



MUNDARING PRIMARY SCHOOL 2015 SCHOOL REPORT



LEARNING TOGETHER

Welcome to Mundaring Primary School and thank you for taking the time to read our 2015 School Report, I trust it provides you with information about all of the great things that are happening at our school. 2015 was another exciting and challenging year at MPS, with the move to a new system wide Student Centred Funding and One-Line Budgeting model as well as the implementation of a number of new 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 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.

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 2015 the school's priorities were:

- **Literacy** : Writing (Talk For Writing program - Implementation)
- **Numeracy** : Number & Algebra
- **Students At Educational Risk (SAER)** : Supporting Lower Achievers
- **Curriculum Implementation** : The Australian Curriculum (HASS - History)

In 2016 our priorities will be:

- **Literacy** : Focus Area - Writing (Talk For Writing program - Continuation)
- **Numeracy** : Focus Area - Number & Algebra
- **Students At Educational Risk (SAER)** : Focus Area - Differentiating the Curriculum
- **Curriculum Implementation** : The Australian Curriculum (HASS - Geography)
- **ICT** : Focus Area - Science, Technology, Engineering & Maths (STEM)

HIGHLIGHTS OF TERM 1

SIMPLY AWESOME!

Our students and parents stayed after school to be part of the 'Awesome Arvo' organised by the very supportive parents of the P&C. This event is held each year to welcome new families to the school. Bouncy castles, baby animals and lots more delighted adults and children alike.



FUNDAMENTAL MOVEMENT SKILLS practised by the ECC students include lots of enjoyment and fun.



No it's not 'The Attack of the Killer Tomatoes' but the Chinese New Year item presented by the Year 3s at assembly. They put on a splendid display and showed us what a terrific group of students we have at Mundaring. Well done guys!

Easter Hat Parade



Seed planting in the nursery after the full moon!



Rooms 14 and 15 spent a great day at 'Sculpture by the Sea'



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%	100%	100%	95%	98%
Year 5	98%	95%	98%	91%	95%

	Above Expected performance
	At Expected performance
	Below Expected performance

2. School Performance in comparison with all WA Public Schools

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

From the above data the following generalisations can be made:

Students in Year 3 have once again performed well when compared to students in WA Public schools in all areas of the NAPLAN and achieved above expected levels of performance in Reading. It is also evident that the vast majority of students are achieving at or above the National Minimum Standard in all tested areas.

Students in Year 5 have also performed well when compared to students in WA Public schools in all areas of the NAPLAN but while most students in this cohort have achieved at or above the National Minimum Standard in all tested areas, there is a significant percentage of students who failed to meet this benchmark in Grammar & Punctuation.

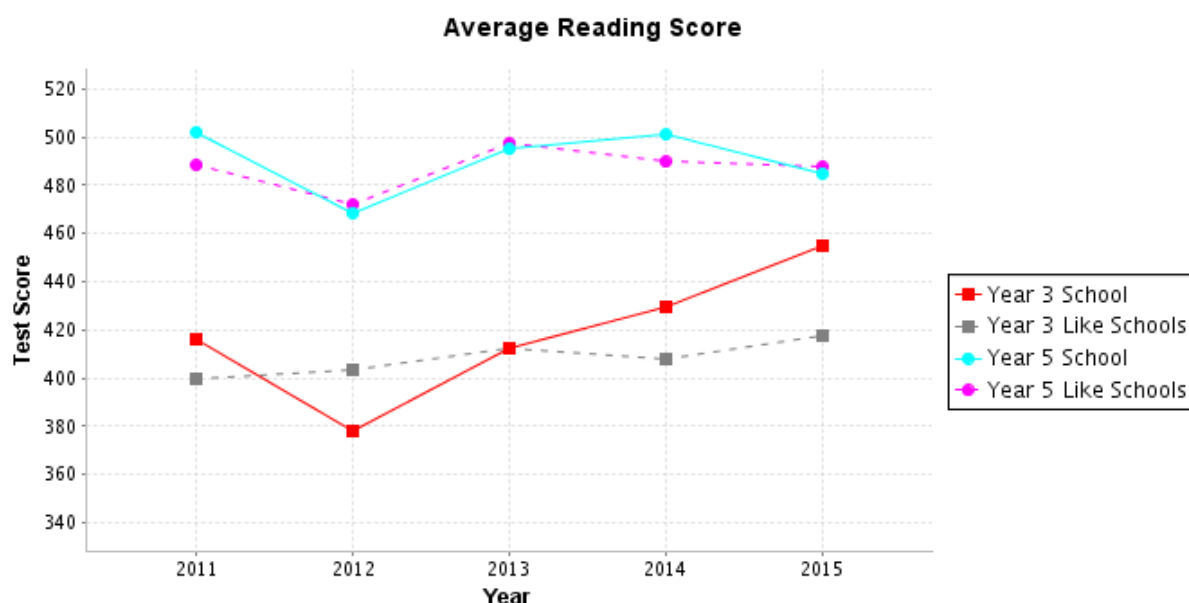
PLANNED RESPONSE

With a small but significant number of students failing to meet NMS in both Year 3 & Year 5, it is imperative that we continue to provide support to these students through a range of Whole School programs and strategies while continuing to provide differentiated learning for students at all developmental levels. These whole school programs and strategies include:

- The Developmental Reading Groups (DRG) program and daily Literacy Block.
- The Maths Groups program and daily Mathematics Block and (eg: no split grades)
- The Talk For Writing program and associated support program
- The Jolly Phonics & Jolly Grammar program from Pre-Primary to Year 6.
- The Envision Maths Program from Pre-Primary to Year 6.
- The BouncED On-Line Learning program from Kindy to Year 6.
- The consistent use of First Steps Reading strategies across the school.
- Students at Educational Risk (SAER) program

STUDENT ACHIEVEMENT - English (Reading)

Graph 1 - Year Level Performance Compared To Like Schools Over Time



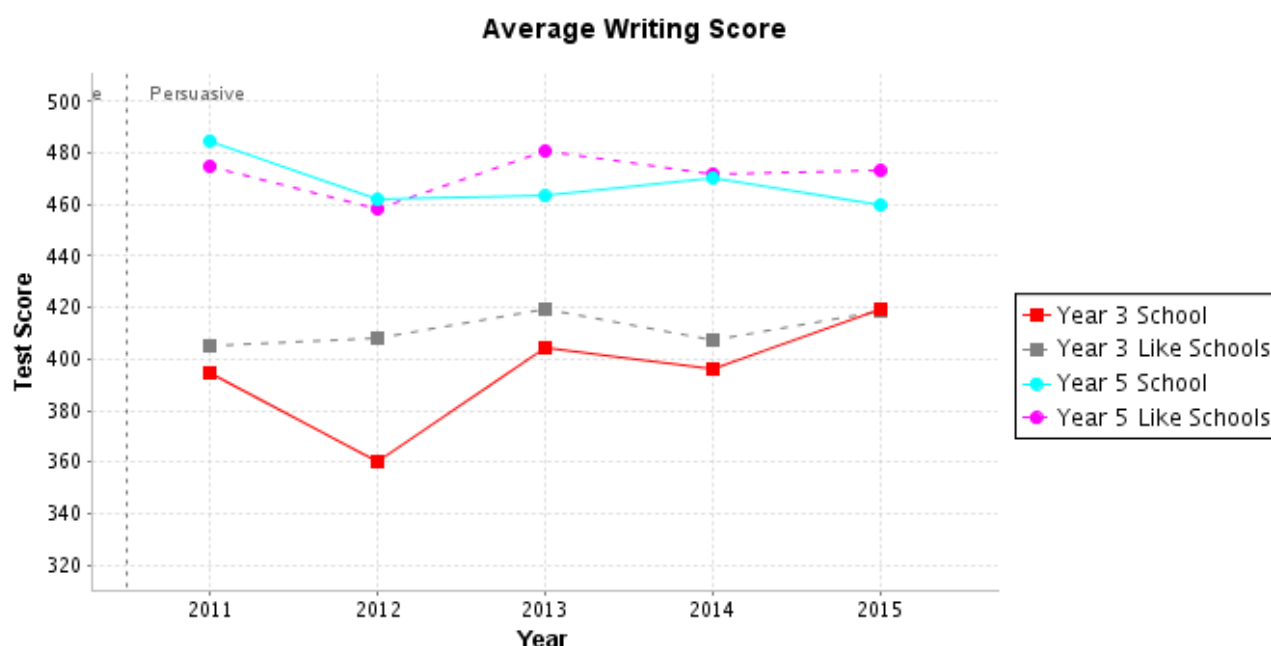
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that the mean test score for the school in Year 3 Reading was far above that of Like Schools and shows a continuing upwards trend from three previous years' results. By all accounts, this is an excellent result and demonstrates the success of our Early Childhood Education (Year K to 2) programs.
- The graph also shows that while the Year 5 Reading mean score matched that of the Like Schools mean, when compared to the previous year's mean we see a slightly lower mean score. This, when added to lower than expected growth (refer Page 11), indicates some slippage from Year 3 to Year 5 for this cohort of students.

PLANNED RESPONSE

- Following an in depth review of the 2015 NAPLAN data, the school's 2016 English Operational Plan has been revised to include specific strategies to support the development of higher order reading comprehension skills in the middle and upper primary years (Year 4 to Year 6)
- English will continue as a priority in 2016, with an ongoing emphasis on providing SAER support and improving outcomes for students in the lower levels of achievement.
- The school will revise the Developmental Reading Groups (DRG) program which will provide students with the opportunity to work in groups with children of similar levels of reading development during a standard Literacy Block each morning.
- The school will also continue the use of On-Line Learning through its participation in the BouncED program as a Lighthouse School. This program will also form the basis of much of the homework provided by classroom teachers.

STUDENT ACHIEVEMENT - English (Writing)

Graph 2 - Year Level Performance Compared To Expected Level 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 Year 3 Writing matched that of Like Schools and shows a continuing upwards trend from previous years' results. By all accounts, this is an excellent result and demonstrates the success of our Early Childhood Education (Year K to 2) programs.
- The graph does however show that the Year 5 Writing mean score was lower than that of the Like Schools mean and a slightly downward trend when compared to the previous years' means.

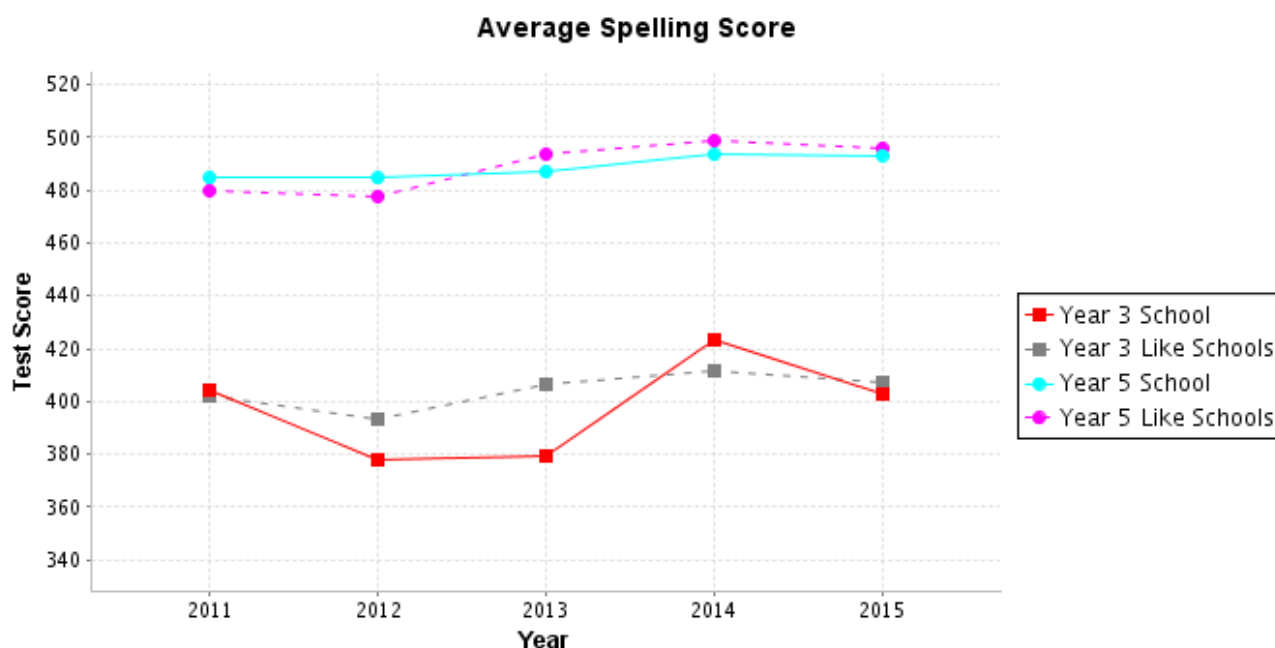
PLANNED RESPONSE

While our writing results in the junior grade seem to indicate that we are getting it right with our early childhood students, it is clear that in the genre of Persuasive Writing, our middle/upper primary students are struggling to maintain parity with their peers in similar schools. To arrest this downward trend and improve outcomes for this group, the following programs and strategies will be implemented in 2016.

- In order to support improvements in Writing, Literacy will remain one of the school's priorities for 2016 , with Writing continuing as Focus Area.
- The 'Talk for Writing' program will continue to be implemented across the whole school (PP – Yr 6) with the addition of a T4W Coordinator who will be released on a weekly basis to provide training, support for teaching staff.
- All classroom teachers will receive additional professional development in the area of T4W during staff development days and through the use of professional training services.

STUDENT ACHIEVEMENT - English (Spelling)

Graph 3 - Year Level Performance Compared To Expected Level 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 while the mean test score for the school in Year 3 Spelling nearly matches that of Like Schools, it is lower when compared to the previous year's mean. It is however to be noted that this year's mean is significantly improved when compared to 2012 and 2013 results. This data also seems to be an anomaly when presented side by side with improved results in both Reading, Writing and Punctuation & Grammar. This will be investigated as part of an overall review of key programs.
- The graph shows that the Year 5 Spelling mean score matched that of the Like Schools mean and continues to show a slightly upward trend when compared to the previous years' means.

PLANNED RESPONSE

- The school will conduct a detailed review of the 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 take part in bi-annual baseline spelling tests to monitor and track performance against national standards.
- 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. This program will also form the basis of much of the homework provided by classroom teachers.

HIGHLIGHTS OF TERM 2



Buddy classes Rooms 3 and 15 enjoyed a delicious Teddy Bears' Picnic.



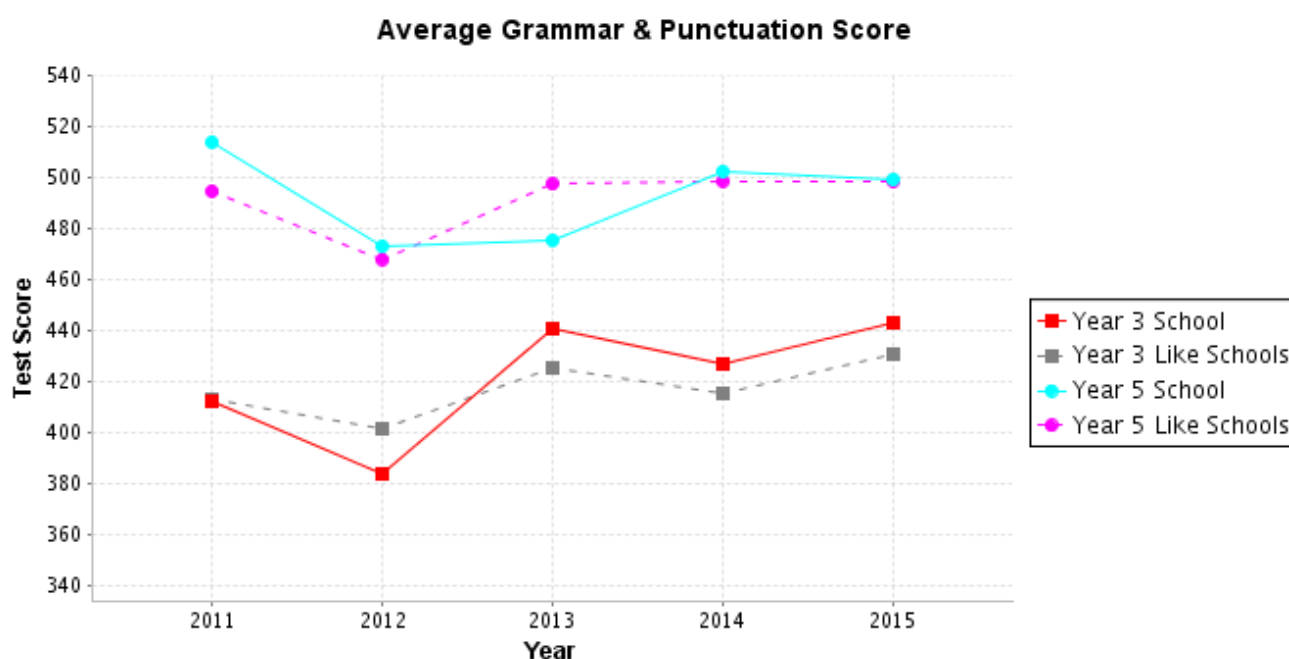
A tree planting and cultural experience at Perth Airport with students from Rooms 9 and 10.



CAN WE DO IT? YES WE CAN!!

STUDENT ACHIEVEMENT - Literacy (Grammar & Punctuation)

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



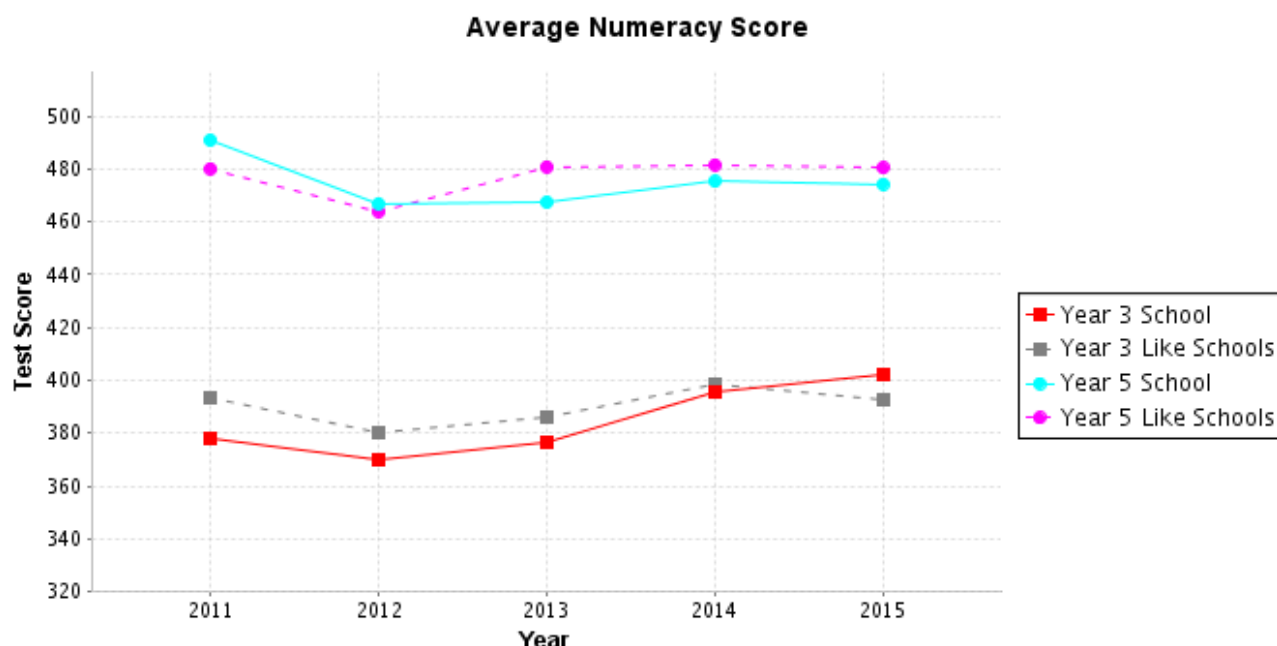
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph clearly demonstrates that the mean test score for the school in Year 3 G&P continues to be greater than that of Like Schools and is also higher than any of the previous years' means. There is also a continuing upward trend over the 5 years (2011 - 2015), which demonstrates the positive impact of adopting a whole school approach to G&P through the use of the Jolly Phonics & Jolly Grammar programs in 2012.
- The graph shows that the Year 5 G&P mean score matched that of the Like Schools mean and is consistent when compared to the previous year's mean. This data also demonstrates a continuing upward trend over the 4 years (2012 - 2015), and supports the excellent improvements evident since the adoption of a whole school approach through the use of the Jolly Phonics & Jolly Grammar programs in 2012.

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.
- 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. This program will also form the basis of much of the homework provided by classroom teachers.

STUDENT ACHIEVEMENT - Numeracy

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



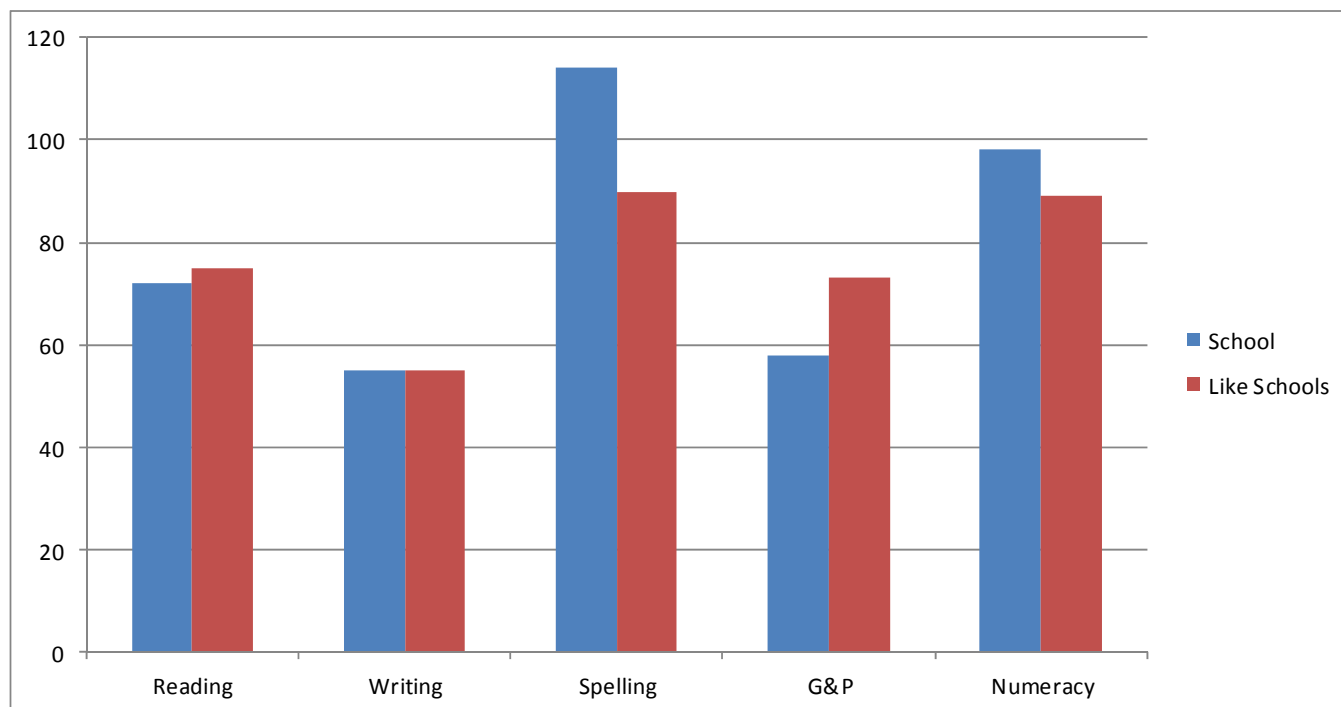
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that the mean test score for the school in Year 3 Numeracy was, for the first time, greater than that of Like Schools and was also higher than any of the previous years' means. There is also a continuing upward trend over the 5 years (2011 - 2015), which clearly demonstrates the positive impact of adopting a whole school approach to Numeracy through the use of the Envision Mathematics program in 2012.
- The graph shows that while the Year 5 Numeracy mean test score for 2015 was slightly below that of Like Schools, it was at a consistent level when compared to 2014 data and an improvement over results from 2012 and 2013. The school acknowledges however that when compared to Like Schools over the last 3 years, we are still not demonstrating the expected level of achievement and will need to address this in our planned response.

PLANNED RESPONSE

- Numeracy will continue as a priority in 2015, with an ongoing focus on Number & Algebra and on improving outcomes for students in the lower levels of achievement.
- The school will conduct a detailed review the Year 5 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, 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 . This program will also form the basis of much of the homework provided by classroom teachers.

STUDENT GROWTH (Value Adding)

Graph 6 - Year 3 (2013) to Year 5 (2015)



- The graph above shows the mean growth (Value Adding) over two years for the same group of students who were present at MPS for both tests compared to students in schools with a similar socio-economic background (like schools). Growth is indicated on the left axis as the difference between the mean NAPLAN score in 2013 testing and the mean NAPLAN score in 2015 testing.
- In **Writing, Spelling and Numeracy**, the data shows Value Adding that is commensurate or in excess of Like Schools, with growth in Spelling results being significantly higher. This clearly demonstrates that in these areas, the school's programs are having the desired impact.
- In **Reading and Grammar & Punctuation**, we can see lower levels of growth than that achieved by like schools. A more detailed investigation into this drop in Value Adding was undertaken in August of 2015 as part of the school's annual data review process and determined the following:
 - ◆ All of our less able students in Year 5 demonstrated growth in excess of the mean when compared to their Year 3 achievement in both areas. This seems to demonstrate that our SAER support programs are having a positive impact on these students.
 - ◆ A small number of Year 5 students who had demonstrated very high levels of achievement as Year 3s, were not able to match this achievement in 2015, resulting in less than expected growth between the two assessments. This has been attributed to these students struggling to respond correctly to some of the higher order reading comprehension questions (eg: inferential and evaluative questions).
 - ◆ Test supervisors also made reference to the fact that a number of the Year 5 students seemed to display lower levels of enthusiasm during the test and this may have impacted on their eventual result.

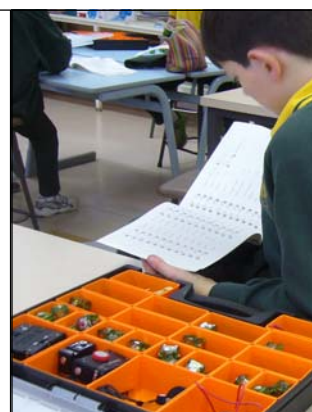
PLANNED RESPONSE

- To address the lower levels of Value Adding in Reading, the school has implemented new strategies to support higher order reading comprehension in our Middle and Upper School classes. These strategies are now embedded into our Whole School Literacy Operational Plan and supported through our Developmental Reading Groups (DRG) program.
- To address the lack of enthusiasm and attitudinal issues we see developing in our senior students, we have implemented new strategies within our existing Social & Emotional Learning program (BUZ Program) which includes additional specialist support in the area of social & emotional health and additional training for teaching staff.

HIGHLIGHTS OF TERM 3



In the MPS Science Club students enjoyed exploring Bloc - Tronics - making all sorts of mini electronic projects ranging from buzzers to radio tuners.

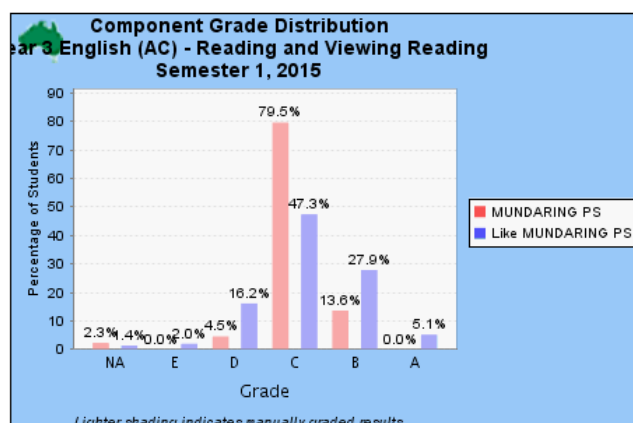


The Early Childhood Centre celebrated Book Week with special readings from parents and friends.

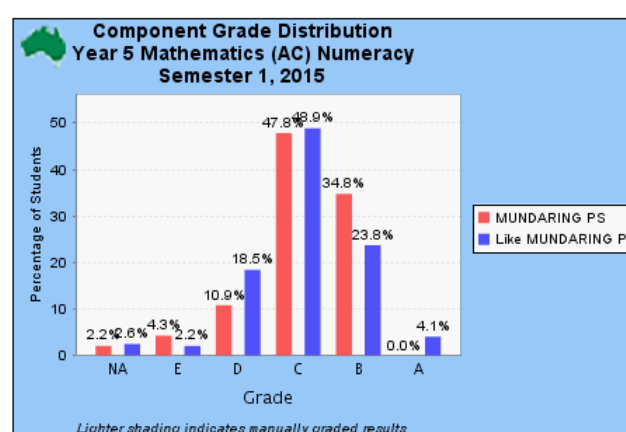
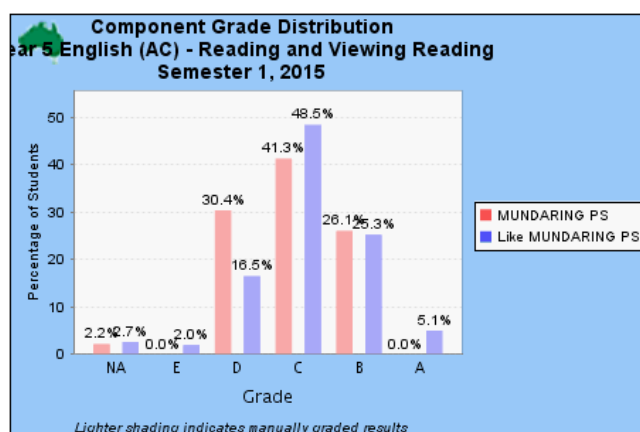
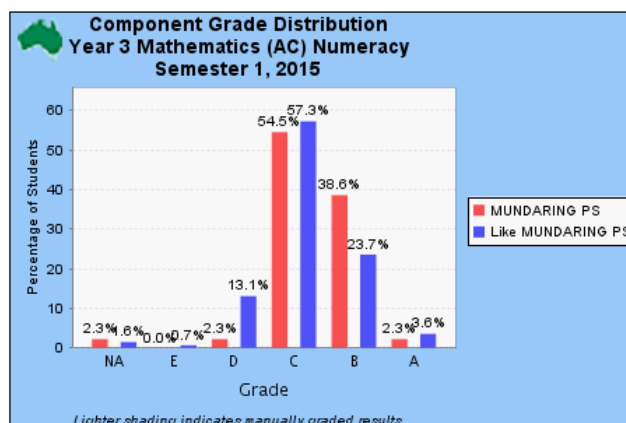


STUDENT ACHIEVEMENT - Teacher Judgements (Priority Areas - English & Mathematics)

READING (Graphs 7 & 8)



NUMERACY (Graphs 9 & 10)



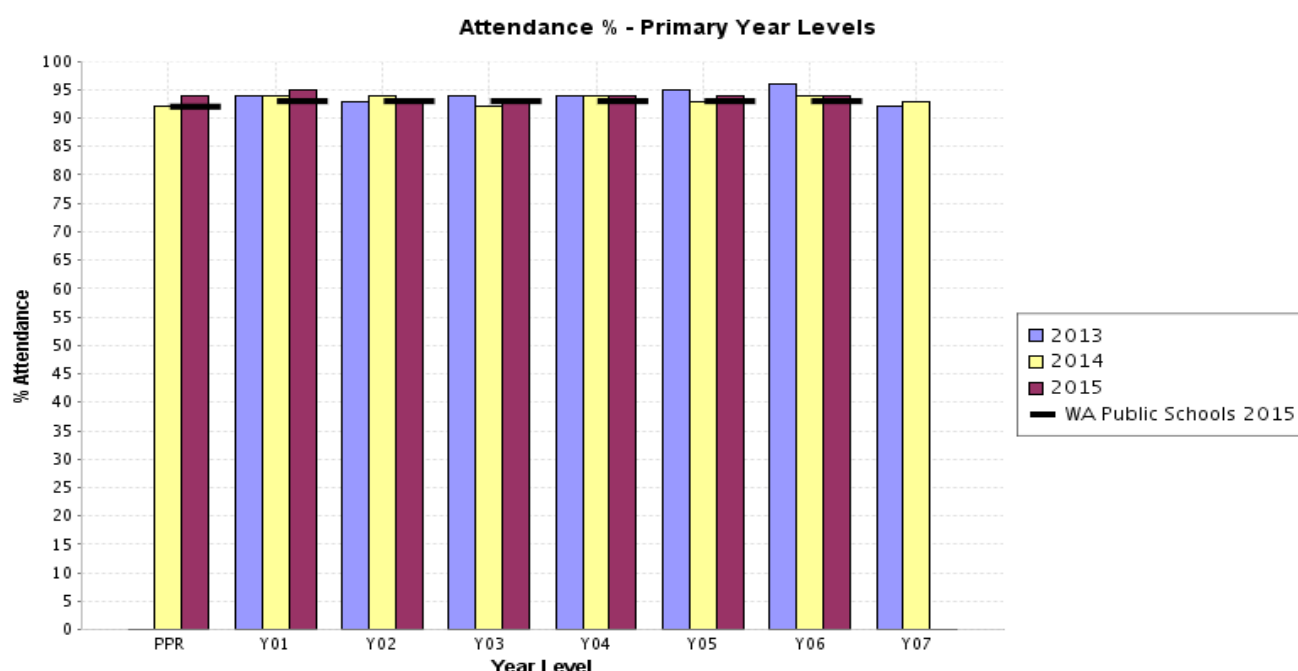
- The graphs above display the grade distributions of student in Years 3 & 5 in Reading and Numeracy as at Semester 1 2015 and compares Mundaring Data with
- Graphs 7 & 8 show Teacher Judgements in Reading. This data shows that when compared with Like Schools, our Year 3 grade distributions do not show a strong correlation with what would normally be expected and this is also supported by a similar outcome when comparing Semester 1 student grades and 2015 Yr 3 NAPLAN results. Similarly, our Year 5 grade distributions also demonstrate a tendency to award lower grades than would be expected and is evidenced through the 2015 Year 5 NAPLAN program.
- Graphs 9 & 10 show Teacher Judgements in Numeracy. In this case it is clear that school data more closely matches that of Like Schools as well as generally displaying consistency with 2015 NAPLAN data.
- There is a higher than expected percentage of 'C' and 'D' grades awarded in the school's Year 3 Reading data which may suggest a reticence to commit to awarding higher grades until Semester 2, where we do see a more normal spread of grades in all year levels.

PLANNED RESPONSE

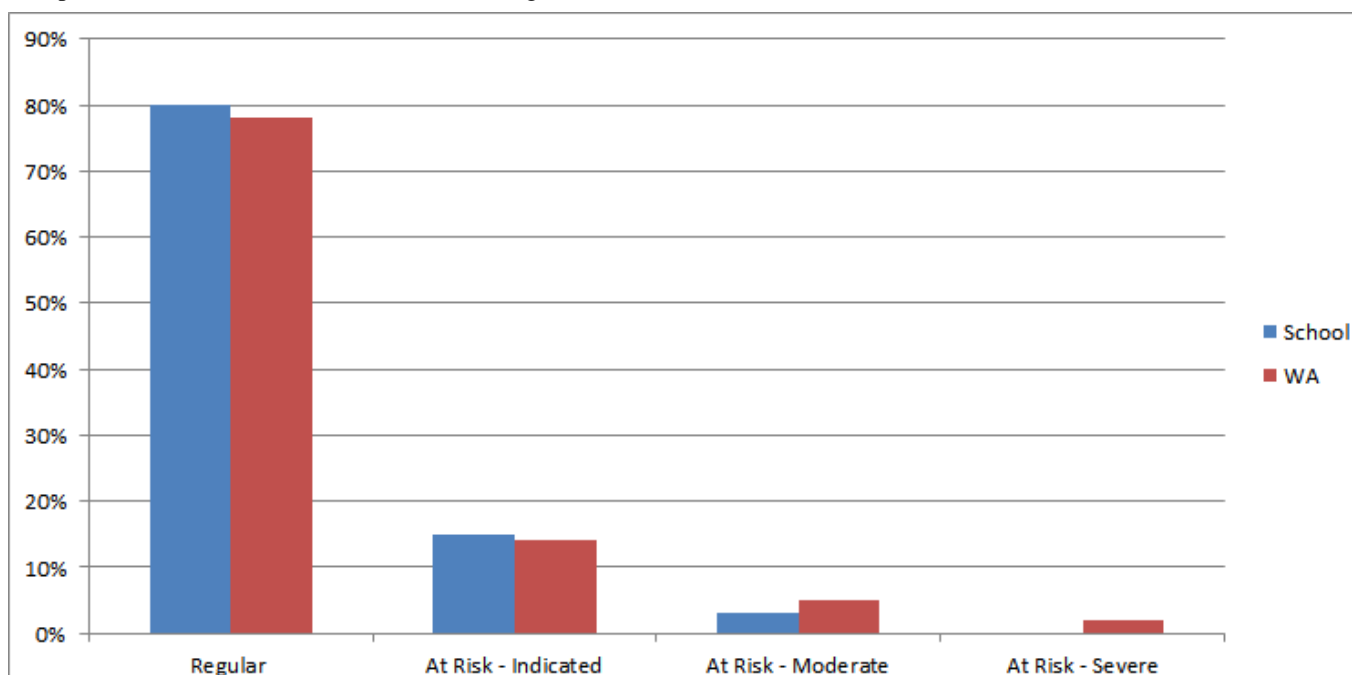
- To further improve the correlation between the grade distributions of the school and Like Schools and NAPLAN data, we will continue to review the school's assessment and moderation processes in 2015 and provide the following additional resources and training to staff:
 - The English and Mathematics Curriculum Committees will revise the relevant Operational Plans to include strategies to support moderation of grade assessments.
 - Provision of grade level exemplars to all teaching staff members.
 - Provision of additional time to meet with year level peers for moderation activities.
 - Specific Professional Development on moderation of grade related assessments.

STUDENT ATTENDANCE

Graph 11 - Average Attendance % - Primary Year Levels



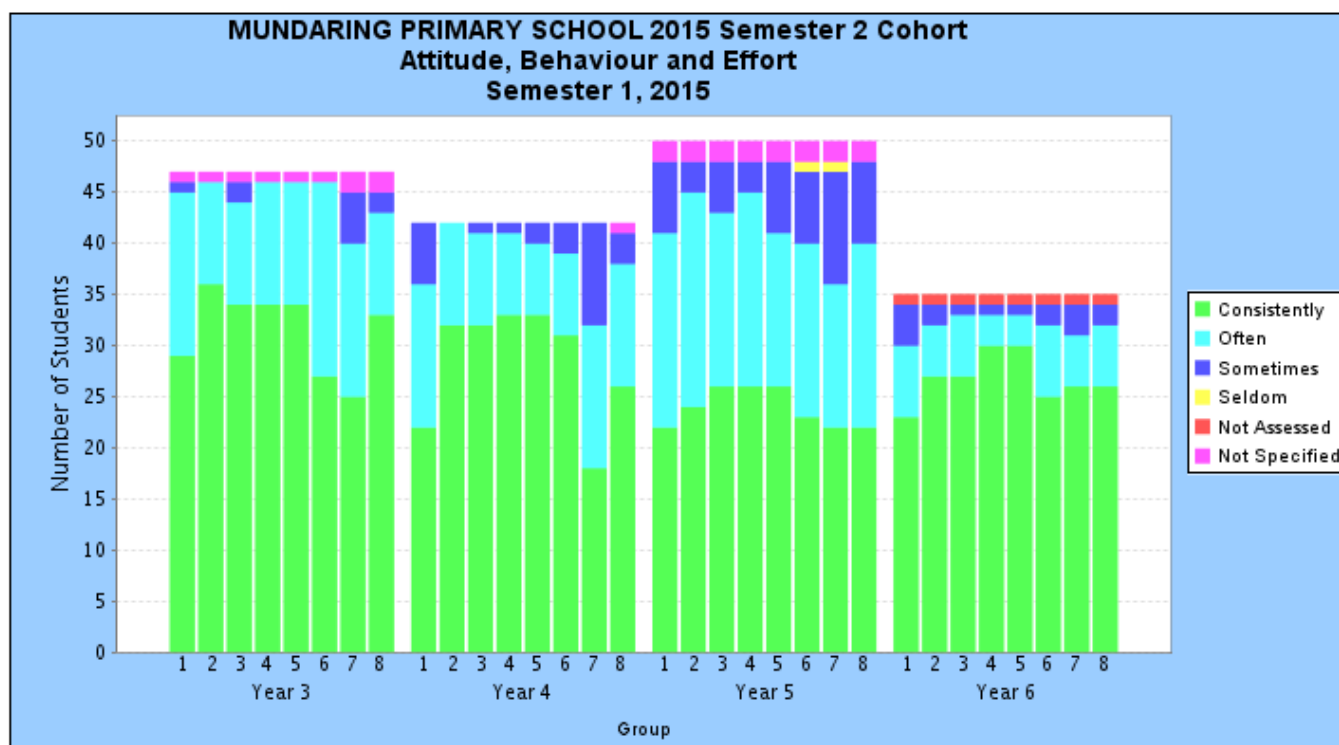
Graphs 12- School Vs State Attendance in Categories



- Graph 11 shows that average student attendance at Mundaring PS is above 90% and better than or equal to the attendance rate for the state across all year levels.
- Graph 12 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 2015 demonstrates that our attendance strategies are still working 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 13



- Graph 13 represents data collected from Semester 1 2015 Student 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 graph 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 continued to decline in 2015.
- 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

- There was 1 student suspension involving 1 student.
- There were no exclusions.

HIGHLIGHTS OF TERM 4



The Science Club assembly really went off with a bang!



Scientists in the making! Rotary kindly donated these microscopes for student use.



The students enjoyed the very successful BOOK SWAP organised by the P&C.



Sculpture in the School - a showcase of the artistic talents of the students at Mundaring Primary School.



MPS students from Years 5 & 6 performed exceedingly well in band concerts held in the auditorium at EHS.



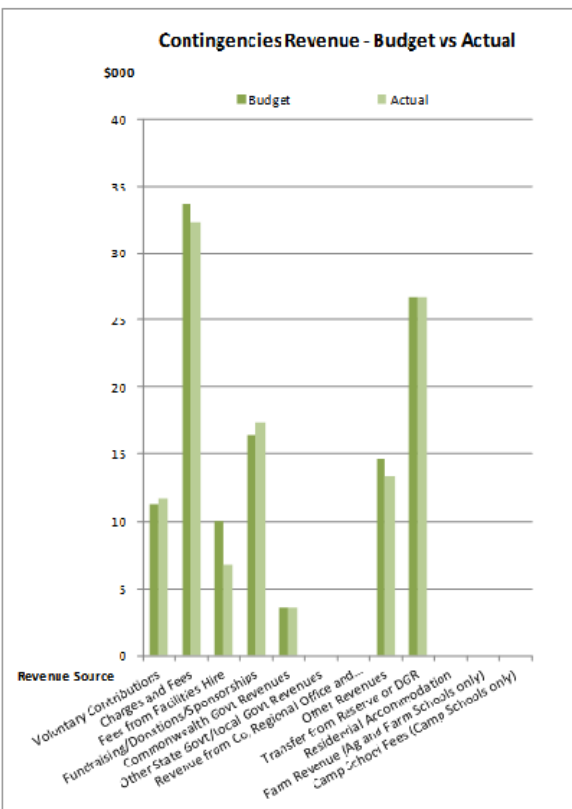
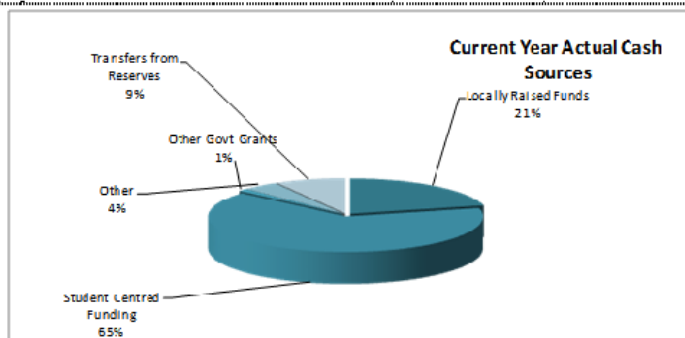
Our wonderful choir entertains us at many of our events led by the dedicated Mrs Reif-Eaves.

MUNDARING PRIMARY SCHOOL

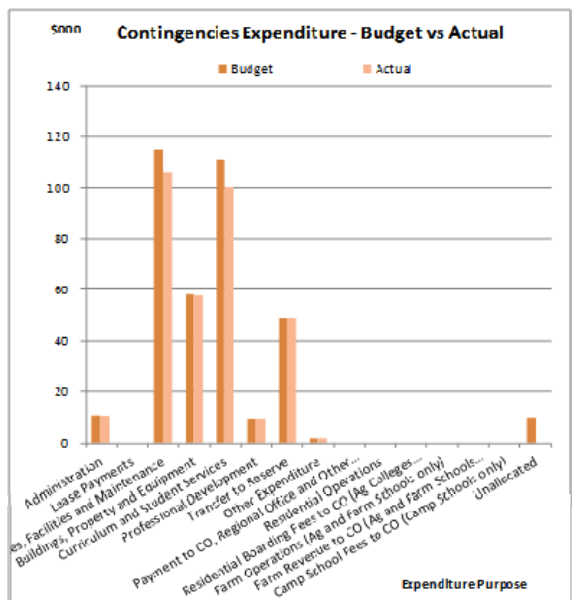
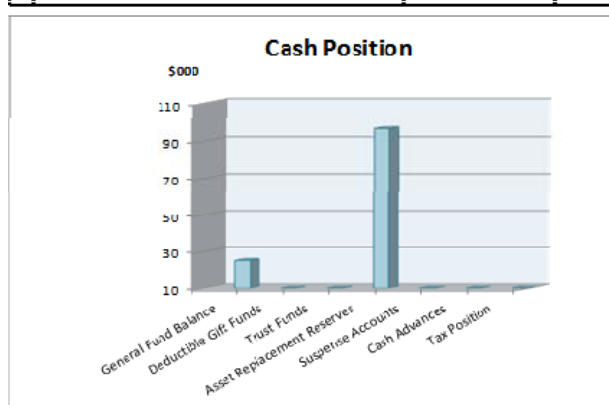


Mundaring Primary School Financial Summary as at 27 January 2016

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 21,682.50	\$ 21,682.50
2 Charges and Fees	\$ 28,628.00	\$ 32,313.82
3 Fees from Facilities Hire	\$ 10,000.00	\$ 6,813.19
4 Fundraising/Donations/Sponsorships	\$ 16,486.00	\$ 17,428.85
5 Commonswealth Govt Revenue	\$ 1,527.96	\$ 1,527.96
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenue	\$ 14,626.44	\$ 12,482.84
9 Transfer from Reserve or DGR	\$ 26,688.93	\$ 26,688.93
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 116,237.53	\$ 111,928.73
Opening Balance	\$ 37,408.00	\$ 37,407.99
Student Central Funding	\$ 209,726.00	\$ 209,726.00
Total Cash Funds Available	\$ 363,481.53	\$ 359,122.72
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 363,481.53	\$ 359,122.72



Expenditure	Budget	Actual
1 Administration	\$ 20,279.00	\$ 20,288.22
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 114,985.60	\$ 106,008.03
4 Buildings, Property and Equipment	\$ 27,546.00	\$ 27,513.47
5 Curriculum and Student Services	\$ 110,769.28	\$ 100,560.79
6 Professional Development	\$ 8,995.91	\$ 8,995.95
7 Transfer to Reserve	\$ 48,142.00	\$ 48,142.00
8 Other Expenditure	\$ 1,999.00	\$ 1,645.88
9 Payment to Co, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
15 Unallocated	\$ 9,642.56	\$ -
Total Goods and Services Expenditure	\$ 363,481.45	\$ 333,974.67
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 363,481.45	\$ 333,974.67



Cash Position as at:	
Bank Balance	\$ 119,579.88
Made up of:	
General Fund Balance	\$ 25,148.05
Deductible Gift Funds	\$ -
Asset Replacement Reserves	\$ 10,000.00
Suspense Accounts	\$ 10,000.00
Cash Advances	\$ -
Tax Position	\$ 2,341.83
Total Bank Balance	\$ 119,579.88

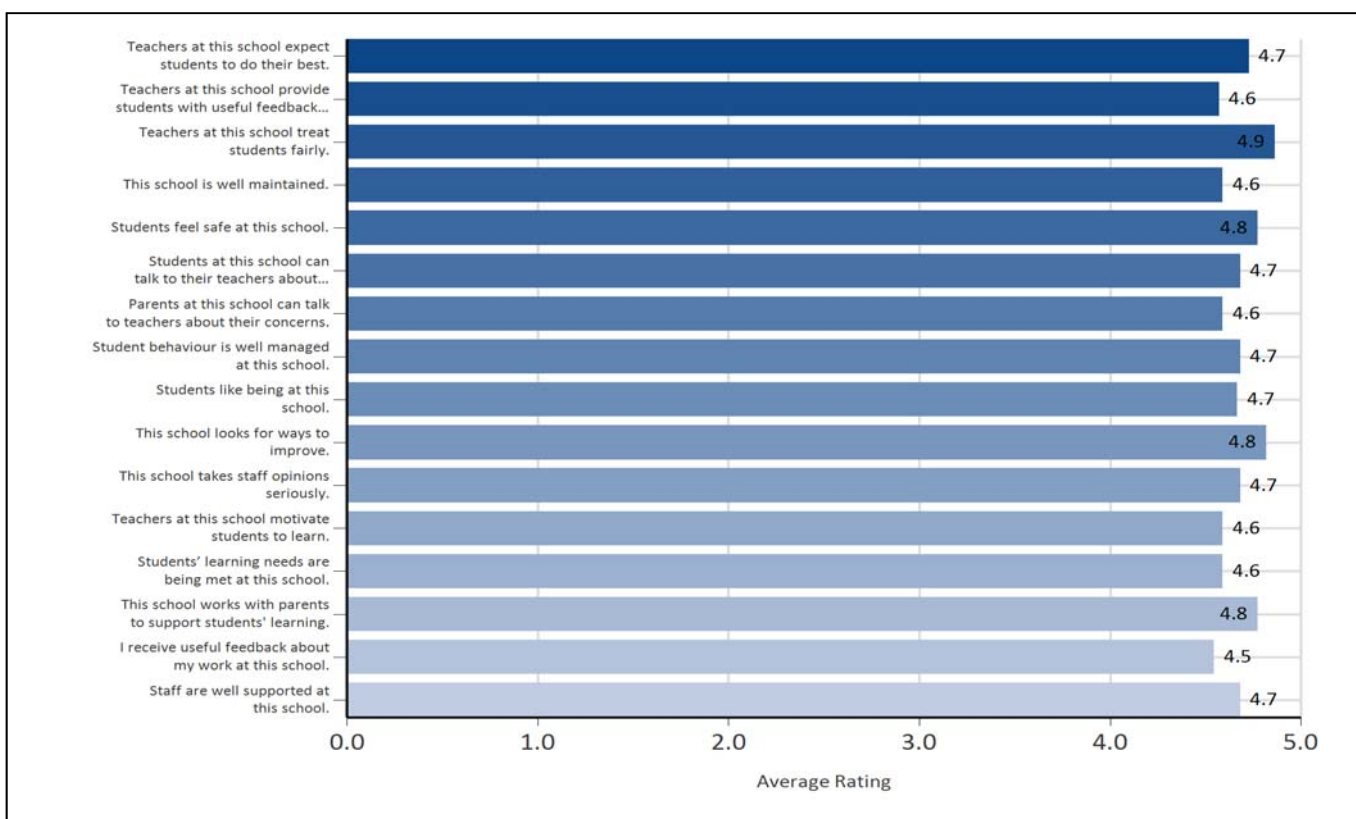
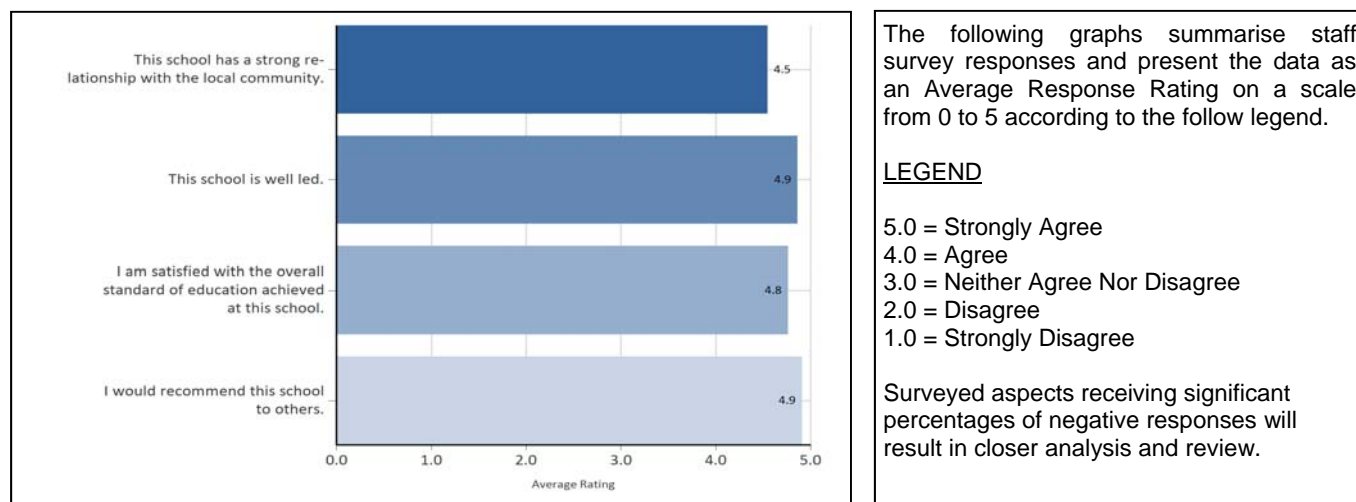
SATISFACTION SURVEYS

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 format, we received only seven (7) parent responses which has been deemed insufficient for statistical analysis.

Parents, Students and Staff will be re-surveyed in 2016 as part of the school's Bi-Annual Satisfaction Surveys.

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.

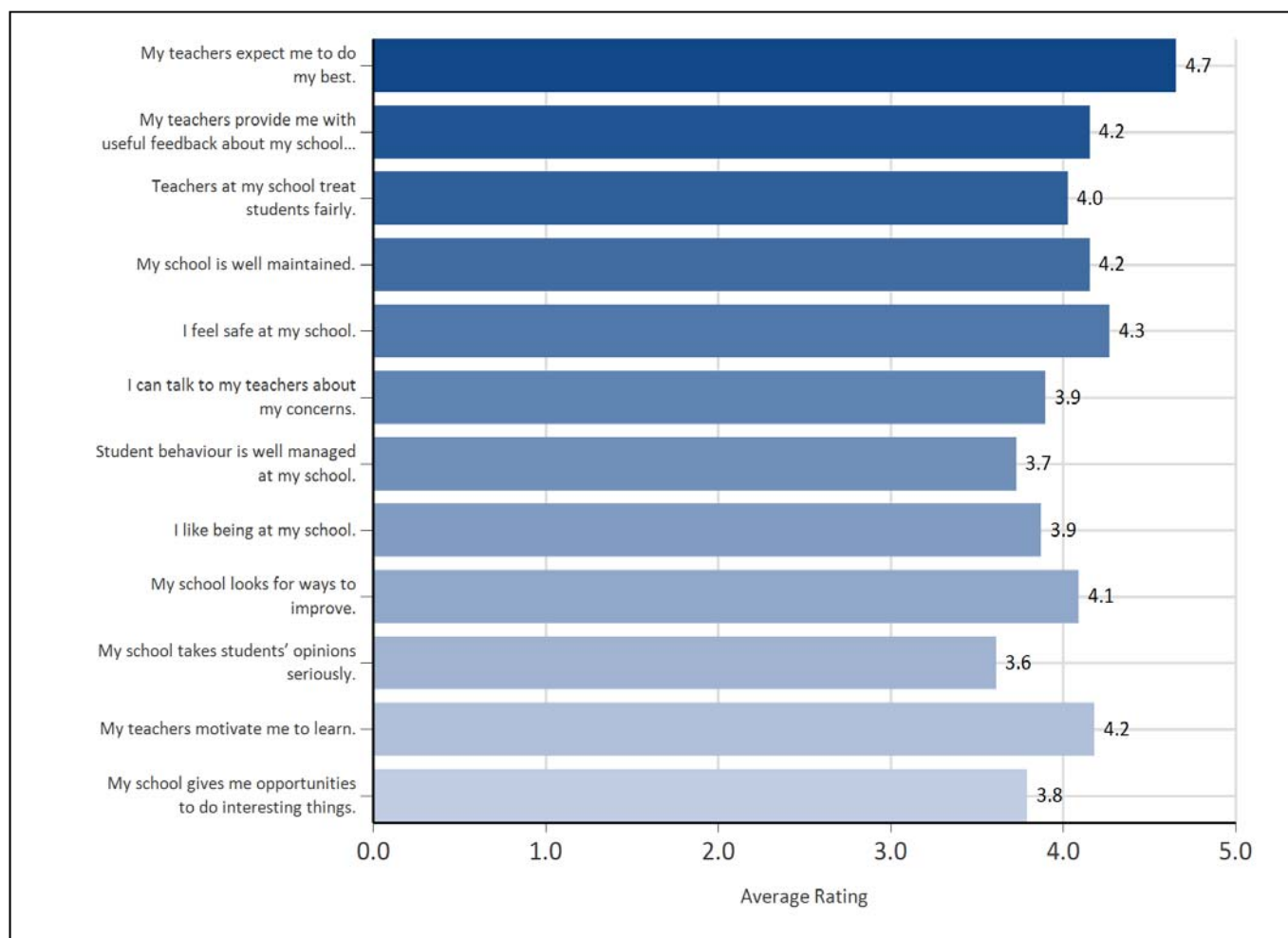
SATISFACTION SURVEYS

Graph 19 - Student Satisfaction Survey - Average Response Rating (Total Responses = 78 Year 5, 6 & 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

2015 was both a successful but challenging year at Mundaring Primary School, with much to be proud of and just a few things to work on.

The school continues to grow, with student enrolments topping out at 324 throughout the year, many of whom transferred in from local non-government schools. Many of these new enrolments indicated that they were moving to Mundaring PS because of favourable feedback from friends and relatives who already had students at the school. Proof of course that reputation and word of mouth referrals are still the best way to market a school.

To further add to the challenge of managing a growing school, we saw four members of our permanent staff take the whole year off on various forms of leave. While we did miss these staff members and will welcome them back in 2016, it was interesting to start the year with so many new teachers bringing fresh ideas and a wealth of different experiences to Mundaring PS.

The state wide introduction of a new method of funding schools (Student Centred Funding Model) provided us with implementation challenges but ultimately led to increased funding for student programs at the school. A detailed outline of income and expenditure for 2015 is shown on Page 17 of this report.

The school implemented a number of new initiatives in 2015, with the implementation of an on-site Before and After School program being one of the most successful. The program, run by Camp Australia, started well and grew to be very well supported by parents by the end of the year. With numbers in excess of 30 students on most afternoons, this excellent initiative will provide parents with the service they require and the school with much needed additional funds for student support programs.

2015 also saw the continuation of key strategies which have been proven to work, including:

- 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 where all classes complete literacy lessons for the first hour of each day.
- The Developmental Literacy Groups program in all classes which allows 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, Talk For Writing) and Numeracy (eg: Envision Maths).

Once again, I am able to state that it has been a pleasure to be the Principal of Mundaring Primary School through 2015 and I would like to take this opportunity to thank the following people:

- My teaching and non-teaching staff members, who present the day to day programs for the children and support the administration so well
- The members of the School Management Council who meet regularly in their own time to discuss and plan improvements for the school
- The Parents & Citizens Association for their continued support of our efforts through their management of key services (eg: Canteen and Uniform Shop) and the provision of additional funds to support key programs.
- The children of Mundaring PS who are without exception the very best group of students with whom it has my pleasure to teach.

Paul Larkin
Principal
April 2016