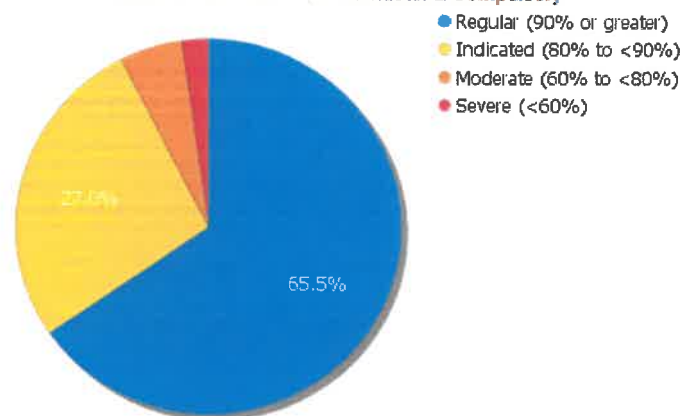
Student Enrolment trends over the past 5 years demonstrate a decline in PP - Yr 6 numbers from 2018 to 2020 with an increase in 2021 back to 296 (excluding Kindy students).

These numbers are consistent with families moving in and out of the area and we anticipate similar enrolment figures in 2022.

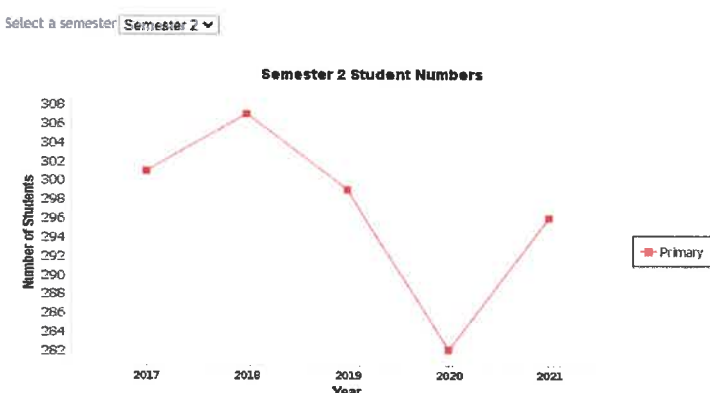
Mundaring PS - Behaviour Data 2021



Attendance Profile 2021 Semester 2 Compulsory



Student Numbers - Trends

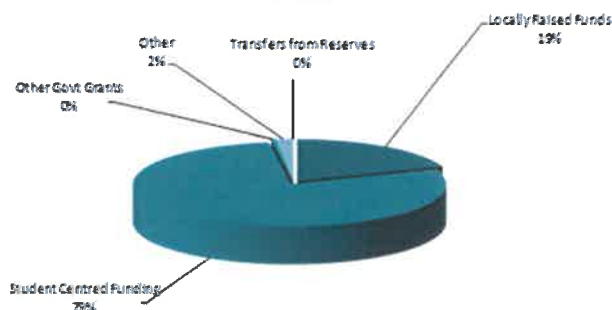


MUNDARING PRIMARY SCHOOL

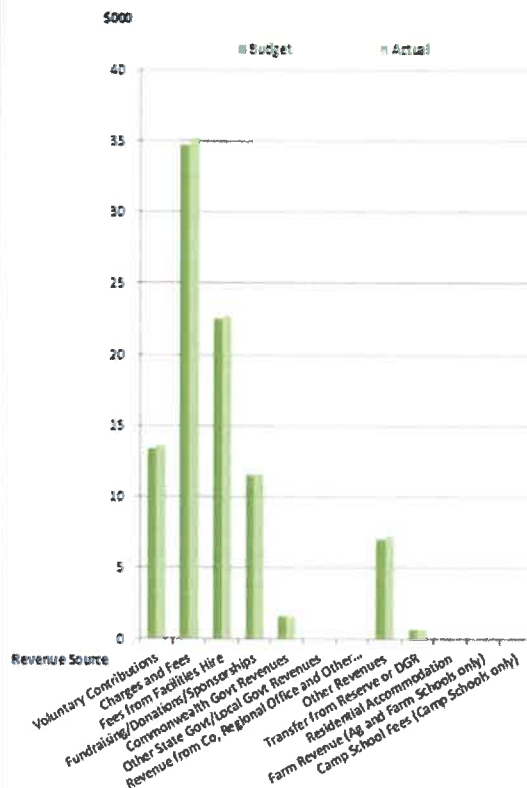
Financial Summary as at: 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,385.00	\$ 13,678.00
2 Charges and Fees	\$ 34,783.00	\$ 35,240.70
3 Fees from Facilities Hire	\$ 22,500.00	\$ 22,727.27
4 Fundraising/Donations/Sponsorships	\$ 11,538.00	\$ 11,595.46
5 Commonwealth Govt Revenues	\$ 1,650.00	\$ 1,649.96
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 7,072.00	\$ 7,277.24
9 Transfer from Reserve or DGR	\$ 725.00	\$ 725.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 91,653.00	\$ 92,893.63
Opening Balance	\$ 32,888.78	\$ 32,888.78
Student Centred Funding	\$ 340,963.54	\$ 340,963.54
Total Cash Funds Available	\$ 465,505.32	\$ 466,745.95
Total Salary Allocation	\$ 3,144,968.00	\$ 3,144,968.00
Total Funds Available	\$ 3,610,473.32	\$ 3,611,713.95

Current Year Actual Cash Sources

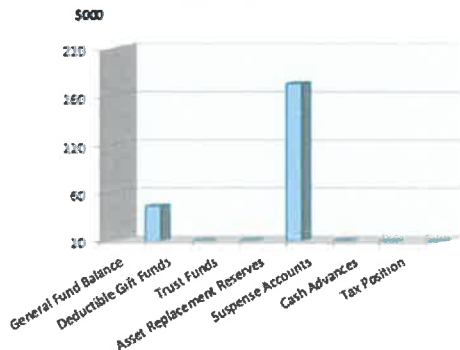


Locally Generated Revenue - Budget vs Actual

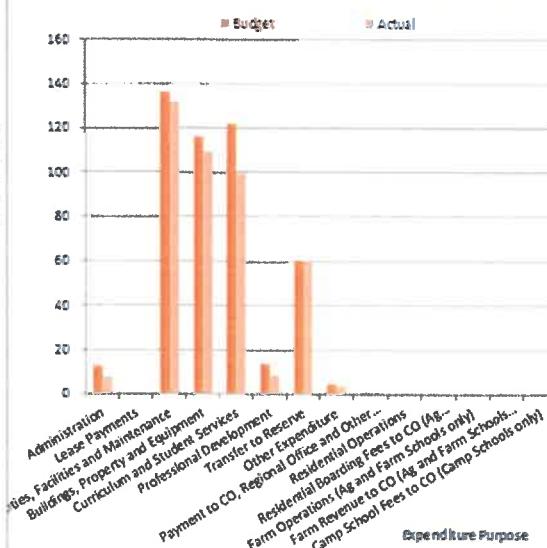


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,906.00	\$ 7,541.84
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 136,314.78	\$ 132,043.70
4 Buildings, Property and Equipment	\$ 115,964.54	\$ 109,477.71
5 Curriculum and Student Services	\$ 121,987.00	\$ 99,366.64
6 Professional Development	\$ 13,800.00	\$ 8,715.27
7 Transfer to Reserve	\$ 60,000.00	\$ 60,000.00
8 Other Expenditure	\$ 4,333.00	\$ 3,674.97
9 Payment to CO, Regional Office and Other Schools	\$ 200.00	\$ 95.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 465,505.32	\$ 420,915.13
Total Forecast Salary Expenditure	\$ 3,057,445.00	\$ 3,057,445.00
Total Expenditure	\$ 3,522,950.32	\$ 3,478,360.13
Cash Budget Variance	\$ -	\$ -

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 217,655.83
Made up of:	
1 General Fund Balance	\$ 45,830.82
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 173,200.01
5 Suspense Accounts	\$ 45.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,420.00)
Total Bank Balance	\$ 217,655.83

MUNDARING PRIMARY SCHOOL

SCHOOL SATISFACTION SURVEYS

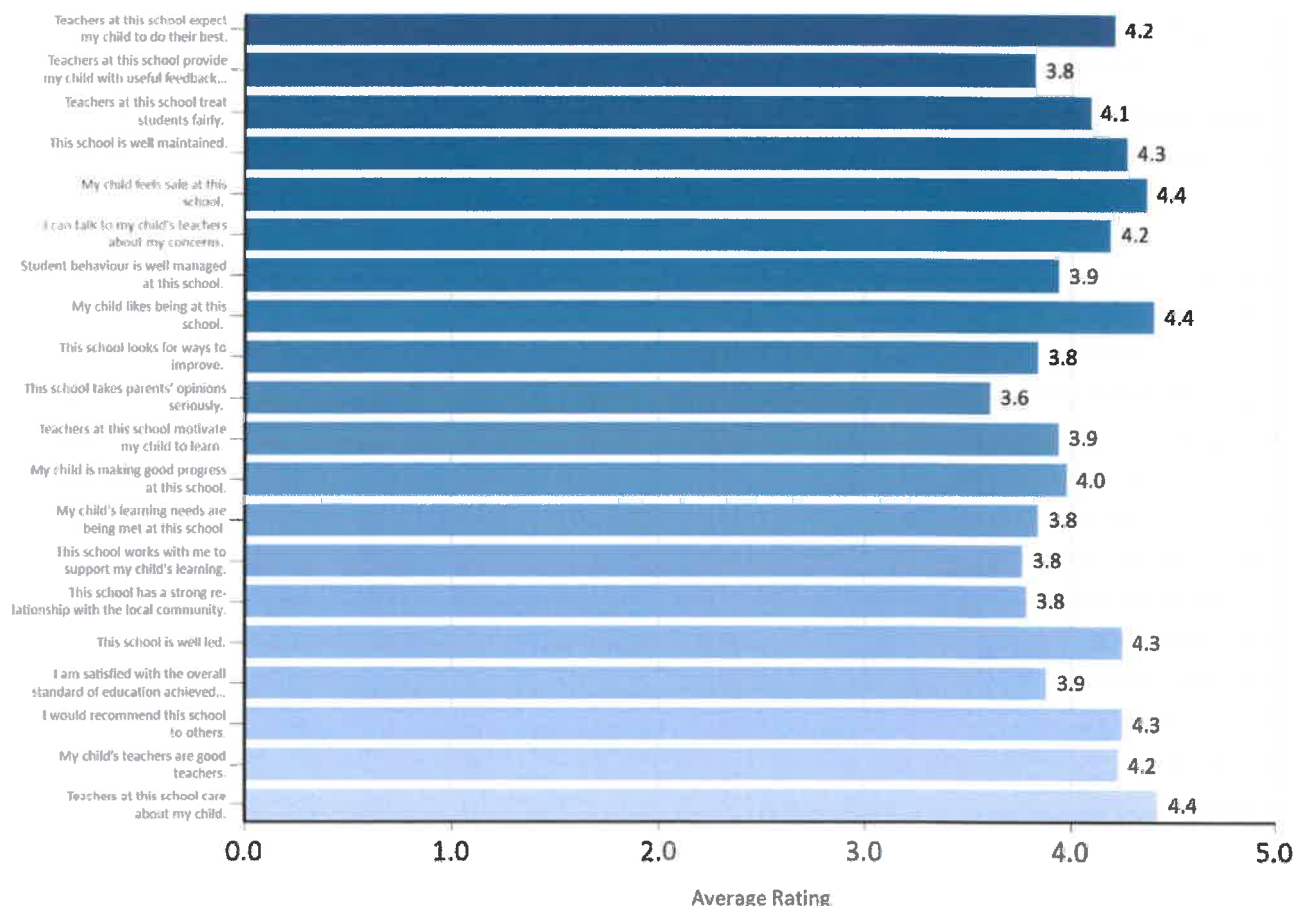
As part of the school's review process, members of the school community were surveyed in November 2021 using the School Survey On-Line system as recommended by ACARA and the Department of Education (WA).

Parent Satisfaction Survey - Average Response Rating (Total Responses = 51)

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

LEGEND 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree Nor Disagree 4 = Agree 5 = Strongly Agree

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



- The graph above demonstrates that with average response ratings between 3.6 and 4.4, parents are generally satisfied with all aspects of the schools management and support for students at Mundaring Primary School.
- Negative responses (Disagree or Strongly Disagree) accounted for approximately 10% of the responses in various categories and were mainly related to the level of communication between the school and students/parents including:
 - ♦ Teachers at this school provide my child with useful feedback about their school work.
 - ♦ This school takes parents' opinions seriously.
 - ♦ This school works with me to support my child's learning.
- In 2021, parents also had the opportunity to provide additional feedback via comments which were shared with members of the School Council in an effort to identify possible strategies to include in 2022 school planning.

Planned Actions

- In 2022, the school will investigate strategies to improve parent communication and every effort will be made to encourage parents with concerns regarding the school to communicate their concerns via the appropriate process (eg: Parent/Teacher Meetings, Complaints Management Policy etc).

MUNDARING PRIMARY SCHOOL

SCHOOL SATISFACTION SURVEYS

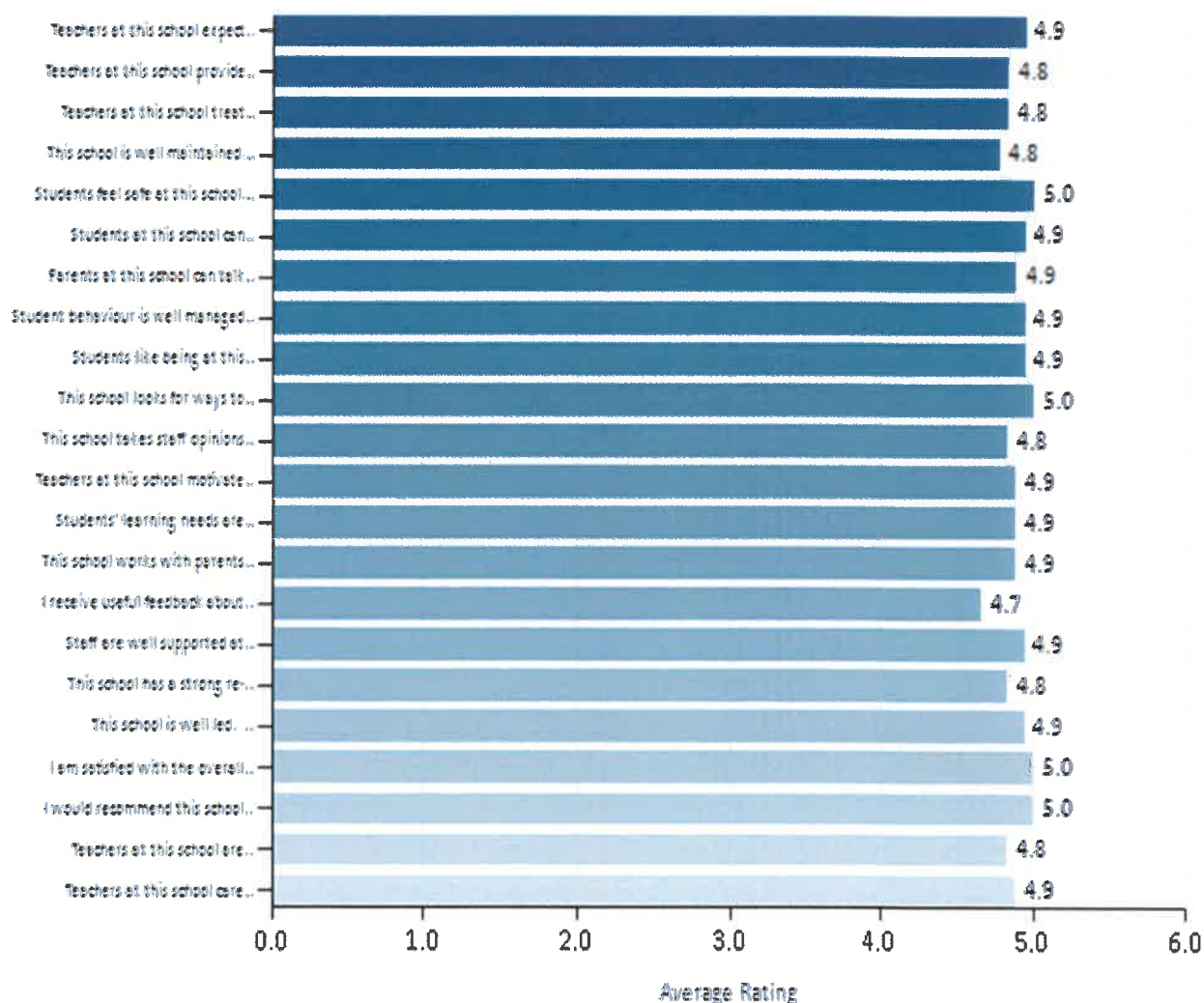
As part of the school's review process, members of the school community were surveyed in November 2018 using the School Survey On-Line system as recommended by ACARA and the Department of Education (WA).

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

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

LEGEND 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree Nor Disagree 4 = Agree 5 = Strongly Agree

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



- The graph above demonstrates clearly that with all average response ratings between Agree and Strongly Agree and some indicating 100% strong agreement, staff are very satisfied with all aspects of the schools management and support for both students and staff at the school.
- When compared to data from the 2016 Staff Satisfaction Survey regarding 'receiving useful feedback about their work', it is pleasing to see that even the lowest rating (4.7) from this survey demonstrates an improvement from 2 years ago and indicates that the school's Performance Management practices are providing staff with valuable feedback about their work.

Planned Actions

- In order to encourage a higher rate of survey responses from staffs, the 2020 School Survey will be offered in multiple formats, including paper based and on-line.

Community Relationships

Throughout what has been yet another difficult year, the school has appreciated the support of our key stakeholders including the School Council, P&C and individual parents in our efforts to the school for the students in our care.



We have also enjoyed ongoing positive working relationships with numerous outside agencies including Camp Australia, the Mundaring Shire and our local state schools' network the Hills Education Community (HEC) to support school and community programs.

As per the School Council Terms of Reference, the Council is made up of 4 parent, 4 staff and 1 community member who meet on a regular basis (at least once per term) to review, plan and ratify key decisions of the school's administration team. Minutes are reviewed and signed by the Council Chairperson and made available for audit purposes.

The Mundaring PS Parents & Citizen's committee provide the school community with services including management of the school canteen and uniform shop as well as raising funds for school priorities.

The P&C meet regularly (twice per term) with me in a very collaborative and 'team oriented' environment aimed at getting the best outcomes for the school.

Over the course of the 2021 school year the P&C provided \$10,000 to the school which has been used to refurbish and update the Junior Primary Playground Equipment.



As Principal, I attend regular (once per term) meetings with fellow Principals from 10 other state schools in the Hills Education Community (HEC) to review, plan and implement cross school collaboration and events in Sports, the Arts and a variety of network based activities involving staff, students and parents.

I also represent the members of the Hills Education Community on various district based groups including the Mundaring Shire Local Emergency Management Committee (LEMC), where I work closely with members of other government and non-government agencies (eg: DFES, WAPOL, Health Dept) to develop and implement cross sector responses to significant incidents such as bushfires and severe weather events.

The school provides coordination and support for Children in Residential Care by coordinating school placements with the various residential care homes, CPFS (Child, Parent and Family Services) and local schools.

This process involves the school liaising with these other agencies to determine the best possible placement for each referred child.

The school also coordinates with Youthcare WA to provide a Chaplaincy program to provide support for students and families with ongoing social/emotional issues.



This service also links the school to local groups who provide additional support and resources to families in need.

Destination Schools

The school monitors and supports students transitioning into secondary school through detailed and thorough processes, including school selection, application and transition stages. In general, the majority (74%) of our graduating Year 6 students transition through to the Eastern Hills SHS, with a small group moving on to other schools, including government and non-government high schools. Destination schools for the graduating class of 2021 included:

School	Male	Female	Total	%
Eastern Hills SHS	17	11	28	74
Mundaring Christian College	0	3	3	7.8
Swan Christian College	1	0	1	2.6
La Salle College	1	0	1	2.6
Bible Baptist Christian Academy	0	1	1	2.6
Mt Lawley Senior High School	0	1	1	2.6
Cannington Community College	0	1	1	2.6
Donnybrook DHS	0	1	1	2.6
Governor Stirling SHS	1	0	1	2.6

Principal's Reflection

The seemingly ongoing nature of the current pandemic, while causing some additional stress to all members of the school community, didn't seem to have as much of an impact on the 2021 school year and this is something I am personally thankful for. The rest of this story is of course still to be written, but I am confident that thanks to



excellent medical science, strong leadership from our State and Federal politicians and ongoing community support, 2022 will see the end of this pandemic and a return to some level of normality.

2021 was of course my final year as Principal of Mundaring Primary School and indeed my final year as a teacher. After 40 years in Education I reflected on my work in a myriad of different settings and decided that there was more to life than working 12 hour days. While the vast majority of my time as an educator has been extremely rewarding and enjoyable, I'm sure there are other things that are just as enjoyable and I look forward to discovering them in the coming years.

I would like to finish off my career by thanking the school staff, the members of the School Council and P&C for their outstanding support for the school's programs. It is simply amazing what can be accomplished by such a small group of parents.

I would also of course like to acknowledge and thank the children of Mundaring Primary School for their help in making this year such a success and for allowing me to be their Principal for the past 10 years. I wish you all a prosperous and safe 2022.

Paul Larkin
Principal
January 2022