MUNDARING PRIMARY SCHOOL

2013 ANNUAL REPORT

LEARNING TOGETHER
Welcome to Mundaring Primary School and thank you for taking the time to read our School Report. 2013 has been a terrific year of growth and innovation at Mundaring PS with all efforts focussed on getting the best out of our resources and the best out of our students. The information on these pages provides 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.

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 Microsoft and the BouncED On-Line Learning Program.

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

In 2013 the school’s priorities were:
- 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)

In 2014 our priorities will be:
- 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
HIGHLIGHTS OF TERM 1

EASTER HAT PARADE
Students went to great lengths with their hat design this year, with some magnificent creations. Mr Tonkin and Mrs Tonkin were judges and had the very difficult task of choosing only two students per year level for the Best Easter Hat Awards.

HOCKEY CLASSES
On Tuesday February 26th the physical education classes attended hockey clinics run by Ian Healy and Glenn Simpson from the Old Guildfordians Mundaring Hockey Club. Glenn is a current member of the Kookaburra’s Team (Australian Men’s National Team).

Children from each class were taught the basic skills of the game and played minor games in their sessions. The Old Guildfordians Mundaring Hockey Club then held a Junior Skills Day on Saturday 6 April between 9am and 12pm for children 8 to 18 years, including a sausage sizzle at Lilac Hill in Caversham.

SCHOOL IMPROVEMENT PROJECTS
2013 was a big year for building projects including the school's new Solar Power System. The solar panels on the ECE roof provide us with free energy from the sun, saving money and reducing our carbon footprint. We would like to thank the Commonwealth Government for their support in providing the $50,000 grant for this project.

Parents and students are able to monitor the benefits of this program through a unique website linked to the school’s Solar Power System.

To access the link, parents simply log on to our school’s website and click the ‘Sunny Portal’ link on the front page.

Assemblies are always fun at Mundaring Primary and this one in Term 1 was simply terrific. This assembly was presented by the Year 2 & 3 students in Room 4 and as you can see from the photo below it was indeed a very colourful affair!
STUDENT ACHIEVEMENT - Science / Society & Environment

Percentage of students achieving at or above the WAMSE Test Standard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>71%</td>
<td>45%</td>
<td>53%</td>
<td>71%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Year 7</td>
<td>66%</td>
<td>67%</td>
<td>61%</td>
<td>45%</td>
<td>57%</td>
<td>55%</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>Science</th>
<th>Society &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 5</td>
<td>Yr 7</td>
</tr>
<tr>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td>20%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>70%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

The first table shows that the percentage of students achieving at or above the WAMSE standard in S&E was significantly less in Year 5 compared to previous year’s results. The 2013 Year 7 results show a consistent pattern 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 S&E, where we have more students in the bottom 20%.

To support improvements in the area of Science Education in 2014, the school will continue to employ a specialist Science teacher to work with all primary classes on the implementation of the Australian Curriculum in Science. In 2014 we will also be implementing the Australian Curriculum (History) as a whole school priority in S&E.

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>95%</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 5</td>
<td>100%</td>
<td>93%</td>
<td>97%</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>Year 7</td>
<td>97%</td>
<td>94%</td>
<td>91%</td>
<td>87%</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 very good results in Year 3. We are however continuing to see a small group of students failing to meet the NMS in Year 5 Numeracy and Year 7 Grammar & Punctuation.

While the school already has programs in place to support lower achieving students (eg: SAER support program and the Developmental Literacy Groups Program), in 2014 we will further add to this to include individualised On-Line Learning programs to support those students who are still not achieving the NMS.
STUDENT ACHIEVEMENT - English (Reading)

- Graph 1 shows mean (average) student achievement compared to ‘like’ schools. This graph provides evidence that in 2013, the school matched schools of a similar socio-economic background in all year levels with a slight upward trend in Years 3 & 5 over recent years.

- 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 school results in all years were as expected in 2013 notwithstanding a slight drop in Year 5 & 7 results from the previous year.

- English will continue as a priority in 2014, 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.
STUDENT ACHIEVEMENT - English (Writing)

Graph 3 shows mean (average) student achievement compared to 'like schools'. This graph demonstrates that in 2013, Year 7 students achieved level with schools from a similar socio-economic background, but that the Year 3 & 5 school means were slightly below that of 'like schools'.

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 all year levels are achieving results at expected levels and indeed are all showing improvement from the previous year. Results for Year 3 and Year 7 are particularly pleasing.

Writing will continue as a priority in 2014 with an emphasis incorporating a more consistent approach to phonological development in ECE. The School’s Literacy Operational Plan will continue to focus on clarifying 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 2013, the school achieved slightly lower mean test scores than schools of a similar socio-economic background in all year levels with Year 3 & Year 7 results proving to be most disappointing.

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 2013 results are at the expected level across all year levels albeit slightly lower than the previous year. The Year 3 results in particular are a cause for concern.

The continuation of the Developmental Literacy Groups program and a more consistent approach to phonological development in the ECE are expected to result in significant improvements in 2014 and beyond.
ANZAC COMMEMORATION SERVICE

In April, almost 300 of our students participated in the ANZAC Commemorative Service. Our Student Councillors led the service, and each class from Kindy to Year 6 was represented by two ‘wreath bearers’ who laid posies of flowers at the flag pole, which they had made in class. Year 7 Students made and laid the wreath on behalf of the whole school. During the lead up to the service students learnt about why we celebrate this day through various class activities, which included for some classes making Anzac Biscuits.

Mr Tonkin read the Address which highlighted how people who had migrated from many different countries were, and still are, proud to call themselves Australians. The choir, led by Mrs Reif-Eaves sounded wonderful as they sang Waltzing Matilda and then led the school in the National Anthem.

Interschool Sport

We love our sports and so on Friday 31st May Mundaring Primary School played host to Clayton View Primary School in games of football, soccer, netball and volleyball.

Our netball, soccer and volleyball teams had comfortable victories while our football team won a very close game.

NATIONAL SIMULTANEOUS STORYTELLING

On Wednesday 22 May, some of our classes once again enjoyed being involved in the “National Simultaneous Storytelling” where every year a picture book, written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.

This year’s book was "The Wrong Book" written by Nick Bland. The aim of NSS is to promote the value of reading and literacy and fun of books which as you can see in the photo worked a treat!

P&C DISCO FUN

Once again this year the ladies of the P&C out did themselves with the Term 2 Disco. The junior primary children really loved dancing at their disco while at the senior disco the older kids just ‘hung out’ like cool dudes and dudesses.

The P&C raised $1393 to go towards the undercover walkway for the Early Childhood Area. As you can see from the pics, the disco was awesome!
STUDENT ACHIEVEMENT - Literacy (Grammar & Punctuation)

Graph 7 shows mean (average) student achievement compared to 'like' schools. This graph provides evidence that in 2013, the school achieved better mean test scores as schools of a similar socio-economic background in Yr 3 but slightly lower achievement in Years 5 & 7.

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 2013 results are at expected level in Years 3 & 7 but lower than expected in Year 5. The Year 3 improvements from 2012 are very impressive.

The continuation of the Developmental Literacy Groups program and a more consistent approach to phonological development in the ECE are expected to result in significant improvements in 2014 and beyond. The inclusion of the Jolly Grammar program into Middle and Upper Primary is also expected to support improved outcomes in this area.

- Graph 7 shows mean (average) student achievement compared to 'like' schools. This graph provides evidence that in 2013, the school achieved better mean test scores as schools of a similar socio-economic background in Yr 3 but slightly lower achievement in Years 5 & 7.
- 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 2013 results are at expected level in Years 3 & 7 but lower than expected in Year 5. The Year 3 improvements from 2012 are very impressive.
- The continuation of the Developmental Literacy Groups program and a more consistent approach to phonological development in the ECE are expected to result in significant improvements in 2014 and beyond. The inclusion of the Jolly Grammar program into Middle and Upper Primary is also expected to support improved outcomes in this area.
STUDENT ACHIEVEMENT - Numeracy

Graph 9 shows mean (average) student achievement compared to ‘like’ schools. This graph provides evidence that in 2013, Year 3 & 5 students achieved slightly lower mean test scores than schools of a similar socio-economic background, while the Year 7 school mean was significantly 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 all years are at expected level across all year levels, with our Year 7 data demonstrating a significant drop compared to the previous year. With all year levels achieving lower than expected mean results in 2013, the need to ‘raise the bar’ in Numeracy is clearly evident.

Numeracy will continue as a priority in 2014 as part of our whole school approach to implementing the Australian Curriculum in Mathematics. We also expect to see improvements across all year levels in 2014 as the use of the Envision Maths program enters its second year.

• Graph 9 shows mean (average) student achievement compared to ‘like’ schools. This graph provides evidence that in 2013, Year 3 & 5 students achieved slightly lower mean test scores than schools of a similar socio-economic background, while the Year 7 school mean was significantly 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 all years are at expected level across all year levels, with our Year 7 data demonstrating a significant drop compared to the previous year. With all year levels achieving lower than expected mean results in 2013, the need to ‘raise the bar’ in Numeracy is clearly evident.

• Numeracy will continue as a priority in 2014 as part of our whole school approach to implementing the Australian Curriculum in Mathematics. We also expect to see improvements across all year levels in 2014 as the use of the Envision Maths program enters its second year.
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 2011 testing and the mean NAPLAN score in 2013 testing. This is displayed as NAPLANS.

Graph 11 shows that in three of the five tested areas (W, S&N), Year 5 students displayed slightly greater growth as a group over the preceding two years than that of their peer students in 'like' schools, with two areas (R, G&P) showing slightly lower ‘value adding’.

Graph 12 shows a more troubling picture, with the Year 7 students displaying better ‘value adding’ as a group in only one of the tested areas (W). Significantly lower levels of growth displayed in Reading, G&P and Numeracy are a real concern but may also be due to anomalous and possibly erroneously inflated results in 2011. This anomaly will be investigated and actions put into place to rectify the situations.

The school will be utilising a variety of strategies to closely monitor and rectify instances of student achieving negative growth, including more frequent standardised assessments and the development of a whole school student achievement monitoring system.
HIGHLIGHTS OF TERM 3

NEST BOXES
In the first few weeks of the term, students from Pre-Primary to Year 6 constructed nest boxes in our school undercover area and then installed them in adjacent Noblewood Estate Reserve. The nest boxes will provide homes for cockatoos, parrots, bats and mardos.

The project was part of an NRM grant between the Shire of Mundaring and the school. It was great to see the wonderful activities and the very special people who assisted the students to make the nest boxes.

A very special “Thank You” must to Gill Basnett and Simon Cherriman from INSIGHT Ornithology for their expertise. Gill and Simon's preparation, hands-on activities and detailed explanations about nature, particularly birds, have been outstanding! The students, staff and parents who were involved were motivated, engaged and interested in all aspects of construction and installation.

SCIENCE COMPETITION COMES TO MUNDARING
On Wednesday, 14 August, Mundaring Primary School hosted the annual Hills Interschool Science Quest, a science competition held for Year Seven students. The purpose of this competition is to highlight the positive work done in science throughout our Hills School Community, while giving students in Year Seven the opportunity to challenge and compete with peers in the area of science.

The Science Quest consisted of a quiz night style competition where students’ knowledge was put to the test through a wide variety of science related questions. Students also completed a science investigation activity where they replicated some of the experiments of Galileo Galilei concerning the nature of gravity.

Competitors in the quest this year were from Chidlow, Mundaring, Gidgegannup, Parkerville, Mount Helena Helena Valley, Sawyers Valley, Glen Forrest and Darlington primary schools.

Our congratulations go to Glen Forrest who won the event this year, and to Parkerville who were runners up. Congratulations also to the Mundaring Primary School team who did very well.

The Year Seven students who represented our school were Bryn Maiklem, Jake Rankine, Emma Duncan and Chloe Robinson. All students participated enthusiastically and with exemplary behaviour.

Term 3 concluded with the Edu-Dance Extravaganza and what a treat if was. All classes from PP to Year 7 performed amazing dance routines to some really cool music. The huge audience of parent, friends and relatives showed their appreciation with rapturous applause and cheering.
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 2013. This data shows that when compared with “like” or similar schools, our Year 3, 5 & 7 results show a strong correlation which indicates our teachers are accurate with their grades. It is worth noting here that the Year 7 ‘like schools’ cohort, similar to the school group, are displaying very almost exactly the same grade percentages.

- Graphs 16 to 18 show Teacher Judgements in Mathematics based upon report data from Semester 2 2013. This data generally supports the belief that our Year 3 & 5 teacher judgements are not consistent with ‘like’ schools’ judgements. This is supported by the high percentage of C grades awarded in both year levels. The Year 7 grade percentages are once again consistent with like schools.

- To further improve the correlation between the grade distributions of the school and ‘like schools’, we will continue to review the schools moderation processes in 2014 and provide additional resources and training to staff.
STUDENT ATTENDANCE

Graph 19 shows that average student attendance at Mundaring PS is better than or equal to the attendance rate for the state across all year levels.

Graphs 20 & 21 show the Semester 2 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 2013 demonstrates that our attendance strategies are working to improve attendance of students in the “severe” category (0%) while also showing that we are seeing a reduction in the number of students who are in the “indicated” or “moderate” risk categories (15% compared to 20% in 2012).

Notwithstanding these impressive results, our data still suggests that a number of students still take elongated holiday breaks during the school terms and unexplained absences where no reason is given by the parent. This is a continuing issue for the continuity of the teaching and learning programs at the school and indicates that we have some work to do to encourage some parents (16%) to support the school more in ensuring their children attend school on a regular basis.

The school’s robust attendance strategies will continue into 2014 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 once again however shows 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 these 9 & 10 year old children learning to socialise appropriately, the school will continue to review its policies and programs in 2014 and closely monitor these two cohorts.

It must be noted here that the number of referrals to Admin for misbehaviour was relatively low in 2013, with the vast majority of students (97%) acting responsibly in the classroom and the playground.

STUDENT SUSPENSIONS AND EXCLUSIONS

In 2013 there were 3 student suspensions but no exclusions.
HIGHLIGHTS OF TERM 4

ROOM 14 CAMP
The Year 5/6 Class from Room 14 spent a night at the Hills Discovery Centre on an overnight camping trip. Miss Forbes, Mrs Brown and Mr Larkin shared the supervision duties with some very brave parents and the camp was a huge success.

2013 FACTION CARNIVAL
After a delay over the holidays, and with some fine weather at last, we were able to complete the jumps, throws, individual flag races and middle distance events on Wednesday and then the sprint races, team games and relays on Friday.

All the children performed to the best of their ability in their events with a majority of the children setting a new personal best for the events that we take measurements.

Congratulations to Blue Faction as they won all four shields that were available. Well done to Green and Red Factions who gave them close competition.

VISUAL AND PERFORMING ARTS
Term 4 saw many events which involved this very important part of the curriculum and a huge thank you must go out to the students of the Mundaring PS Choir and of course their teacher Mrs Reif-Eaves. In the space of just one week in Term 4 the choir performed at no less than three events, both in school and out of school.

On Friday 1st November the choir performed at our Special Music Assembly which was very ably hosted by the members of the Student Council. Following this, on Saturday 2nd, the choir performed at the Darlington Arts Festival, singing a total of eight songs and wowing the audience of parents and festival goers.

Then, on Wednesday 6th, the choir performed once again at the annual Sculpture In The School afternoon. Once again they sang up a treat for the audience and the amount of positive feedback was excellent. The positive feedback however wasn’t just for the choir’s performance. Many parents have expressed their delight at the wonderful artistic displays presented as part of the Water theme for our Sculpture In The School event. The annual display was further enhanced this year by classes being open for parent viewing. Displays of great class work were also enhanced by the inclusion of demonstrations by students of the new Surface RT Tablets and the BouncED On-Line Learning program.
Mundaring Primary School 2013 School Report  Page 18

The 2013 school year was a time of tremendous change at Mundaring Primary School, with new programs being implemented across Literacy (Jolly Phonics, Jolly Grammar, Developmental Literacy), Numeracy (Envision Maths) and ICT (BouncED On-Line Learning). As we move forward with these whole school programs in place into a new school year, our teacher judgements and anecdotal records indicate that we are indeed seeing improvements to student outcomes in all areas and at all year levels. We are confident that these improvements are real and sustainable and will be reflected in National Benchmark testing in the future.

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 2013, particularly the members of the School Council and the Parents & Citizens Committee.

Paul Larkin
Principal (March 2014)