



**Mundijong  
Primary School**

An Independent Public School



# **Mundijong Primary School Annual Report 2020**

*Learning Together, Growing Together*

## Introduction

The Mundijong Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving 'Our Best'. Our teachers are reflective and responsive to student needs, and there is quality commitment from our school community.

Mundijong Primary School (MPS) is a small community School located in a rural setting 48km south of Perth. Small student numbers (201 in 2020) allow our staff to gain an explicit understanding of all of our students' strengths weaknesses and individual needs, and results in students feeling valued and supported. MPS is in the South Metropolitan District and is a member of the Armadale Cluster of local public schools and the South-East Corridor Network of Schools.

MPS has a clear vision and purpose, focused on excellence in teaching and learning. Through our vision, '*Learning Together, Growing Together*', we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own learning, and to adapt to a changing world.

This annual report highlights the many achievements and the progress made throughout the 2020 school year. It is a celebration of a year's hard work by staff, students and community members, demonstrating that our students receive the best possible learning opportunities and achieve to their potential.

To gain a comprehensive understanding of the academic and social development of our students during 2019, the Annual Report should be read in conjunction with other published school documentation such as the school Business Plan 2018 -2020, Operational Plan 2019 and School Newsletters.

I would like to sincerely thank the dedicated, hardworking staff for their ongoing support and endless pursuit of improvement at MPS.



## 2020 Highlights

Although Covid 19 had a substantial impact on our school, we still managed to have a successful year with many highlights.

**COVID 19-** This seems like a strange thing to be part of our highlights but the response from our staff and school community through this period was outstanding. Our staff banded together to provide continuous learning for students off site and the support that we received from our community was humbling. The day that all students were allowed back on site was a celebration and it was fantastic to see how excited our students were to be back at school with their teachers and friends.

**PORRIDGE-** under the expert guidance of Ms Johnston, our talented Choir consisting of 45 students from Year 3 to Year 6 performed a 90-minute musical (twice because of restrictions) at the Byford Secondary College Performing Arts Centre. The students spent 6 months rehearsing and learning their lines in Choir sessions, lunch times and after school. Their dedication paid off with both shows playing to capacity crowds of adoring families and friends.

**Interschool Carnivals-** It had been a while since MPS had won any interschool events. 2020 proved to be very different. In Term 2 we won the overall shield at the Lightning Carnival. Our soccer team won all of their games and our netball team came runners-up.

Throughout Term 2 and 3 we conducted an Athletics Club twice a week before school where more than 30 students braved the early morning cold to improve their fitness and techniques. This hard work paid off when we narrowly won the Interschool Athletics Carnival for the first time in 18 years.

**Year 6 Rottnest Camp-** 22 Year 6 students participated in a fun-filled and educational camp to Rottnest Island. Students learnt a lot about the history and biodiversity of the island and picked up some valuable independence and cooperative life skills. On top of that they had a lot of fun!

**After-School Clubs-** Term 3 saw teachers volunteering their time to run after-school Clubs. This year we had; Music Club, Athletics Club and Art Club, all of which were very popular. Approximately 70% of our students participated in this after-school activity.

**PEAC-** In 2020 we had two Year 5 students selected to participate in the 2020 PEAC program. Both of these students scored in the top 2% of the state on the entry tests.

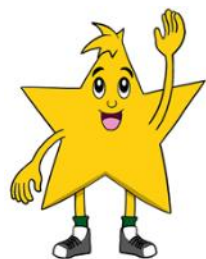
**Fun Run-** The Fun Run was coordinated by our proactive and dedicated P&C Association. Students enjoyed dressing up colourfully to participate in this event. The Fun Run raised over \$2500 for our school.

## Mundijong Primary School Vision 2020

To **engage, encourage** and **inspire** students to reach their full academic, social and emotional potential in an **inclusive community minded environment** that is based on **mutual respect and sustainability**.

## Positive Behaviour Support

The Positive Behaviour Support (PBS) program underpins our behaviour management system and allows our school to build positive behavioural culture. We implement our behaviour expectation matrix designed around the core values of Respect, Responsibility and Resilience.



Mandu  
shows



Miro  
shows



Maya  
shows

**RESPECT RESPONSIBILITY RESILIENCE**

## School Board

The School Board came into effect in 2015 and has been established in accordance with the School Education Act 1999, with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and that will enhance the education provided by the school. In 2019 Mundijong Primary School Board consisted of the following members; *Danya Cuttriss-Hoare (Board Chair)*, *Alyssa Hayden (MLA Member for Darling Range)*, *Gailene Hamilton (Officer in Charge Mundijong Police Station)*, *Bev Stevens (Parent)*, *Benita Giesemann (Parent)*, *Leah Dreaden (Staff Member)*, *Sean Wilson (Deputy Principal)*, *Sharyn Hays (Manger Corporate Services)* and *Luke Bradley (Principal)*

The function of the School Board is to:

- Establish and review the school's objectives, priorities and general policy directions.
- Review the planning and financial arrangements necessary to fund those objectives, priorities and directions.
- Evaluate the school's performance in achieving its objectives and formulating codes of conduct for students at school.
- Promote the school in the community.
- Determine, in consultation, a dress code for students.
- Approve charges and contributions including:
  - extra cost optional components of the school's educational program
  - items for personal use on the educational program
  - advertising and sponsorship arrangements

Throughout 2020 our School Board has achieved this through discussion, consultation, assessment analysis, debate and negotiation of issues on behalf of students, parents and the school community.

Mundijong Primary School has worked as an Independent Public School in 2020 which has seen the continuation of a new and exciting chapter in the history of the school. These achievements reflect the dedication of the Board in bringing positive change to Mundijong Primary School.

**Danya Cuttriss-Hoare**  
**Board Chair**

## Numeracy Results for 2020

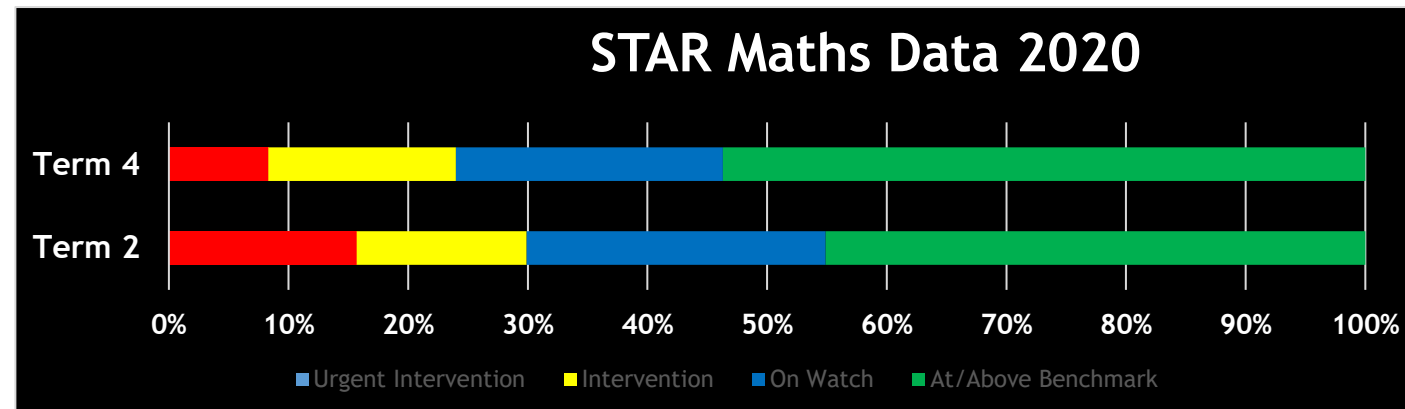
### Numeracy Targets

- Achieve at or above like schools in NAPLAN- Number and Place Value results in Year 3.
- Achieve at or above like schools in NAPLAN- Number and Place Value results in Year 5.
- Achieve at or above like schools in NAPLAN- Measurement results in Year 3.
- Achieve at or above like schools in NAPLAN- Measurement results in Year 5.
- Increase the % of students in the top 20% in Number and Place Value.
- Decrease the % of students in the bottom 20% in Number and Place value.

### Revised Targets:

- School-based data will show a steady upward trend in student outcomes in Numeracy for our stable cohort.
- We will see a decrease in the percentage of stable cohort students needing individual and group intervention in Mathematics.

Due to COVID-19 NAPLAN was abandoned for 2020. This allowed us to measure ourselves using the responsive data generated by classroom programs being used.

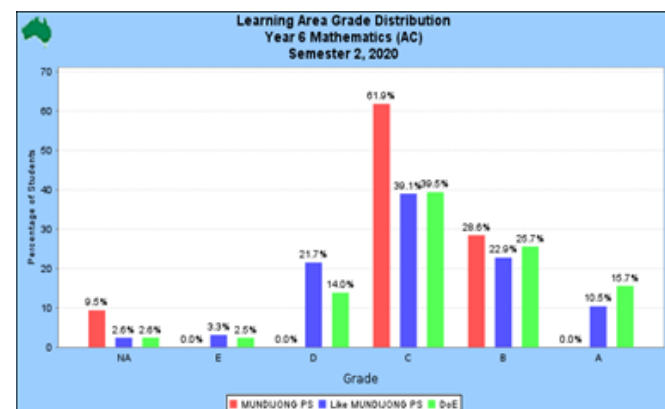
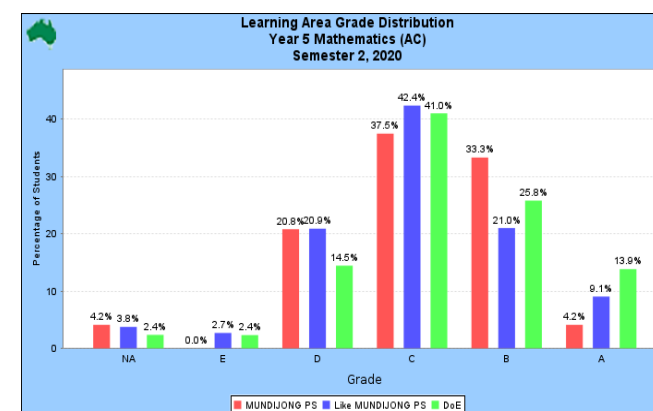
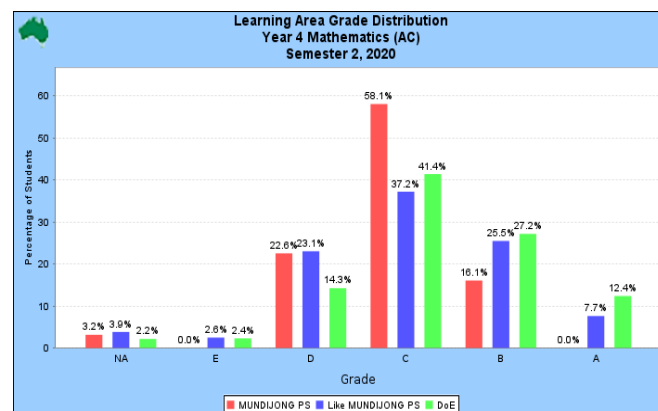
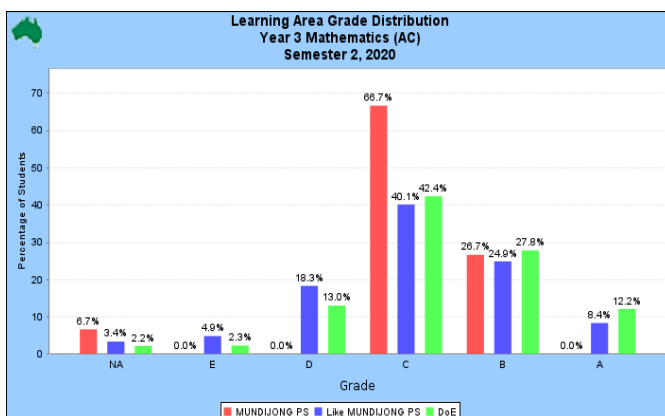
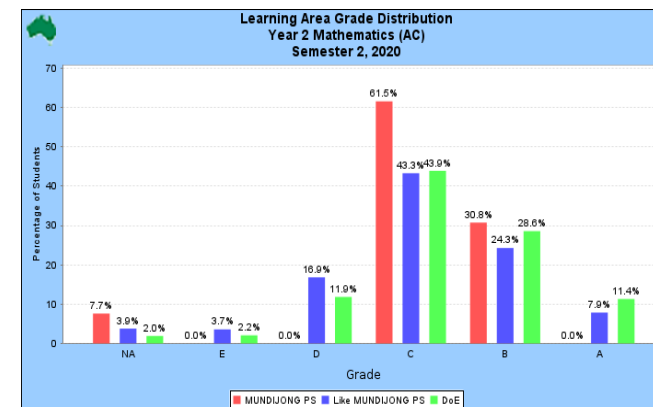
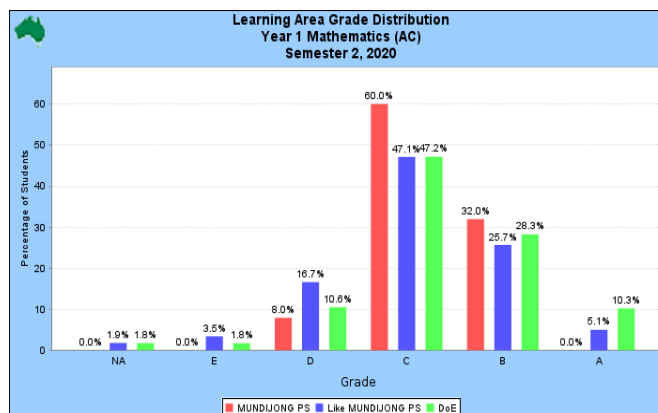
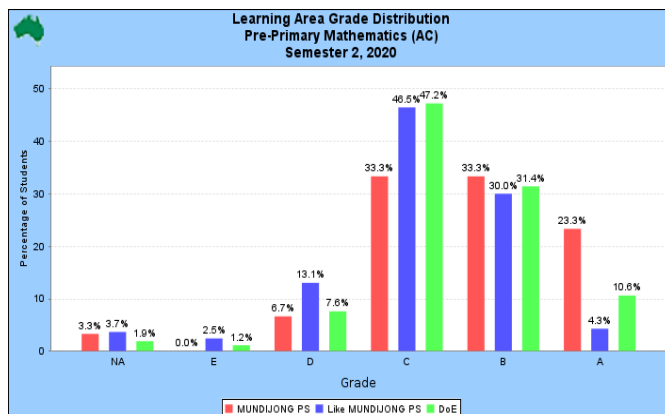


### Numeracy Analysis

2020 was our first year of implementing Origo Stepping Stones as our whole-school resource for teaching Mathematics. We also incorporated the STAR Maths diagnostic assessment to map progress and highlight students needing intervention.

We met our targets of; **creating a steady upward trend in outcomes for numeracy with our stable cohort** and **decreasing the amount of students needing intervention**. The STAR Maths Data reveals that we increased our percentage of students At or Above the Benchmark from 45% in Term 2 to 53.7% in Term 4. We decreased our percentage of students needing intervention from 29.9% in Term 2 to 24% in Term 4. The percentage of students who needed Urgent Intervention almost halved over the same period of time. The STAR Maths Data reinforces the fact that we still have a significant proportion (almost a quarter) of our students needing intervention to fast-track their numeracy skills. The 2021 timetable will incorporate allocated times for an Intervention Specialist Teacher to work with this cohort of students on developing their number fluency.





## Numeracy Learning Area Grade Distribution

The Year 4 cohort continues to be our most At-Risk group with no students achieving the 'A' standard and 25.8% of the students working below the expected level for their year. Years 1, 2 and 3 did not have any D or E grade allocations (although some students were working on SEN Plans). This indicates that we need to fine-tune our moderation practices to ensure that all staff have a clear understanding of judging standards.

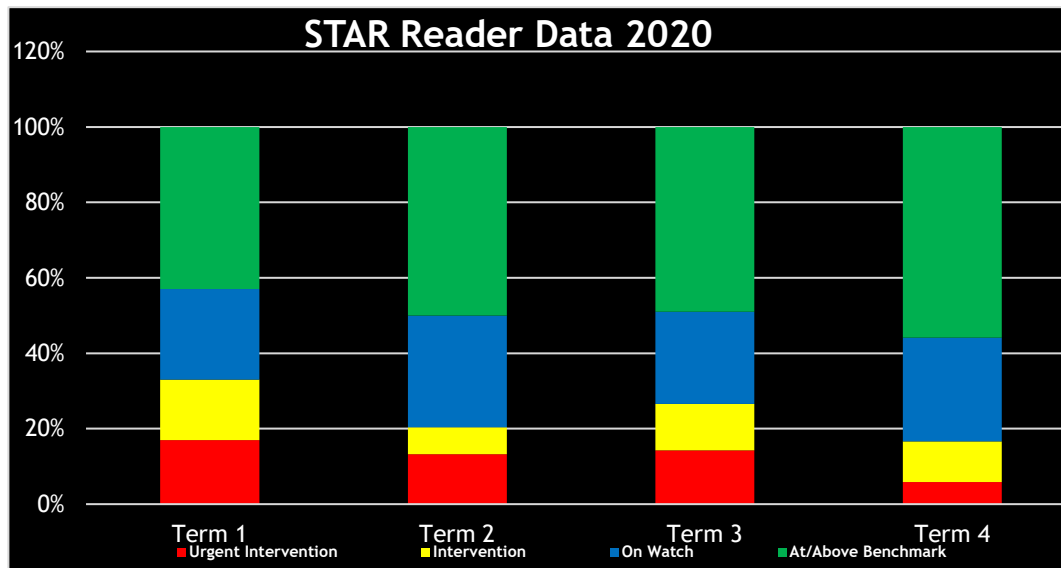
## Reading Results for 2020

### Reading Targets

- Achieve at or above like schools in NAPLAN in Year 3.
- Achieve at or above like schools in NAPLAN in Year 5.
- Increase the % of students in the top 20% between year 3 and Year 5.
- Decrease the % of students in the bottom 20% between year 3 and Year 5.

### STAR Reader Data

	Term 1	Term 2	Term 3	Term 4
Urgent Intervention	17%	13.27%	14.29%	5.88%
Intervention	16%	7.14%	12.24%	10.78%
On Watch	24%	29.59%	24.49%	27.45%
At/Above Benchmark	43%	50%	48.98%	55.88%



### Revised Targets:

- School-based data will show a steady upward trend in student outcomes in Reading for our stable cohort.
- We will see a decrease in the percentage of stable cohort students needing individual and group intervention in Reading.
- Our students will average greater than 1 Year's growth in their Reading Age over the 12-month period.

### Average Percentile Ranking STAR Reader

Semester 1	39.4
Semester 2	50.2
Net Increase	10.08

### Yrs 2-6 Reading Age Increase 2021

1.15 Years

## Reading Analysis

Reading was a big focus for us last year. We successfully introduced InitialLit to our Pre Primary students to provide a consistent, evidence based Synthetic Phonics program to provide those students with a strong foundation for letter/sound recognition and decoding. This program will be extended to Year 1 in 2021 and Year 2 in 2023. We also introduced the Accelerated Reader program and the MyOn online reading resources to increase student reading in our school and at home. The Accelerated Reading program allowed students to read books from their 'Zone of Proximal Development' both from our library and online resources. We implemented numerous strategies to increase the amount of time students were reading, both at school and at home. To further develop our students' reading skills we employed a Reading Intervention Specialist Teacher to work in small groups with students identified as needing reading intervention.

In 2020 we utilised the STAR Reading diagnostic tool to monitor and track individual student, class and whole-school progress.

**Target 1-** School-based data will show a steady upward trend in student outcomes in Reading for our stable cohort.

This target was achieved with a decrease in the percentage of students needing urgent intervention and an increase in the percentage of students 'At or Above' the Benchmark (43% to 56%). This represents a significant upward trend.

**Target 2-** Decrease in the percentage of stable cohort students needing individual and group intervention in Reading.

Data in Term 1 revealed that 33% of our students from Years 2-6 needed Urgent Intervention or Intervention. By the end of Term 4, 16.5% of our students were still in the intervention category.

**Target 3-** Average greater than 1 Year's growth in students' Reading Age over the 12-month period.

Throughout 2020 our students from Years 2-6 averaged 1.15 years' growth.

Another significant statistic that indicates reading improvement in our school is the net increase of 10.08 in our whole-school percentile ranking. An increase in percentile ranking reaffirms that students have accelerated their growth in reading beyond the expected growth in a 12 month period.

## Writing Results for 2020

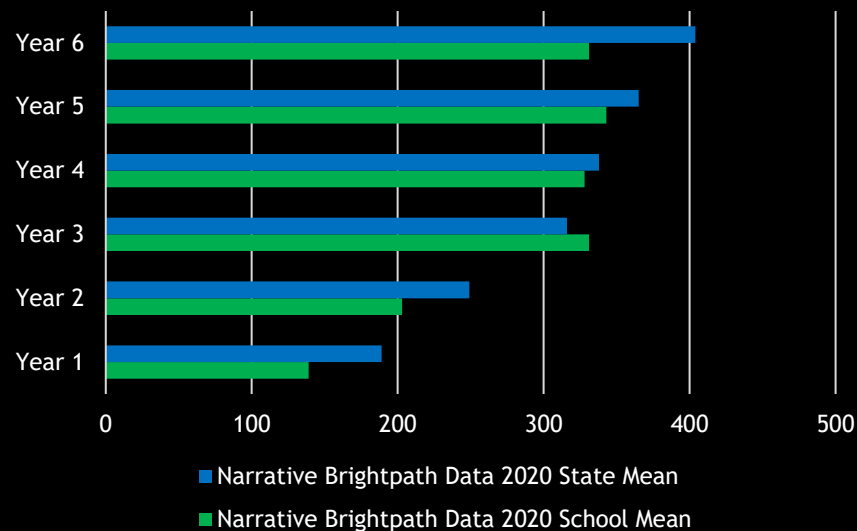
### Writing Targets

- Achieve at or above like schools in NAPLAN in Year 3.
- Achieve at or above like schools in NAPLAN in Year 5.
- Increase the % of students in the top 20% between year 3 and Year 5.
- Decrease the % of students in the bottom 20% between year 3 and Year 5.

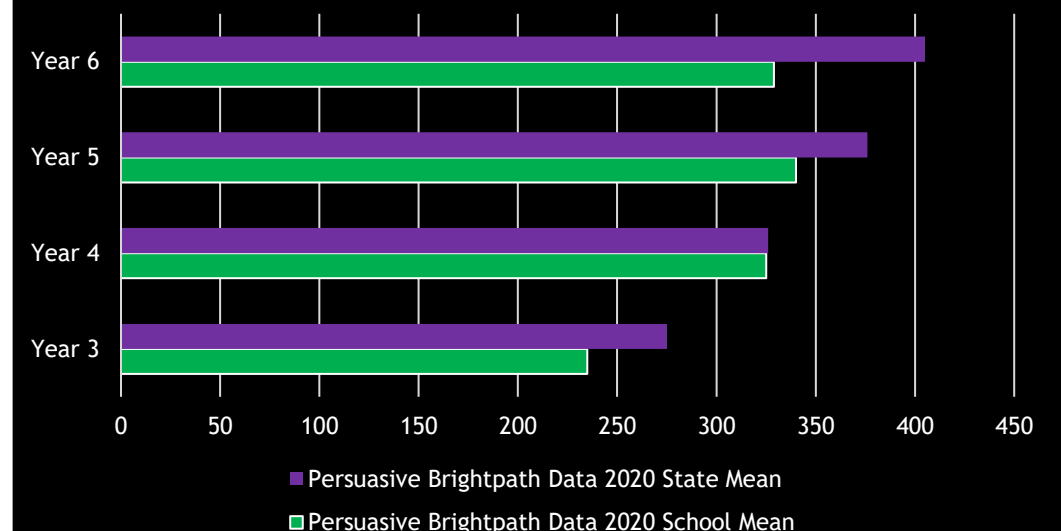
### Revised Targets:

- Years 1-6 will be within 9% of the WA State Mean for Narrative writing.
- Years 3-6 will be within 9% of the State Mean for Persuasive Writing.

**Narrative Brightpath Data 2020**



**Persuasive Brightpath Data 2020**



### Writing Analysis

The revised writing targets of being within 9% of the State Mean is derived from the fact that we are 9.4% below the state ICSEA (Index of Community and Socio-Educational Advantage) Mean. This would place us within the range of 'Like-Schools'.

**Years 1-6 will be within 9% of the WA State Mean for Narrative writing.**

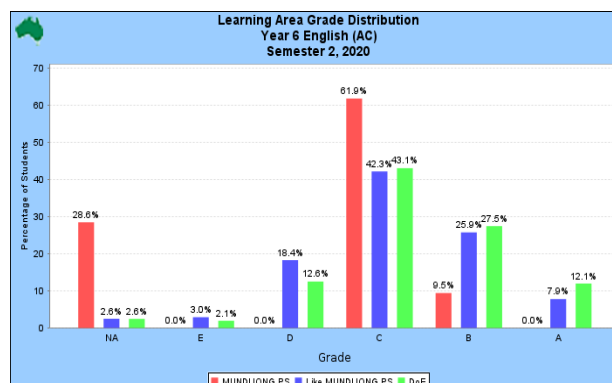
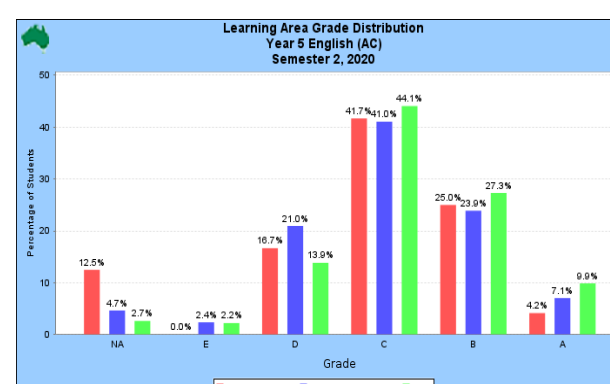
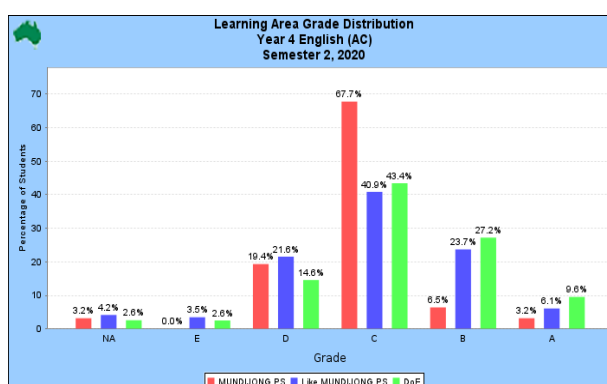
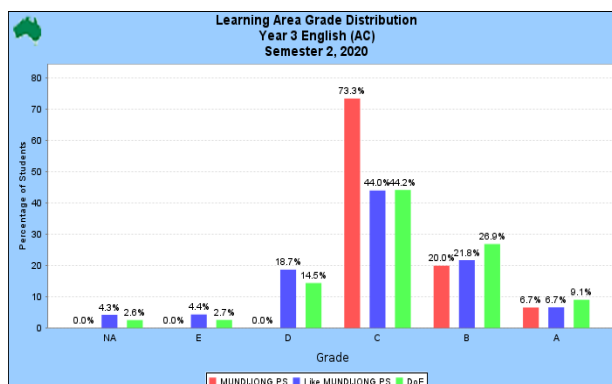
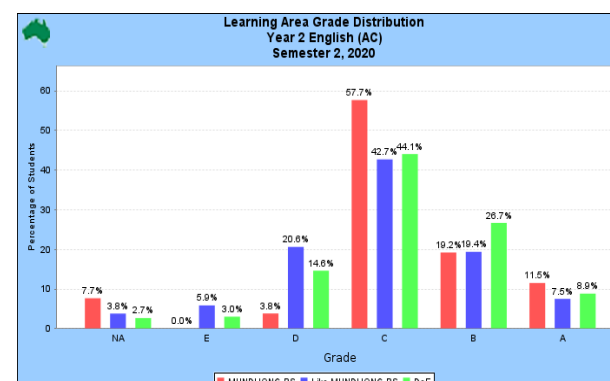
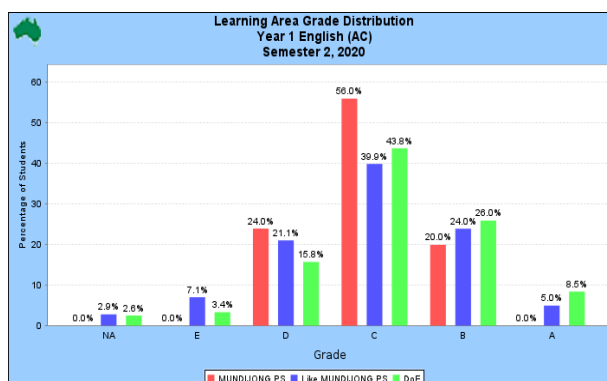
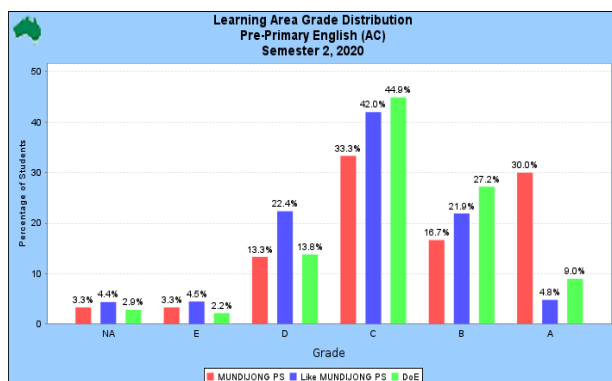
The Narrative Brightpath data places our school at 11.2% below the State Mean.

**Years 3-6 will be within 9% of the State Mean for Persuasive Writing.**

The Persuasive Brightpath data places our school at 10.8% below the State Mean.

The above graphs illustrate the need to prioritise writing improvement at Mundijong Primary School in 2021.



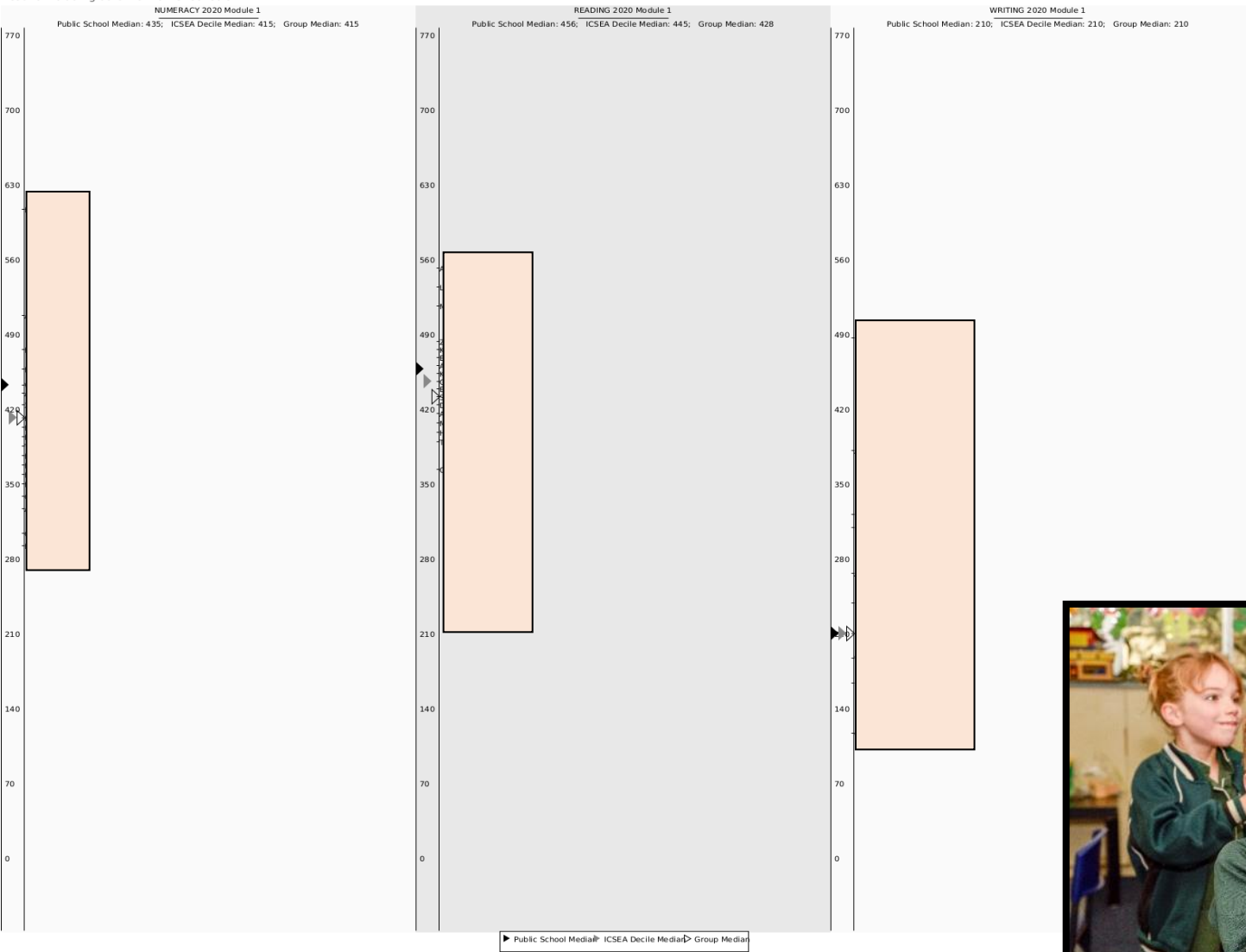


## English Learning Area Grade Distribution

- The Year 6 cohort was our most At-Risk group with over a quarter of working on Individual Education Plans.
- Pre Primary have a high rate of A and B students, 46.7% compared with 26.7% in Like Schools. This indicates the need for us to moderate the InitialLit results against the Department of Education Judging Standards.

On Entry Data 2020

Cohort: MUNDIJONG PRIMARY SCHOOL Year 1 (2021) Reporting Period: Semester 1, 2020  
On-Entry Performance Summary Profile  
Results including data from other schools



On Entry Analysis

The On Entry graphic represents where our Pre Primary students were in comparison to other public schools a 'Like Schools' in Numeracy, Reading and Writing in March of 2021.

Numeracy results places us 20 points behind Public School and identical to our Like Schools.

Reading results have our students 28 points behind Public Schools and 17 points behind Like Schools.

Writing results have our students sitting at the same point as both other Public Schools in WA and Like Schools.



## Physical Education

The Physical Education Curriculum is delivered by a specialist teacher. All students participate in a 50-minute Physical Education session and a 45 minute Friday afternoon sport session. In addition to this, students participate in a minimum of two morning fitness sessions per week.

Students from Year 3 to Year 6 participated in a winter interschool carnival in Term 2, where they represented their school at AFL, Soccer and Netball. Our soccer team won the tournament and our netball team were runners-up. MPS won the overall carnival shield, this was the first time for 12 years.

Our students participated in athletics carnivals in Term 3. This coincided with the before-school Athletics Club which ran two mornings per week for all of Term 3. Students from PP to Year 6 competed in the annual Faction Cross Country event early in Term 3. Students were selected from this event to represent the school in the School Sports WA Cross-Country Carnival. Term 3 also saw students participate in our highly anticipated Faction Athletics Carnival. This event was run over two days. Students were then selected to compete in the school athletics team at the Interschool Athletics Carnival. With the home ground advantage, MPS won the Interschool Athletics Shield for the first time in 16 years.

The annual Interschool Cricket Carnival was held in Term 4; with a male and female team comprised of Year 5 and Year 6 students representing the school.



## Music Program

Our students receive one music lesson per week from our specialist Music Teacher. Our music teacher also coordinates the school choir, which can be seen expertly performing at all our important occasions. In class music lessons students learn the basics on playing African Drums, xylophones, Ukuleles and the recorder.

The musical 'Porridge' was an absolute highlight with 45 students performing two 90 minute concerts in front of a packed audience at Byford Secondary College.

Throughout term three students had the opportunity to participate in an out of school music club.

Many students at MPS took up the opportunity to learn a musical instrument with the team from Peel Music Institute coming into our school to deliver expert tuition once a week.



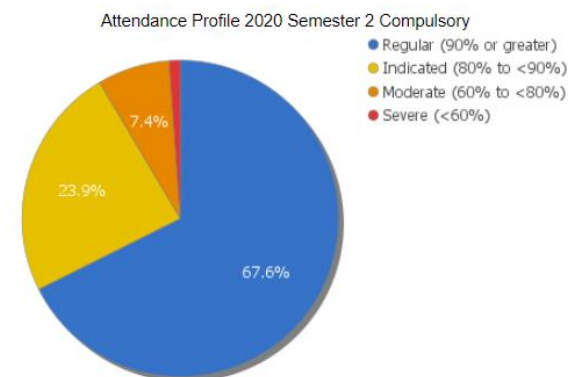
## Attendance

At Mundijong Primary School we believe that 'every-day counts' in a child's education and we understand the importance of regular student attendance and the impact that this has on academic and social outcomes.

2020 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	94.6%	22	4	1		96%	5%
PPR	88.2%	15	13	3		79%	21%
Y01	91.2%	17	6	2	1	71%	29%
Y02	94.4%	24	2	1		72%	28%
Y03	93.3%	12	2	1		55%	45%
Y04	93.1%	26	4	1	1	54%	46%
Y05	91.7%	16	7	1		86%	14%
Y06	88.7%	9	8	4		54%	46%
Compulsory	91.4%	119	42	13	2	69%	31%



### Mundijong Primary School's Attendance Targets for 2020:

Average at or above like schools and WA Public Schools.

Data for like schools and WA Public Schools was not released due to the impact of the COVID 19 pandemic.

Our school will achieve an attendance rate of 93% or above.

This target was not achieved; we fell 1.6% short of this in Semester 2. Many of our identified attendance-increasing strategies were impacted by COVID.

Our school will reduce our Indicated Attendance rate to >20%.

68.9% of our students attended 90% and above.

25% of our students attended school between 80 and 90%. (Indicated Attendance)

7% of our students attended between 60 and 80%

2.1% of our students attended below 60%.

### Where to from Here?

Our attendance goals for 2021 will be:

- Average at or above like schools and WA Public Schools.
- Achieve <75% Regular Attendance (90% and above), >20% Indicated attendance (80- 90%) and >5% Moderate Attendance (60- 80%)
- Achieve 0% of our students with Severe Attendance (0%-60%)

### Strategies Employed to Maintain High Rates of Attendance 2020

- Phone calls to parents of students who are absent for three consecutive days.
- Formal and informal meetings with parents whose child/ren have a moderate or severe attendance rate.
- Termly letters to parents of students who have fallen below the regular attendance rate.
- Whole staff analysing of class attendance rates and implementation of strategies for improvement.
- End of year rewards for exemplary attendance.
- Improved communication with parents of students with poor attendance to assist in addressing the underlying issues.
- Making Attendance a regular agenda item at staff meetings.
- Increase focus on student well-being through the implementation of the 'Be You' program.
- Strengthening of Positive Behaviour Support program to create a sustained positive school culture.



## Whole-School Priorities 2020

**Increase student reading levels by focusing on the explicit teaching of comprehension strategies and utilising InitialLit and the Soundwaves program to improve student phonological awareness and decoding skills.**

Throughout 2020 we created a focus on increasing student reading levels. Strategies we utilised to generate whole-school improvement in this area included:

- Monitoring reading progress with the termly implementation of the STAR Reading diagnostic test.
- Providing time for a reading intervention specialist teacher to work with students who were more than 1.5 years below their reading age.
- Implementing the Accelerated Reader program which promoted students reading library book within their 'Zone of Proximal Development' and engaging in comprehension quizzes.
- Subscribing to MyOn online reading resource to provide reading options for both home and in the classroom.
- Reading 100 target- this initiative set a target of students reading a minimum of 50 hours in school and 50 hours at home throughout the year. Alongside this was a reward program for students meeting expectations with their home reading and increased opportunity to read in class.
- InitialLit Synthetics Phonics program was implemented with our Pre Primary students. This program is a comprehensive, evidence-based program that gives our students a solid foundation for decoding words. This program will be extended to Year 1 in 2021 and Year 2 in 2022.

**Increased student understanding in Number and Place Value, Measurement and Problem Solving.**

Strategies utilised to drive improvement in this area include:

- Implementing Origo Stepping Stones as our whole-school Mathematics program from Pre Primary to Year Six. Throughout 2020 staff moulded the resource to best fit our split classes and developed a sound understanding of how to utilise this resource to its potential. Origo provided a common Mathematics language that we now use across our school.
- Monitored student progress by implementing termly STAR Maths diagnostic assessments. This allowed easy identification of students that require differentiation and Individual Education Plans.
- Teachers utilised feedback from STAR Maths and Origo assessments to find gaps in student understanding of number, place value, measurement and problem solving and implemented lesson warm-ups which gave students extra exposure to concepts that they were finding difficult to grasp.
- Began planning a whole school strategy of the teaching of problem solving.

**Increase student mental health and wellbeing.**

Strategies utilised to drive improvement in this area include:

- Investigating and utilising the 'Be You' resources to better meet the social-emotional needs of our students.
- Implement the 'Bounce Back' Resiliency and Wellbeing Program to assist student development in the key areas of self-awareness, self-management, social awareness and social management.

## 2021 Focus Areas- where to from here?

### Health and Wellbeing

- Gather baseline data on the mental health of our students and staff.
- Create a comprehensive plan to meet the identified needs of both staff and students.
- Implement the Resiliency Project (Gratitude, Empathy, Mindfulness) with students and staff
- Continue to utilise the Bounce Back resources.

### English: Writing

- Explicit teaching of sentence structure.
- Utilise Brightpath to assess, teach and set individual and class writing goals.
- Utilise Seven Steps to Writing Success as a tool for creating effective text structure.

### Maths:

- Increase student capacity in Number Fluency.
- Increase student understanding of Maths Vocabulary.
- Develop a whole-school strategy for teaching Problem-Solving in Maths.





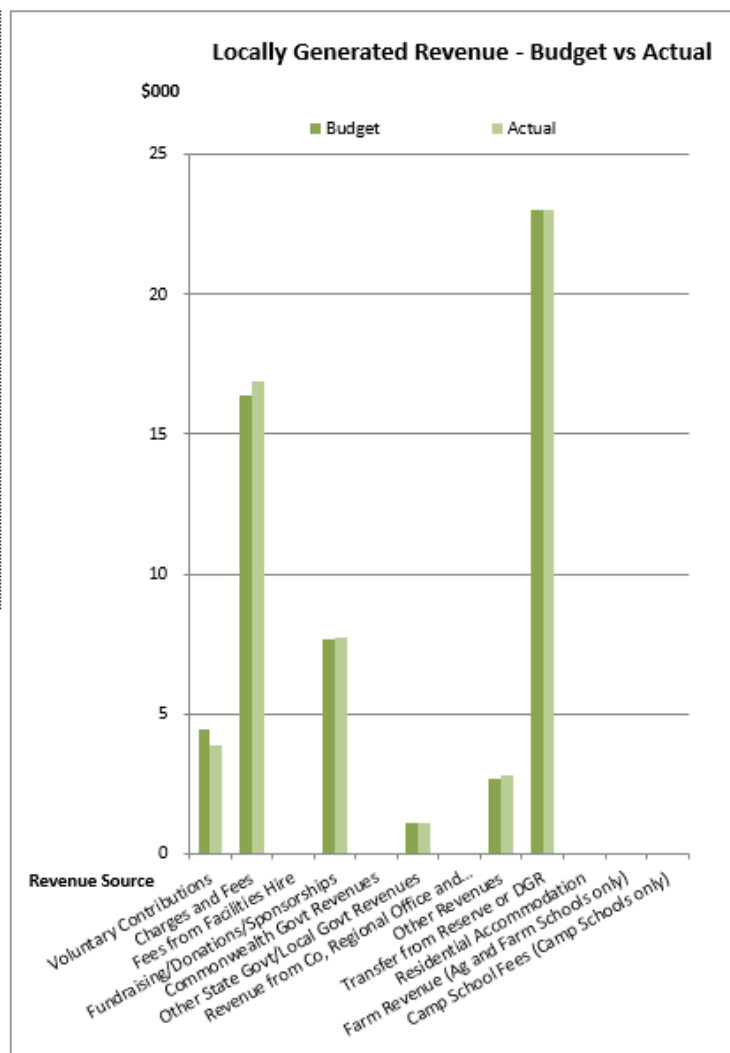
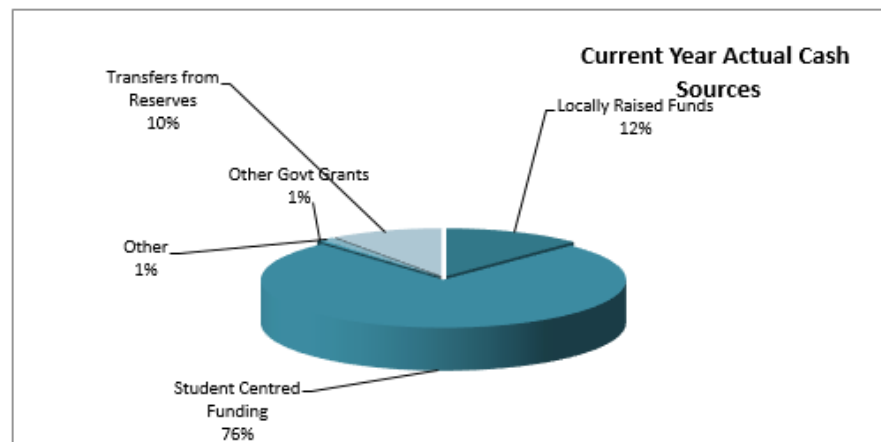


## Mundijong Primary School

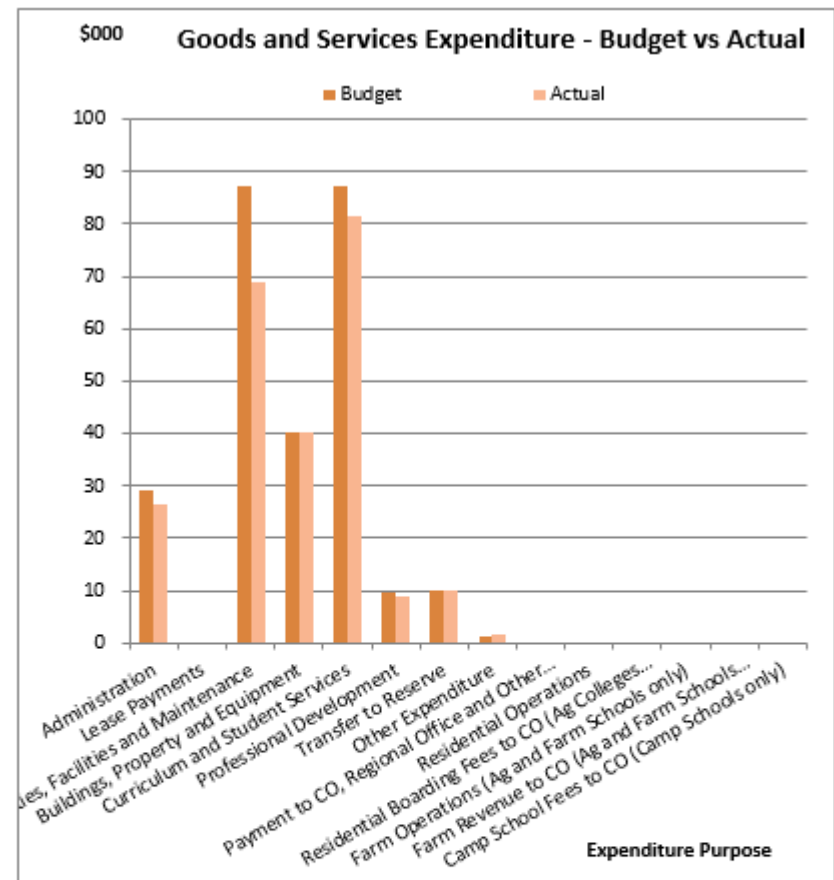
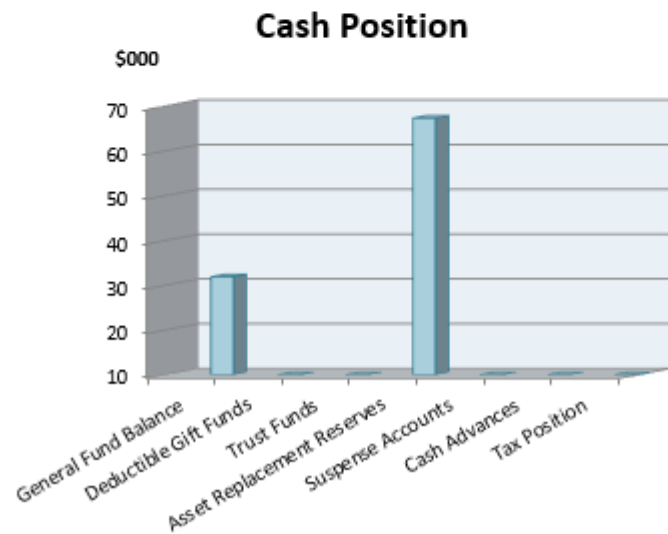
Financial Statement as at

31.12.2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,440.00	\$ 3,901.00
2 Charges and Fees	\$ 16,384.00	\$ 16,888.20
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 7,662.00	\$ 7,712.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Sch	\$ -	\$ -
8 Other Revenues	\$ 2,707.00	\$ 2,837.44
9 Transfer from Reserve or DGR	\$ 22,979.00	\$ 22,979.00
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>\$ 55,272.00</b>	<b>\$ 55,417.64</b>
<b>Opening Balance</b>	<b>\$ 38,025.00</b>	<b>\$ 38,024.77</b>
<b>Student Centred Funding</b>	<b>\$ 176,080.76</b>	<b>\$ 176,164.76</b>
<b>Total Cash Funds Available</b>	<b>\$ 269,377.76</b>	<b>\$ 269,607.17</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 269,377.76</b>	<b>\$ 269,607.17</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 29,100.00	\$ 26,359.46
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 87,150.00	\$ 69,057.85
4	Buildings, Property and Equipment	\$ 40,066.00	\$ 40,203.10
5	Curriculum and Student Services	\$ 87,248.00	\$ 81,433.52
6	Professional Development	\$ 9,481.00	\$ 8,941.06
7	Transfer to Reserve	\$ 10,160.00	\$ 10,160.00
8	Other Expenditure	\$ 1,216.00	\$ 1,578.62
9	Payment to CO, Regional Office and Other School	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges on	\$ -	\$ -
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>\$ 264,421.00</b>	<b>\$ 237,733.61</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 264,421.00</b>	<b>\$ 237,733.61</b>
	<b>Cash Budget Variance</b>	<b>\$ 4,956.76</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>97,418.72</b>
<b>Made up of:</b>		
1 General Fund Balance	\$	31,873.56
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	67,292.16
5 Suspense Accounts	\$	70.00
6 Cash Advances	\$	-
7 Tax Position	\$	(1,817.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>97,418.72</b>

## In Summary

Mundijong Primary School continues to be a positive, family friendly and community-orientated school with hard-working staff, supportive parents and engaged students. Students at our school have made pleasing progress in our Reading and Maths focus areas, as evidenced by our STAR Reader and STAR Maths results; with a smaller proportion of students needing intervention and a larger proportion at/above the benchmark. students.

2020 was a year of change at Mundijong Primary School. We implemented Accelerated Reader, MyOn, InitiLit and Star Reader Testing into our English program and Origo Stepping Stones to our Whole-school Maths program. In 2020 we successfully transitioned our Pre Primary students to the InitiaLit Program. Over the next 2 years this program will be phased in for students to Year 2. InitiaLit is a comprehensive, evidence -based and robust early literacy program and will result in more consistent phonological awareness for our junior primary students. Throughout we 2020 promoted consistent whole-school approaches to Literacy, Maths, HASS, Science and Health and Wellbeing. This focus ensured sustained improvement for all of our students. We will continue to work towards this through regular professional development and teacher professional learning meetings.

The staff at Mundijong Primary School believe that relationships between home and school always play a very important part in a child's education. We value the critical role that parents play in successful learning. Our staff strive to work consistently with parents as partners in their children's education to ensure that all students in our care reach their full potential.

Finally, I would like to sincerely thank all of our volunteers, particularly from our P&C Association and School Board. Both of these groups have worked tirelessly and have made valuable contributions to our school in 2020.

Luke Bradley

Principal 2020

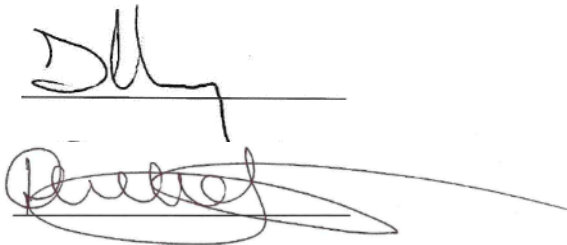
**The Annual Report for 2020 is endorsed by:**

Luke Bradley

**Principal**

Danya Cuttriss-Hoare

**School Board Chair**

The image shows two handwritten signatures. The first signature, for Luke Bradley, is written in dark ink and is positioned above a horizontal line. The second signature, for Danya Cuttriss-Hoare, is also in dark ink and is positioned below the first signature, also above a horizontal line. The signatures are stylized and cursive.