



# MUNDARING PRIMARY SCHOOL

# 2017 SCHOOL REPORT



# LEARNING TOGETHER

Welcome to Mundaring Primary School and thank you for taking the time to read our 2017 School Report, I trust it provides you with information about the school and our programs. The year saw a continuation of upwards trends in Literacy and Numeracy achievement as well as increases in enrolments. 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, art centre and STEM (Science, Technology, Engineering and Maths) room we call The Learning Studio.

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### OUR SCHOOL PRIORITIES

School priorities and focus areas are reviewed annually using a rigorous cycle of data review, planning and reporting. 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 2017 the school's priorities were:

- **Literacy** : Focus Area - Comprehension & Higher Order Thinking Skills
- **Numeracy** : Focus Area - Number & Algebra
- **Students At Educational Risk (SAER)** : Focus Area - Talented and Gifted Students
- **Curriculum Implementation** : Australian Curriculum - Science
- **ICT** : Focus Area - STEM (Continued)

In 2018 our priorities will be:

- **Literacy** : Focus Area - Spelling
- **Numeracy** : Focus Area - Number & Algebra
- **Students At Educational Risk (SAER)** : Improved identification, tracking & support.
- **Curriculum Implementation** : Australian Curriculum - Technologies
- **Health** : Focus Area - Social & Emotional Learning (Aussie Optimism)

## 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	90%	98%	94%	92%	96%
Year 5	98%	96%	94%	94%	94%

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

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	-1.0	-0.2	-1.0	-0.4	-0.1
Year 5	0.5	0.1	-0.9	-0.1	0.5

#### DATA ANALYSIS

It is evident from Chart #1 that while the vast majority (>90%) of students achieved at or above the National Minimum Standard in all areas in 2017, concerns are evident in the following areas:

- There was a significant increase in the number of Year 3 students failing to achieve the NMS (Reading, Spelling & G&P). This data further supports the school's observations that there is a larger number of lower achieving Students at Educational Risk in this Year 3 cohort who will require additional support needs in future years.
- In both Year 3 & Year 5, the number of students failing to achieve the NMS in Spelling is a cause for concern, as is the correspondingly lower than expected progress and achievement results of our 2017 Year 5 cohort in Spelling. This data supports the school's own observations that reducing levels of progress and achievement in Spelling is a whole of school issue that needs to be addressed as a priority in our 2018 English Operational Plan.

Chart #2 demonstrates that when compared to expected means, Mundaring Primary School students are achieving as expected (within 1 Standard Deviation) in all areas of NAPLAN across Years 3 & 5 but with concerns evident in the following areas:

- The Year 3 cohort result in Reading is only just within the 1 SD that defines 'as expected' and is very close to 'below expected'. The school feels that as this result clearly goes against the upward trend of recent years (2013—2016), this can be attributed mainly to the number of Students At Educational Risk within this cohort (eg: those at or below the NMS = 16%) and is not necessarily an indication that the schools programs are in drastic need of change. As of the school's annual review processes, the English Operational Plan will be updated to include a variety of additional strategies to support this cohort.
- Of concern also is the spelling results in both Year 3 and Year 5 which are also close to 'below expected'. This data, linked with the fact that in 2017 Spelling is the only area where the Year 5 cohort saw both Lower Progress and Lower Achievement, clearly indicates an issue in this area across the whole school which will be addressed as a priority in our 2018 English Operational Plan.

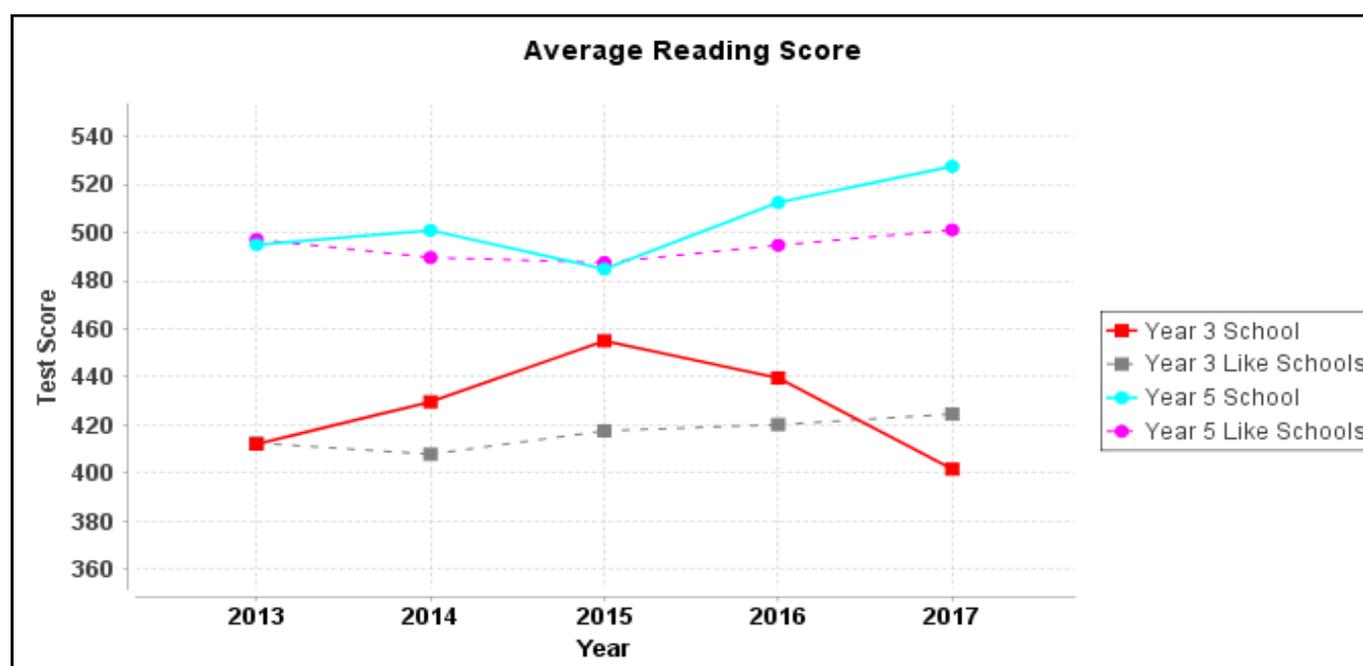
#### PLANNED RESPONSE

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

- The Soundwaves Spelling Program will be added to the Yr 1 - 6 Booklists and will be added to the school's English Operational Plan as a compulsory Whole School Program.
- The current SAER Support Policy will be reviewed to include more clearly defined procedures and strategies including improved identification, tracking and support for students at educational risk.
- The Connect Learning Management System (LMS) will be used in all classes to support students access to digital learning resources across all curriculum areas.
- The STEM Club program will be expanded to include access to more students in middle and senior classes through a selection process aimed at supporting talented and gifted students and those with an interest in this area.
- The provision of additional Curriculum Support Coordinator time (3 days per week) to coordinate and provide support for the school's 2018 Priorities (Literacy/Numeracy, Health & Technologies).

## STUDENT ACHIEVEMENT - English (Reading)

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



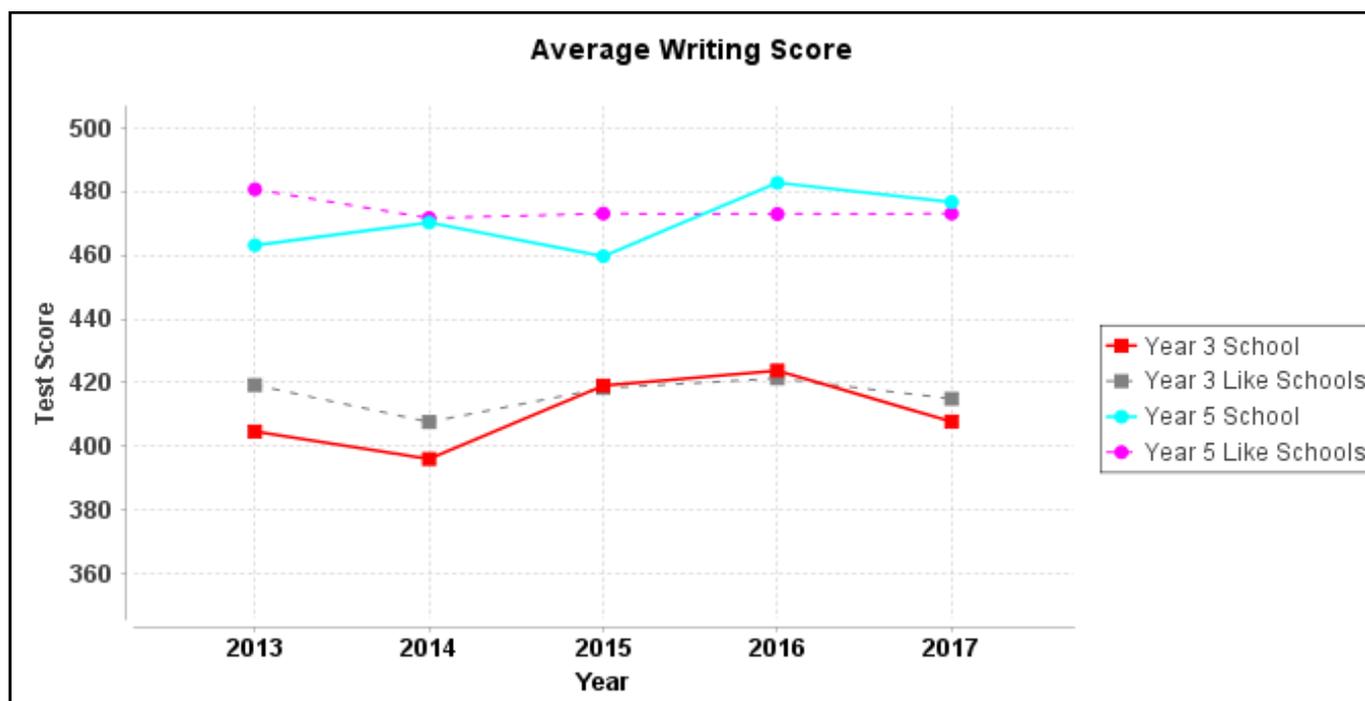
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that in Year 3, Reading was below that of Like Schools and significantly lower than previous cohorts. This data further supports the school's observations that there is a larger number of lower achieving Students at Educational Risk in this Year 3 cohort who will require additional support needs in future years.
- The graph also shows that the Year 5 Reading mean score in 2017 was once again above that of the Like Schools mean, and the highest score achieved by this year level in over 5 years. It also indicates a continuation of the upward trend since 2012.

### PLANNED RESPONSE

- English will continue as a priority in 2018, with an increased focus on providing SAER support and improving outcomes for students in the lower levels of achievement.
- The school will continue 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.
- Following an in depth review of the latest NAPLAN data, the school's 2018 English Operational Plan will 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).
- 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 in the area of teaching reading during staff development days and through support from Curriculum Support Coordinators who has been appointed for 3 days (0.6FTE) per week.

## 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 was below that of Like Schools and shows a declining trend from previous years' results. As with other areas of Literacy, this is largely due to the number of lower achieving students in this Year 3 cohort who will require additional support needs in future years.
- The graph also shows that the Year 5 Writing mean test score was once again slightly higher than that of the Like Schools mean albeit slightly less than 2016. This is a positive outcome and demonstrates a continuing upward trend since 2012.

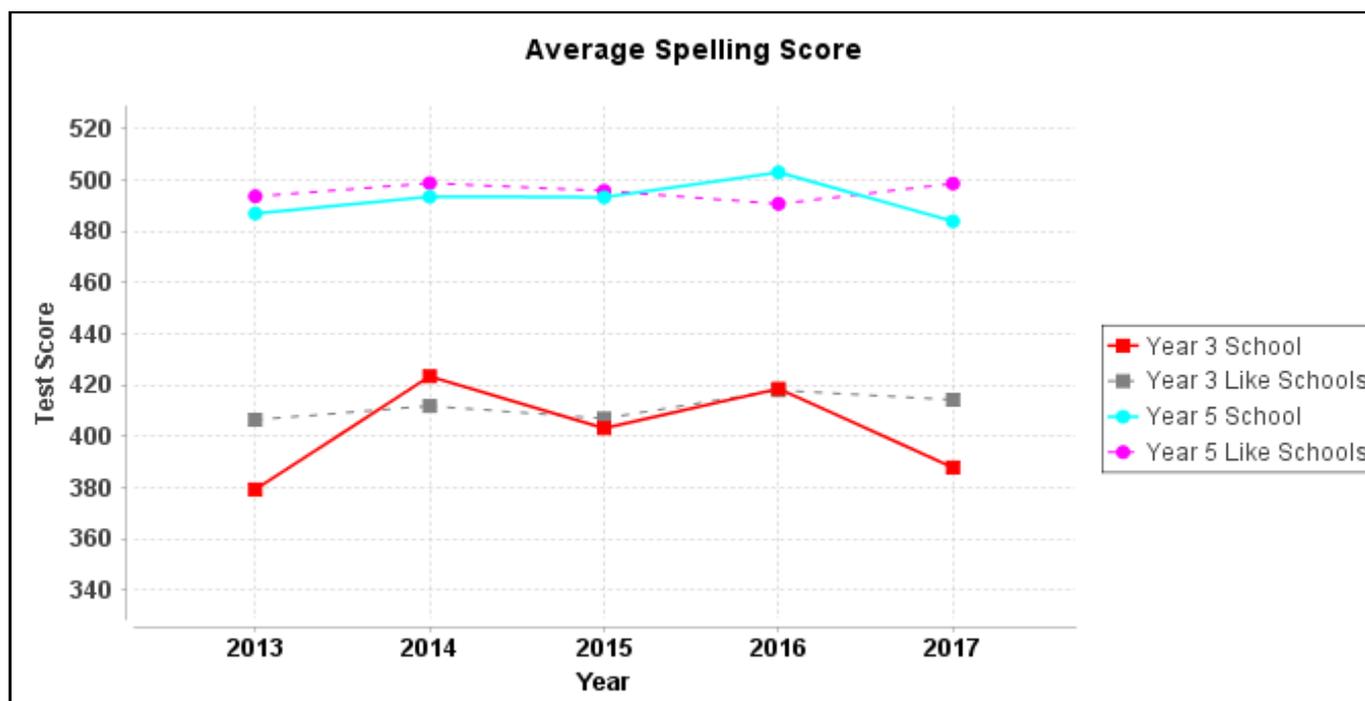
### PLANNED RESPONSE

While our writing results in both Year 3 and Year 5 indicate that we are generally getting it right in writing, it is clear that in 2017 our students fell back slightly when compared to like schools and previous years data. To address this trend and improve outcomes for all primary students, the following programs and strategies will be implemented/continued in 2018.

- In order to support improvements in Writing, Literacy will remain one of the school's priorities for 2017, with a continuation of Writing as a focus area for Years 4 - 6 students.
- The school will continue with a more traditional and formalised writing program in 2018. This program will be developed and implemented by the Literacy Committee as part of the school's Literacy Operational Plan.
- The 'Talk for Writing' program will be maintained as a support strategy in Early Childhood.
- All classroom teachers will receive additional professional development in the area of teaching writing during staff development days and through support from Curriculum Support Coordinators who has been appointed for 3 days (0.6FTE) per week.

## STUDENT ACHIEVEMENT - English (Spelling)

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



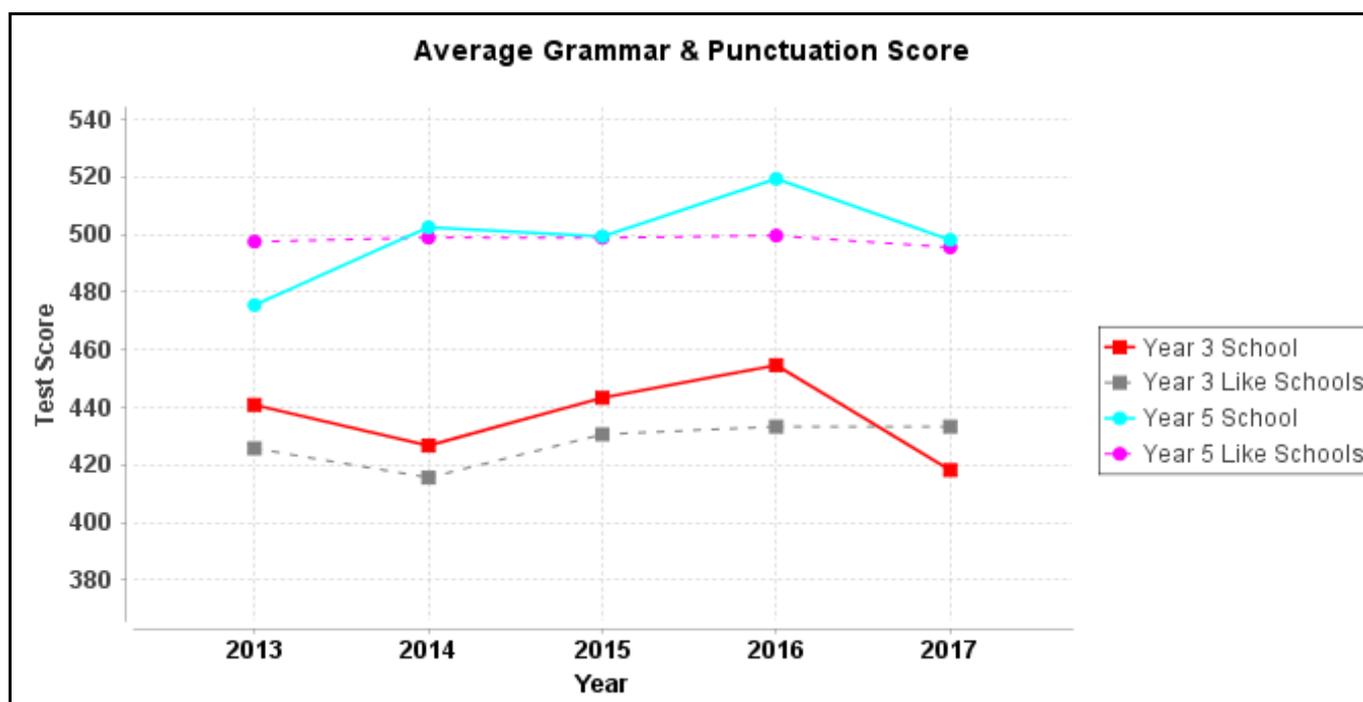
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that in both Year 3 & Year 5, spelling means for the school have decreased significantly when compared to previous years and are less than expected when compared to like schools.
- This data clearly indicates an issue in this area across the whole school which will be addressed as a priority in our 2018 English Operational Plan.

### PLANNED RESPONSE

- The Soundwaves Spelling Program will be added to the Yr 1 - 6 Booklists and will be 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 the Middle and Upper Primary, Jolly Grammar will continue to be used as a resource for Grammar & Punctuation but not for spelling.
- 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.
- As part of our whole school approach to Literacy, the school will continue the use of the Jolly Phonics program in Pre-primary, with the additional expansion of the program to include the purchase of extra Jolly Learning resources.
- All classroom teachers will receive additional professional development in the area of teaching spelling during staff development days and through support from Curriculum Support Coordinators who has been appointed for 3 days (0.6FTE) per week.

## STUDENT ACHIEVEMENT - English (Grammar & Punctuation)

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



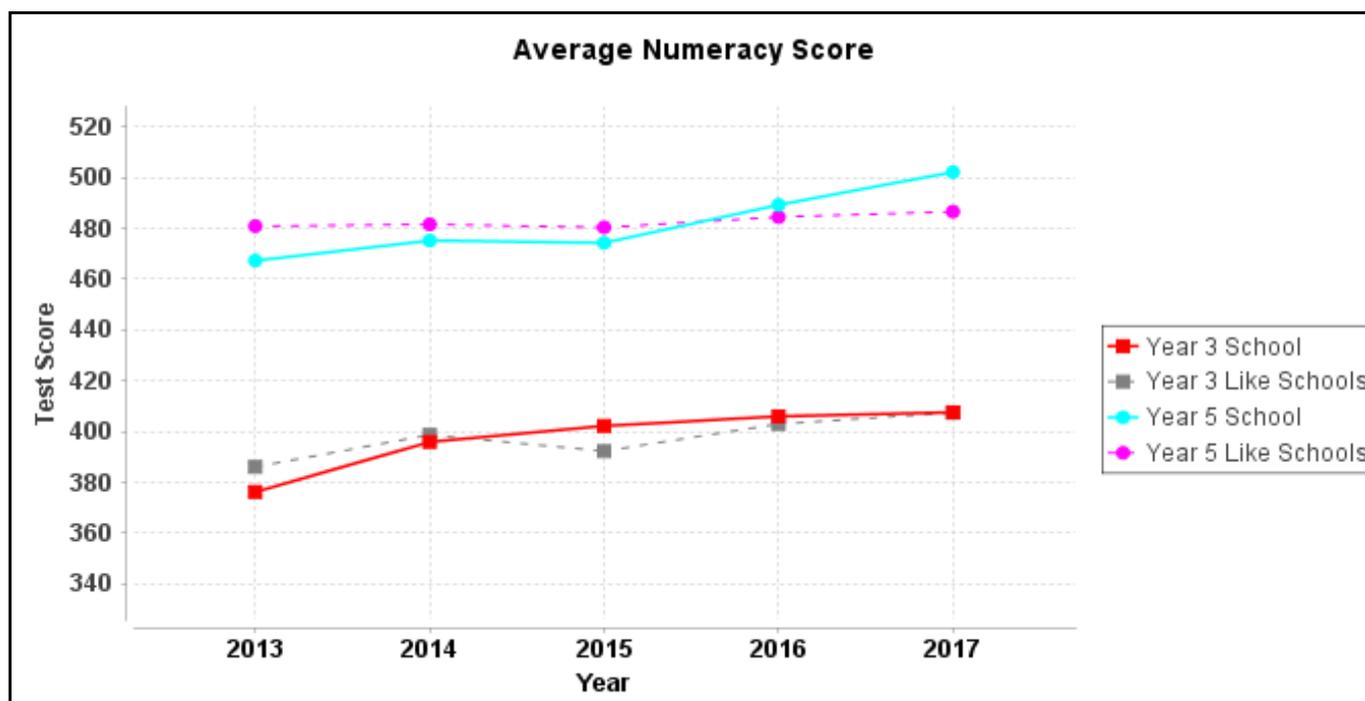
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that in both Year 3 & Year 5, Grammar & Punctuation means for the school have decreased when compared to previous years and in Year 3 are less than expected when compared to like schools.
- As one would expect, this data parallels the school's NAPLAN spelling results and indicates an issue in this area across the whole school which will be addressed as a priority in our 2018 English Operational Plan.

### PLANNED RESPONSE

- English will continue as a priority in 2017, with an ongoing emphasis on providing SAER support for both lower and higher achieving students through classroom support programs and new Talented and Gifted programs (eg: STEM Club).
- 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 primary students will continue to take part in bi-annual baseline G&P 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, with the additional expansion of the program to include the purchase of the Soundwaves Reading program for all years levels.
- All classroom teachers will receive additional professional development in the area of teaching grammar & punctuation during staff development days and through support from Curriculum Support Coordinators who has been appointed for 3 days (0.6FTE) per week.

## STUDENT ACHIEVEMENT - Mathematics (Numeracy)

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



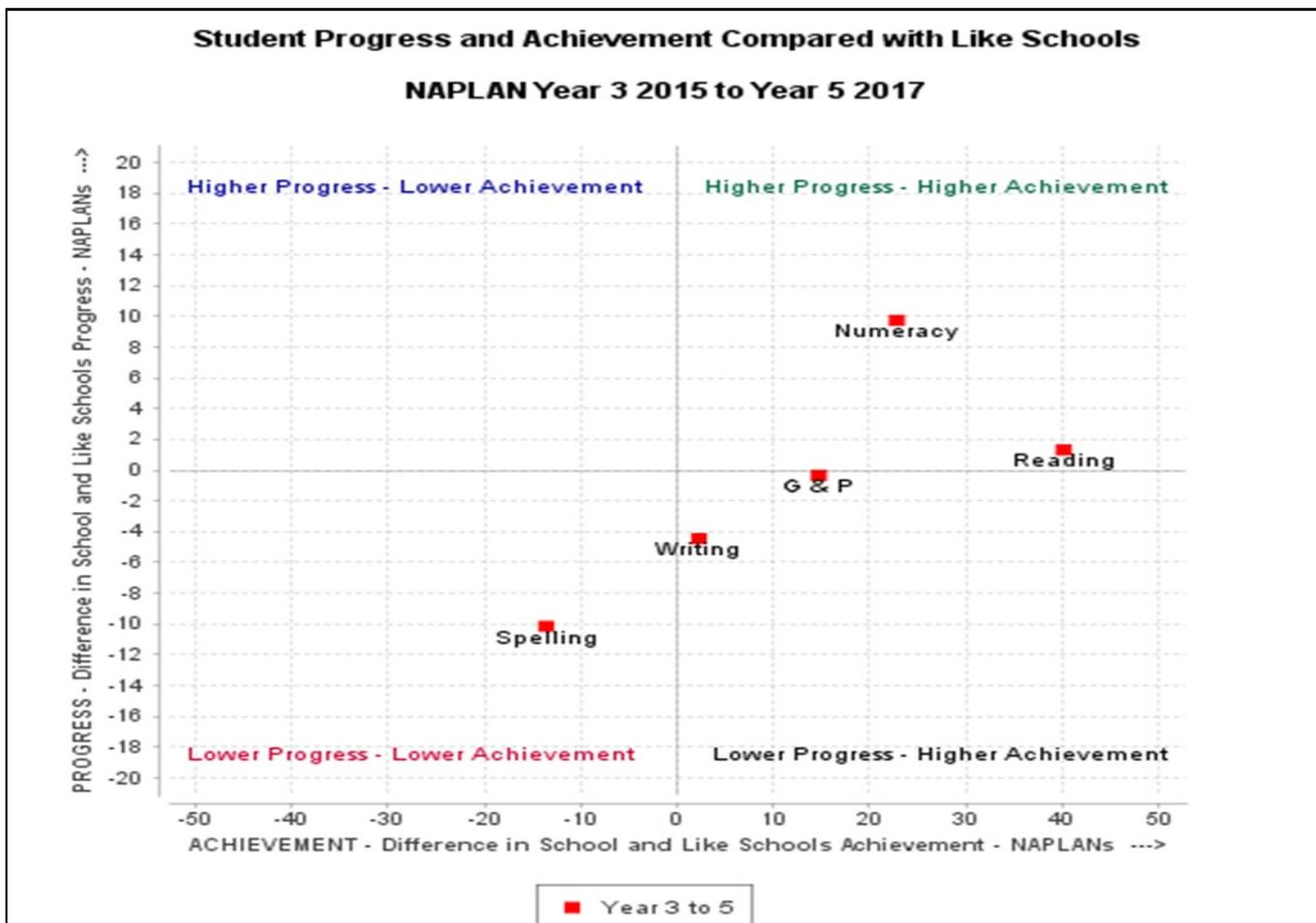
- In the graph above, data is presented in coloured lines representing school and Like School mean (average) test scores. Like schools are those schools with a similar socio-economic background to Mundaring PS.
- The graph shows that the mean test score for the school in Year 3 Numeracy was again slightly better 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 6 years (2012 - 2017), 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 also shows that once again the school's Year 5 Numeracy mean test score was above that of Like Schools and continues the upward trend of improvement over the past 6 years (2012—2017). The school feels that this demonstrates the positive impact of adopting a whole school approach to Numeracy through the use of the Envision Mathematics program.

### PLANNED RESPONSE

- Numeracy will continue as a priority in 2018, 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, 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.
- 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 in the area of teaching numeracy during staff development days and through support from Curriculum Support Coordinators who has been appointed for 3 days (0.6FTE) per week.

**STUDENT GROWTH (Value Adding)**

Graph 6 - Year 3 (2015) to Year 5 (2017)



The graph above depicts student progress and achievement for the same student cohort (group) from 2015 to 2017 and provides a clear indication that the school’s programs and strategies are resulting in improved outcomes in most areas for most students. Details include:

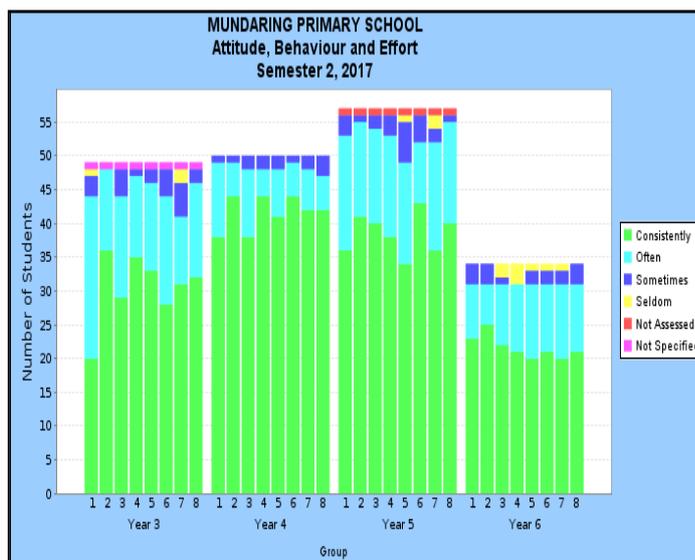
- Reading and Numeracy results for Year 5 students demonstrate both Higher Achievement and Higher Progress when compared with like schools which we feel is a direct result of our whole school approach to Mathematics and Reading as well as the SAER support programs we have put into place in these areas.
- While Progress in both Writing and G&P has slipped to slightly below that of like schools means, overall achievement of this cohort remains higher.
- As raised on previous pages of this report, our Spelling results related to Year 5 Progress and Achievement are a major concern and, linked to the poor Year 3 Spelling results in 2017, will be addressed as a priority in our 2018 English Operational Plan (refer Planned Response below).

PLANNED RESPONSE

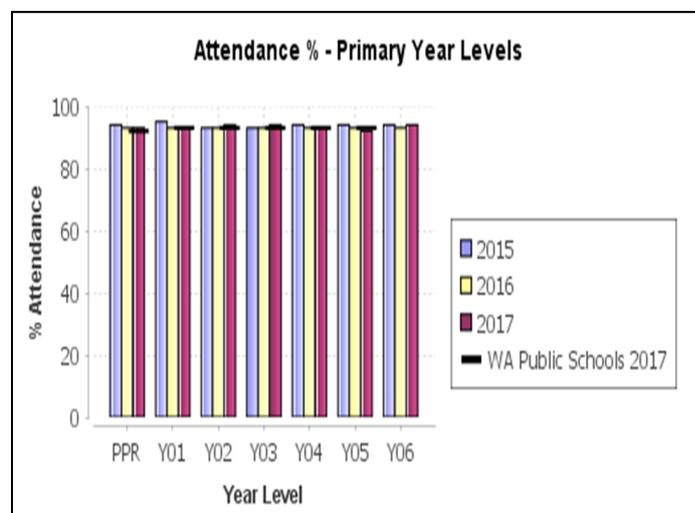
- The Soundwaves Spelling Program will be added to the Yr 1 - 6 Booklists and will be added to the school’s English Operational Plan as a compulsory Whole School Program, with Spelling taught in a Direct Instructional Mode by all teachers. In the Middle and Upper Primary, Jolly Grammar will continue to be used as a resource for Grammar & Punctuation but not for spelling.
- 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 in the area of teaching spelling during staff development days and through support from Curriculum Support Coordinators who has been appointed for 3 days (0.6FTE) per week.

Student Behaviour data from the Semester 2, 2017 student reports shows that 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. These teacher judgements are supported by a reduced number of referrals to Admin over the 2017 school year.

The vast majority of students (98%) also always act responsibly in the playground. We have however seen a slight increase in the number of suspensions in 2017 involving 4 children for a total of 6 days. A closer review of this suspension data shows that three (3) of the suspended students were new to the school in mid 2017 and displayed some difficulties settling into a new environment.



Student Attendance rates have continued to be high (93.4%) with few students presenting with attendance rates in the 'Severe Risk' category. Where students were presenting as at severe risk, the school employs DOE attendance procedures including parent interviews and/or letters outlining our concerns. In the 2 cases of severe attendance risk in 2017, the issues were resolved by the parents taking the school's advice to move their children to a school closer to their home from where they could walk to school.

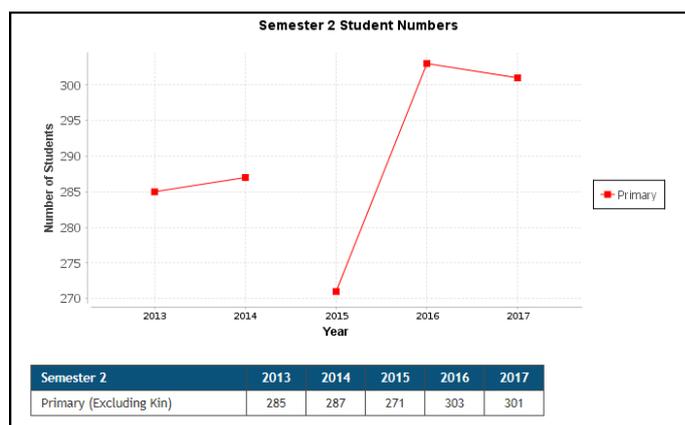


We continue to see students being withdrawn from school mid-term for family vacations and other non-essential reasons. While this may not be a cause for concern for students with regular attendance, it is for those who are already at moderate or severe risk.

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 consistent growth which is expected to continue into 2018.

Feedback from parents during the enrolment process has indicated that the majority of this increase is from local private schools and is as a result of positive 'word of mouth' advertising in the local community and the school's success in improving outcomes for students.

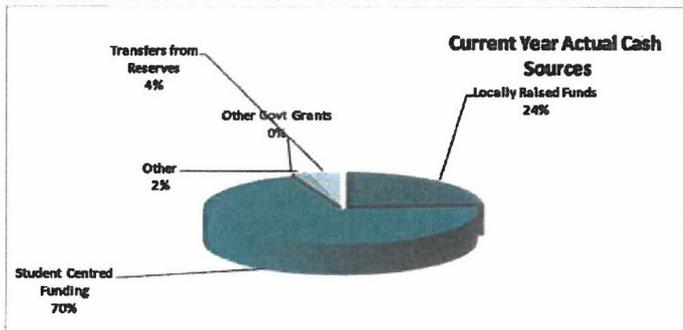
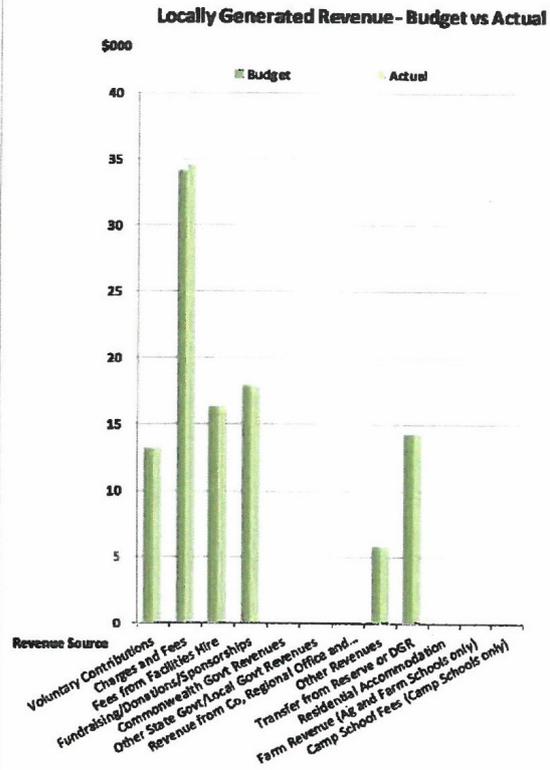


# MUNDARING PRIMARY SCHOOL

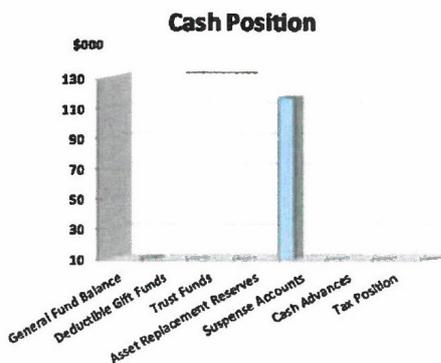
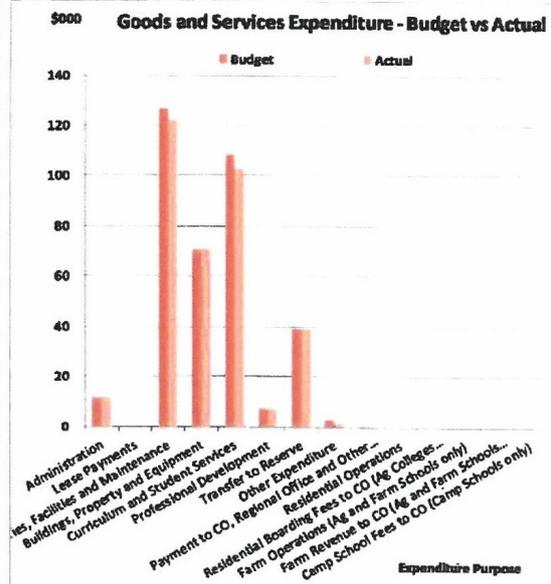


## Mundaring Primary School Financial Summary as at 16 January 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,216.45	\$ 13,304.95
2 Charges and Fees	\$ 34,164.80	\$ 34,543.80
3 Fees from Facilities Hire	\$ 16,363.64	\$ 16,363.64
4 Fundraising/Donations/Sponsorships	\$ 17,957.05	\$ 17,957.05
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,803.66	\$ 5,807.08
9 Transfer from Reserve or DGR	\$ 14,317.73	\$ 14,317.73
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 101,823.33</b>	<b>\$ 102,294.20</b>
Opening Balance	\$ 20,180.00	\$ 20,180.48
Student Centred Funding	\$ 245,300.00	\$ 245,300.00
<b>Total Cash Funds Available</b>	<b>\$ 367,303.33</b>	<b>\$ 367,774.68</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 367,303.33</b>	<b>\$ 367,774.68</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 11,822.54	\$ 12,221.61
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 126,536.43	\$ 122,365.71
4 Buildings, Property and Equipment	\$ 70,641.98	\$ 70,972.22
5 Curriculum and Student Services	\$ 108,543.24	\$ 102,825.51
6 Professional Development	\$ 7,410.15	\$ 7,490.15
7 Transfer to Reserve	\$ 39,100.00	\$ 39,100.00
8 Other Expenditure	\$ 2,999.00	\$ 1,804.77
9 Payment to CO, Regional Office and Other Schools	\$ 250.00	\$ 410.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 367,303.34</b>	<b>\$ 357,189.97</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 367,303.34</b>	<b>\$ 357,189.97</b>
Cash Budget Variance	\$ 0.01	



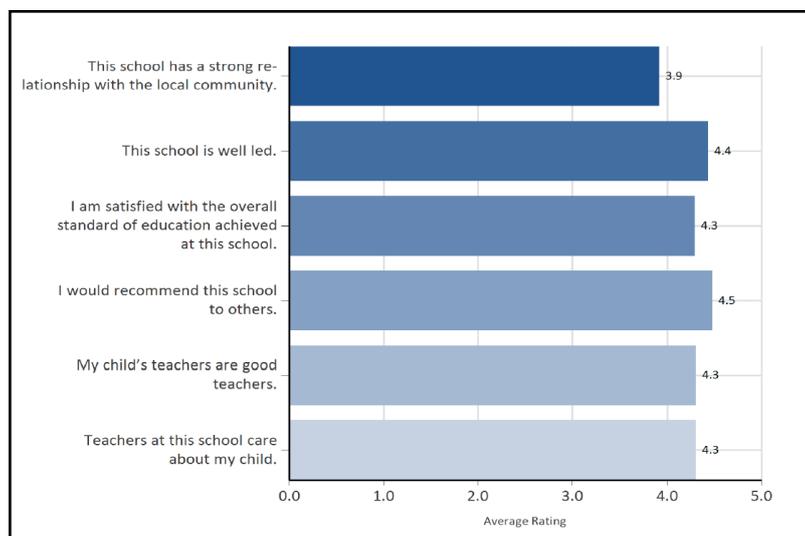
Cash Position as at:	
Bank Balance	\$ 123,632.81
Made up of:	\$ -
1 General Fund Balance	\$ 10,584.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 116,375.60
5 Suspense Accounts	\$ 263.50
6 Cash Advances	\$ -
7 Tax Position	\$ 3,391.00
<b>Total Bank Balance</b>	<b>\$ 123,632.81</b>

# MUNDARING PRIMARY SCHOOL

## SATISFACTION SURVEYS

As part of the school's review process, members of the school community were surveyed in November 2016 using the School Survey On-Line system as recommended by ACARA and the Department of Education (WA).

Graph 15 - Parent Satisfaction Survey - Average Response Rating (Total Responses = 25)

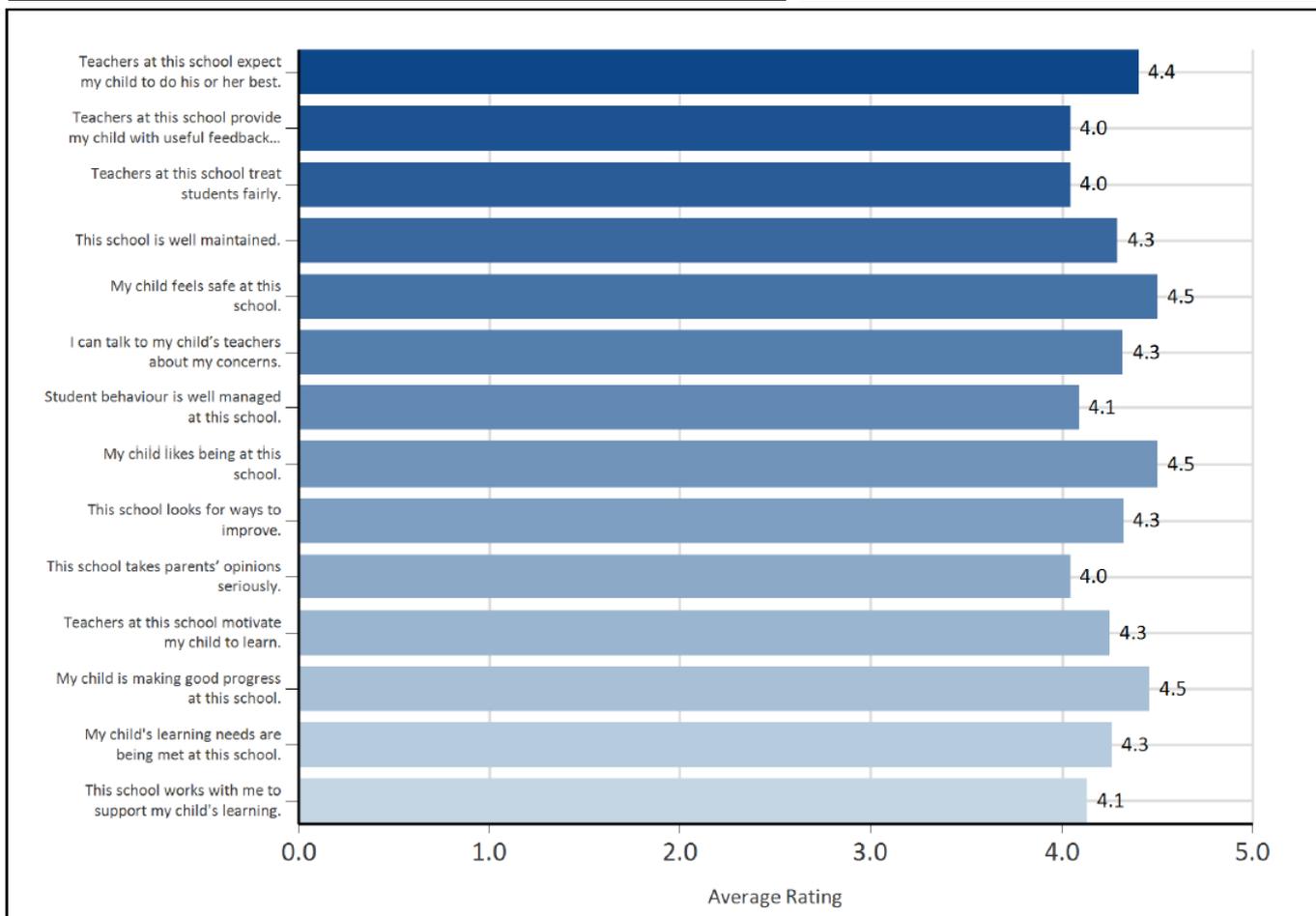


The following graphs summarise parent survey responses and present the data as an Average Response Rating on a scale from 0 to 5 according to the follow legend.

### LEGEND

- 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.



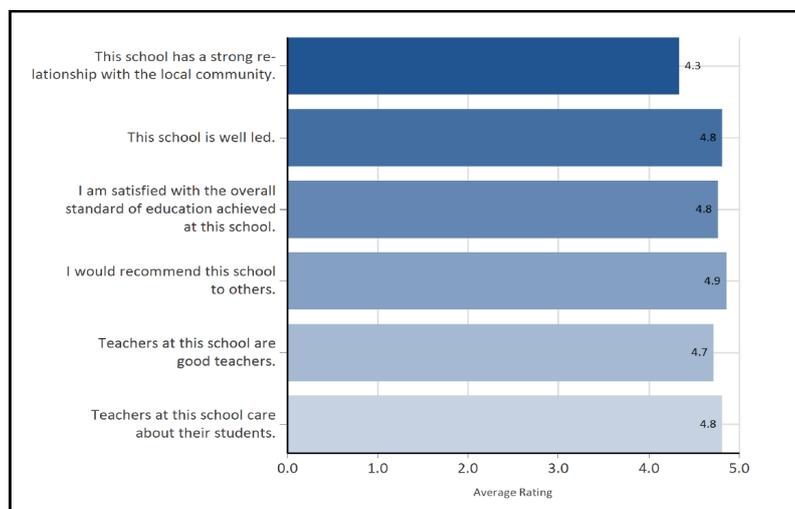
- The graphs above demonstrate clearly that with all average response ratings between Agree and Strongly Agree, parents are very satisfied with all aspects of the schools management and support for both students and staff at the school.
- Notwithstanding these excellent results, those statements receiving averages responses of less than or equal to 4.0 will be subjected to a more in depth investigation as part of the school's annual planning and review process.

# MUNDARING PRIMARY SCHOOL

## SATISFACTION SURVEYS

As part of the school's review process, members of the school community were surveyed in November 2016 using the School Survey On-Line system as recommended by ACARA and the Department of Education (WA).

Graph 15 - Staff Satisfaction Survey - Average Response Rating (Total Responses = 21)

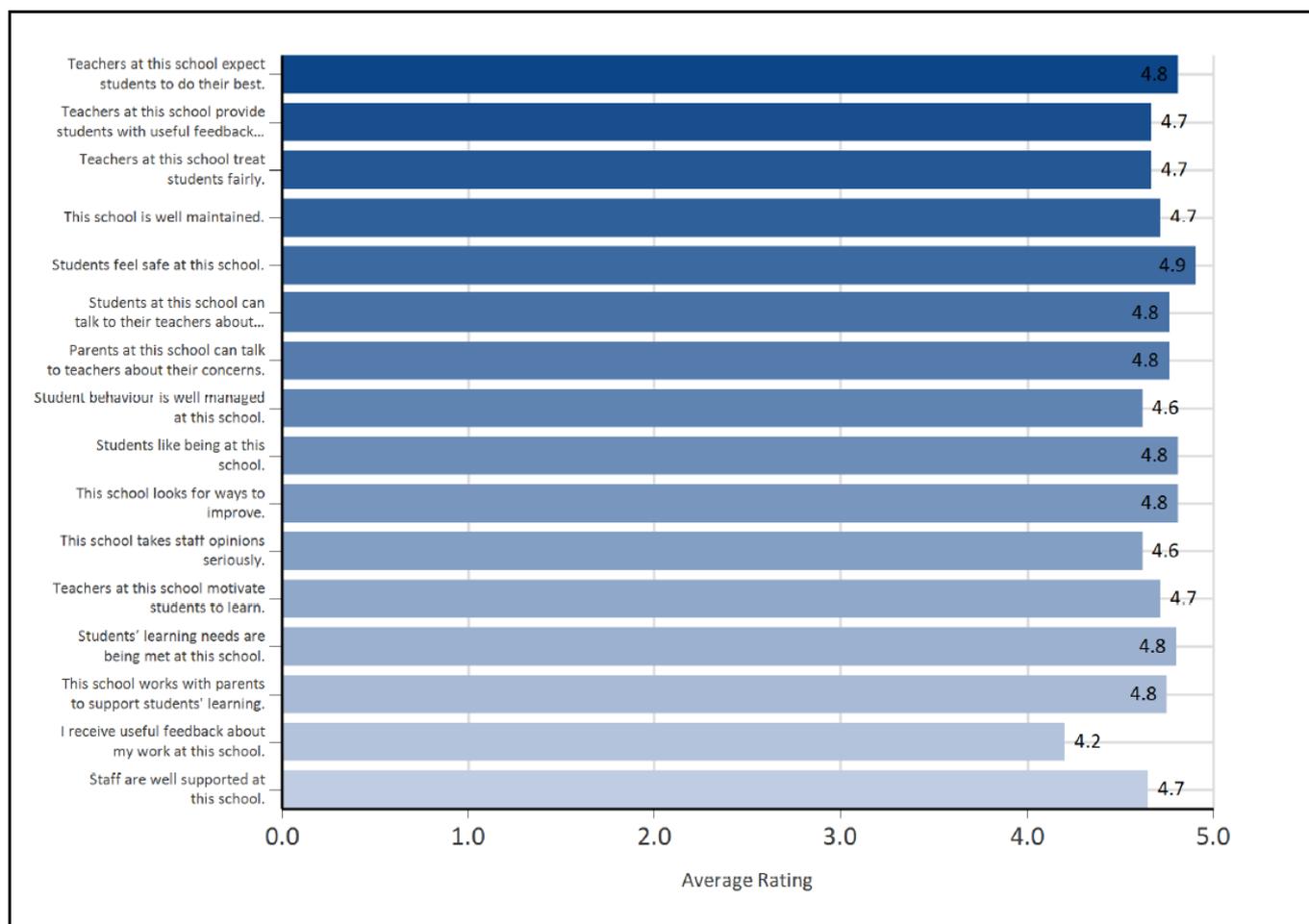


The following graphs summarise staff survey responses and present the data as an Average Response Rating on a scale from 0 to 5 according to the follow legend.

### 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 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.
- While still scoring strongly amongst staff, ratings relating to receiving useful feedback about their work indicates that not all staff agree with this and so in response the admin team will review the schools Performance Management practices with a view to improving the level of staff feedback.

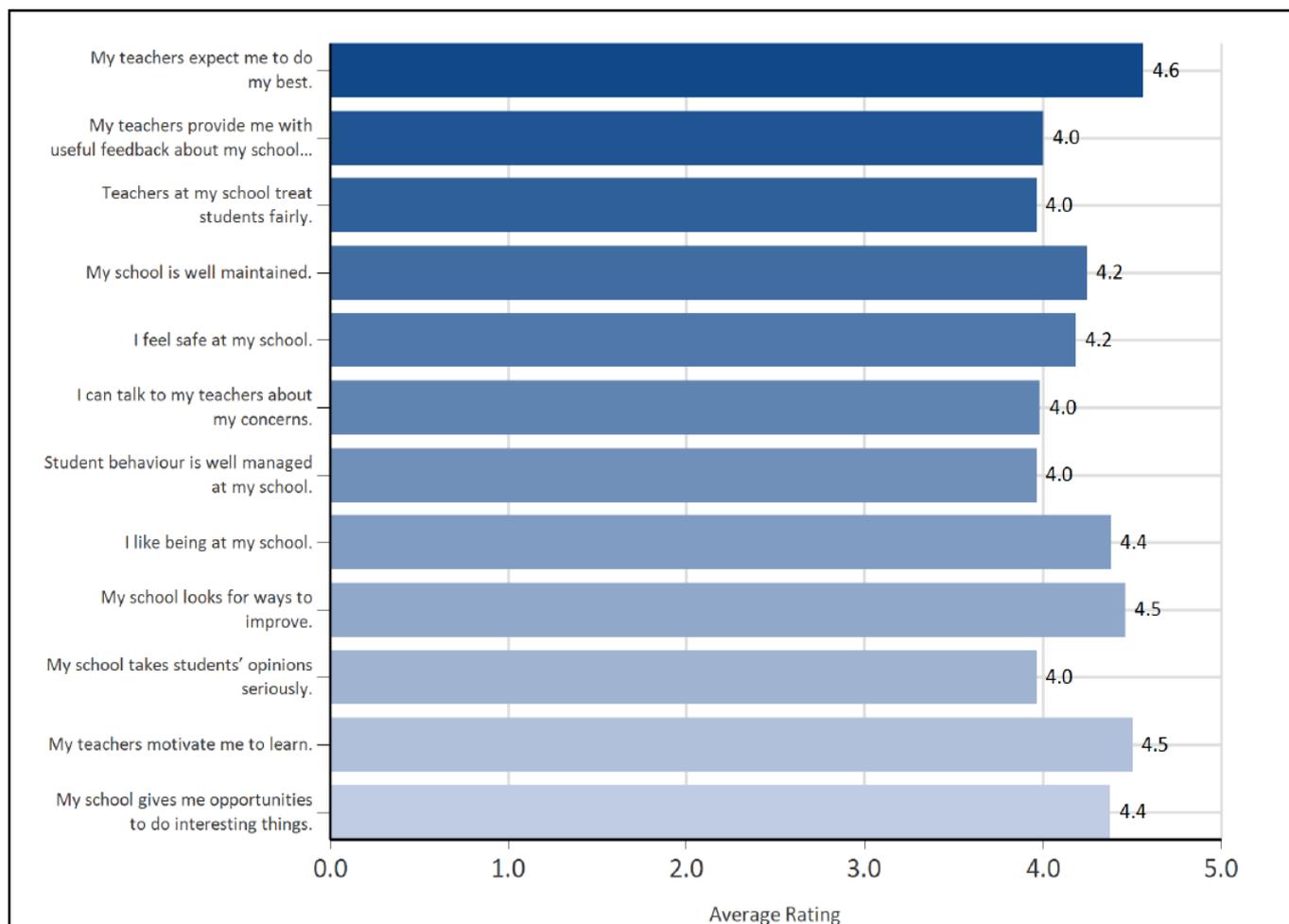
## SATISFACTION SURVEYS

Graph 17 - Student Satisfaction Survey - Average Response Rating (Total Responses = 50 - Yr 5 & 6 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 the majority of students surveyed are clearly happy with the way the school supports their needs and agree with the statements.
- The data also represents improvements from the previous 2014 student survey which showed average scores of less than 4 for some of the statements.
- While there is a small proportion of students who feel less than happy with certain aspects of the school, the number of students who disagreed with some of the statements represents between 1 (2%) and 4 (8%) of the students surveyed which, while a small group, is still of concern to the school and will be investigated further in 2017/18.
- To further improve the way we support our students, and in light of recent concerns raised by staff and parents regarding the use of on-line devices, the school is also reviewing the whole school Social & Emotional Learning (SEL) programs with a view to implementing a new SEL Program aimed at better meeting the needs of students in the on-line age.
- In 2018 the school will implement the 'Aussie Optimism' program, across all primary classrooms. This implementation will include the provision of additional time for a Health Coordinator to provide support for the program, all resources (teacher and student books), staff professional learning and parent information sessions.

**Community Relationships**

Throughout 2017 the school has received a very high level of support from the School Council, P&C, individual parents and has further developed positive relationships with outside agencies including Camp Australia, the Mundaring Shire and our local state schools' network the Hills Education Community (HEC).

As per the School Council Policy, 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. Over the course of 2016/17, the P&C have provided in excess of \$30,000 to the school which has been used to support a variety of programs and resources which have directly resulted in improving the school and outcomes for students. 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.

As Principal, I attend regular (once per term) meetings with fellow Principals from 10 other state schools in the 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. My role has also involved the direct coordination and hosting of various HEC events (eg: Spelling Bee, Interschool Sports Carnivals, Arts Festivals).

From the evidence presented in the 2016 School Satisfaction Survey data on page 7, as well as continued increases in enrolment over the past 5 years, I am confident that Mundaring PS has developed and continues to develop a strong and positive reputation and has developed positive community relationships across the wider hills community. This means that not only is the school growing in numbers but it is also providing a strong message to the community about the quality of state schools in the hills.

**Principal's Reflection**

Notwithstanding the challenges presented to the school this year, I am confident that Mundaring Primary School continues to provide an excellent standard of education for the students in our care as well as safe and supportive learning environment.

The school's commitment to reviewing our plans, policies and procedures on a continual basis allows us to respond positively to 'glitches' in the data with careful consideration. Our deliberations and reflections are data driven, with input provided by both staff members and parent representatives (P&C & School Council) and address areas of concern with carefully planned whole school responses.

I thank the members of the School Council and P&C for their steadfast support of the school's programs and thank the members of the school staff for their dedication to their craft and to the improvement of outcomes for students in our care.

Lastly of course I thank the students of Mundaring Primary School for the enthusiasm and fun they bring to the school each and every day.

Paul Larkin  
Principal  
April 2018