



**Mundijong  
Primary School**  
An Independent Public School

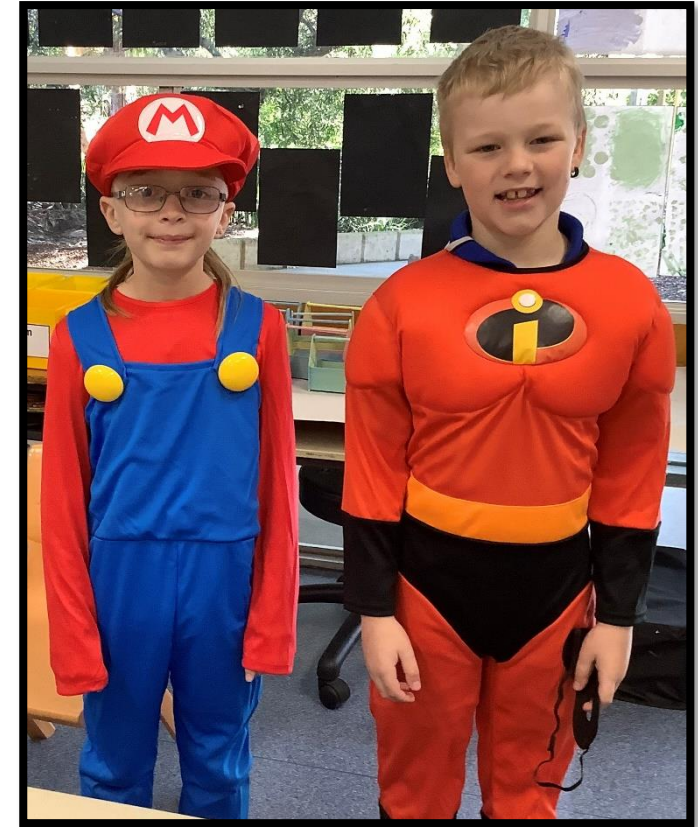
# **Mundijong Primary School Annual Report 2022**

*'Learning Together, Growing Together'*



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## School Overview

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 (200 in 2022) 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 Serpentine-Jarrahdale 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.

At MPS individual differences are identified and catered for maximising each student's learning. Thorough curriculum planning provides the basis for quality instruction guided by the Western Australian Curriculum. A strong knowledge of evidence-based best practices ensures an innovative, engaging and dynamic curriculum is taught. There is a clear focus on high standards of student achievement. Evidence based approaches to improvement are used to effectively plan and promote collaborative decision-making.

This annual report highlights the many achievements and the progress made throughout the 2022 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 their potential.

To gain a comprehensive understanding of the academic and social development of our students during 2022, the Annual Report should be read in conjunction with other published school documentation such as the School Business Plan 2021-2023, Operational Plans 2022 and School Newsletters.

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





2022 Highlights



Book Week Celebration



NAIDOC Week Celebration



P&C Halloween Disco



Colour Explosion Fun Run



100 Days of School Celebration





**Rock Bottom- The Musical**



**2001 Time Capsule Opening**



**Faction Athletics Carnival Fun**



**Year 6 Camp- Ern Halliday**



**Rocket Building Incursion**



**Dockers Visit**

# Student Numbers and Characteristics

## Student Numbers (as at 2022 Semester 2)

[<< 2022 Semester 1 Data](#) [<< 2021 Semester 2 Data](#) [<< 2021 Semester 1 Data](#)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	20	28	26	27	29	16	33	190
Part Time	21								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	10	9	78		97
Female	11	11	81		103
Total	21	20	159		200

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	1	4		9
Non-Aboriginal	17	19	155		191
Total	21	20	159		200

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### Comments:

Our student numbers reached the 200, with 21 Kindy students counted as half a student in the table to the right. We started the year with 187 students and had a growth rate of 6.5% throughout the year.

# Workforce Composition

## Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	16	11.5	1
Total Teaching Staff	16	11.5	1
<b>Allied Professionals</b>			
Clerical / Administrative	2	2.0	0
Other Allied Professionals	7	5.0	0
Total Allied Professionals	9	7.0	0
<b>Total</b>	<b>27</b>	<b>20.5</b>	<b>1</b>

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### Comments:

Our Full -Time Equivalent (FTE) grew from 10.9 to 11.5 in 2022. Our Non-Teaching Staff grew from 3.8 to 5.0. This was an increase in Education Assistant time to assist in meeting the needs of our students. The increase in Teachers and EAs is due to our rising numbers.



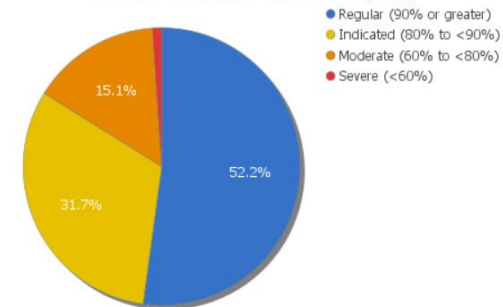
# Student Attendance

## 2022 - 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	86.5%	6	10	4	1	76%	24%
PPR	86.8%	8	11	1	1	79%	21%
Y01	88.4%	17	6	6		85%	15%
Y02	87.1%	9	13	5		78%	23%
Y03	88.7%	16	8	4		67%	33%
Y04	89.6%	20	8	2	1	71%	29%
Y05	89.0%	10	3	4		61%	39%
Y06	88.7%	17	10	6		69%	31%
<b>Compulsory</b>	<b>88.4%</b>	<b>97</b>	<b>59</b>	<b>28</b>	<b>2</b>	<b>73%</b>	<b>27%</b>

Attendance Profile 2022 Semester 2 Compulsory



Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.2%	91.7%	93.2%	95.7%	80.7%	77.6%	93.3%	90.1%	91.9%
2021	91.4%	90.9%	92.4%	94.4%	78.1%	76.8%	91.5%	88.9%	91.0%
2022	88.0%	85.6%	88.3%	90.6%	68.2%	69.5%	88.1%	82.9%	86.6%

## Analysis and impact of evidence

### Attendance Business Plan Targets:

- Attendance Rates will be at or above like schools and WA Public Schools

We achieved an attendance rate 5.2% higher than our 'Like Schools'.

### Operational Plan Attendance Targets

- Achieve 20% Indicated attendance (80- 90%) and >5% Moderate Attendance (60- 80%)
- Achieve 0% of our students with Severe Attendance (0%-60%)

We had 31.7% Indicated and 15.1% Moderate.

Our Operational Plan targets were unattainable due to illness through COVID and influenza.

## How is non-attendance is managed by the school?

Our Attendance Plan comprises of Tier 1, 2 and 3 strategies.

**Tier 1** strategies apply to all students and our school community and promote the importance of high attendance and creating an engaging and safe environment for our students.

**Tier 2** strategies include intervention for students who are in the Indicated Attendance category. Parent communication, staff working one-on-one with students to set attendance targets are some of our Tier 2 strategies.

**Tier 3** strategies apply to students who are in the Moderate and Severe categories. Strategies include; formal meetings with parents/carers, frequent communication with parents/carers and, if necessary, convening Attendance Panels.

# Student Achievement and Progress- Mathematics

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

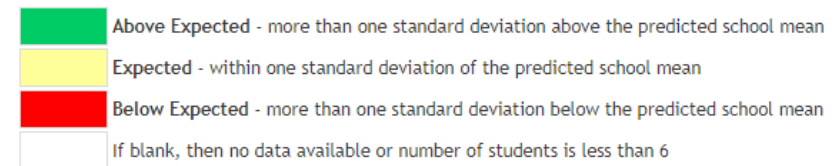
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	6%	13%	0%	10%	12%	11%
Middle 60%	82%	45%	86%	63%	58%	56%
Bottom 20%	12%	42%	14%	27%	30%	32%

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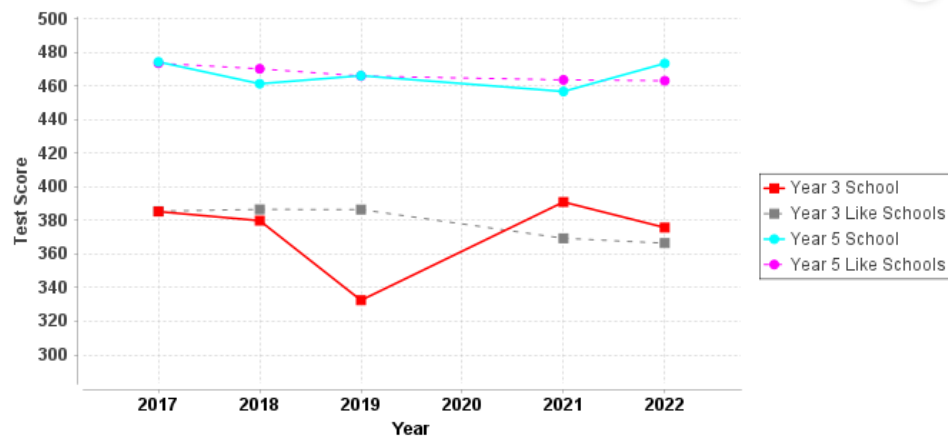
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	7%	11%	4%	13%	11%	10%
Middle 60%	31%	74%	77%	62%	59%	60%
Bottom 20%	62%	15%	19%	25%	30%	30%

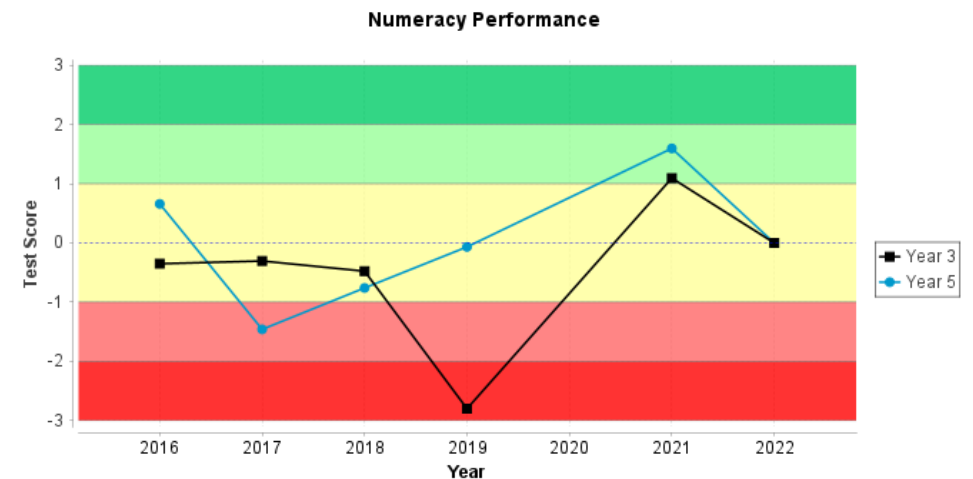
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Average Numeracy Score



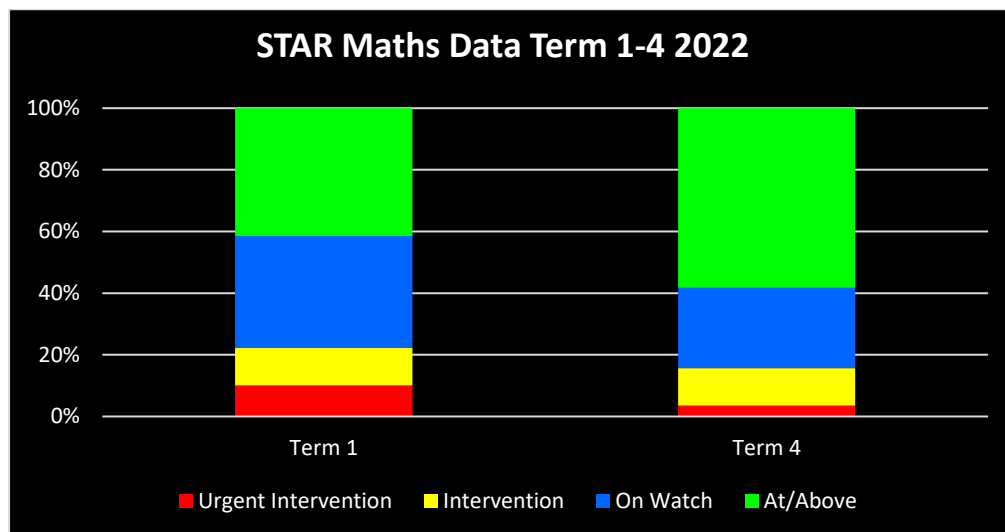
Numeracy Performance



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## School Data:



	Term 1	Term 2
Urgent Intervention	10.1	3.5
Intervention	12.1	12.2
On Watch	36.4	26
At/Above Benchmark	41.4	58.3

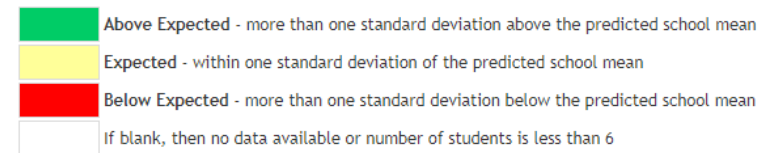
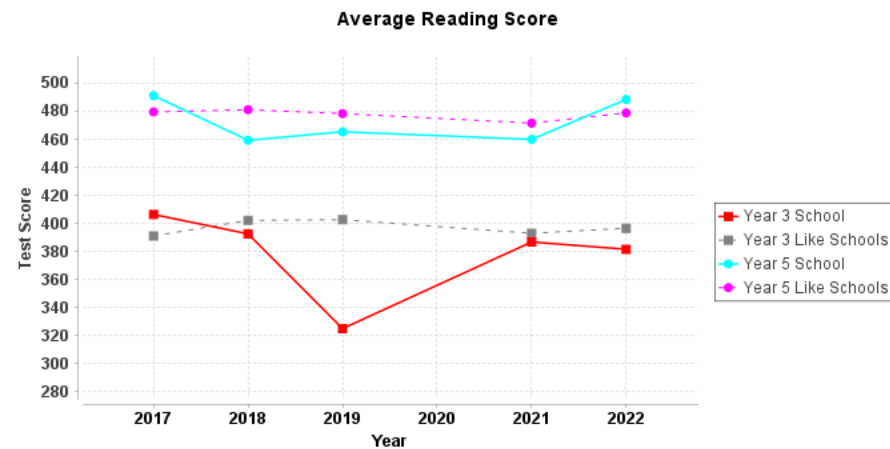
Average STAR Maths Percentile Growth 2022	
Term 1	35
Term 4	50
Net Increase	15

Mathematics Targets:	Analysis
Individual classes will demonstrate an increased percentile ranking using the STAR Maths Diagnostic Assessment.	As demonstrated by the tables above, there has been significant percentile growth in all Year groups from Year 2 to 6. The average percentile growth was 15 across the school. This is a remarkable result and demonstrates that our students are making progress above what is expected. <i>This target has been achieved.</i>
Whole school data will demonstrate an increased percentile ranking using the STAR Maths Diagnostic Assessment.	The number of students needing numeracy intervention decreased significantly in 2022. The total number of students identified as needing intervention by the STAR Maths Assessment went from 22.2% in Term 1 to 15.7% in Term 4.
We will see a decrease in the percentage of stable cohort students needing individual and group intervention in Numeracy.	The percentage of students At and Above the Benchmark increased from 41.4% in Term 1 to 58.3% in Term 4. <i>This target has been achieved.</i>
Our stable cohort will average moderate or above progress between On Entry Testing to Year 3 NAPLAN and Year 3 NAPLAN to Year 5 NAPLAN.	Our Year 3 to 5 NAPLAN progress data was not available due to NAPLAN being cancelled in 2020. Our Year 3 students averaged moderate progress for Pre-Primary to Year 3. <i>This target has been achieved.</i> Our school-collected data aligns well with NAPLAN data in identifying outstanding growth and progress with the Year 5 cohort. <i>This target has been achieved.</i>
We will achieve at or above like schools in Numeracy.	<i>Our Year 5s and Year 3s achieved above like schools.</i>

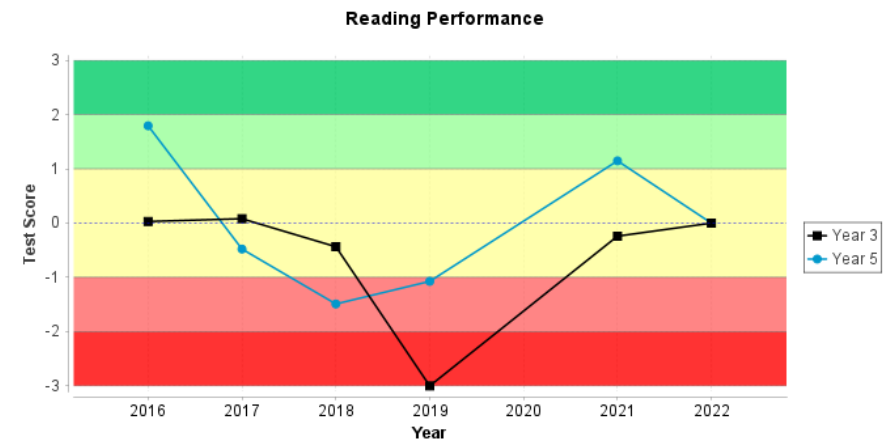
# Student Achievement and Progress- Reading

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	3%	11%	4%	15%	11%	14%
Middle 60%	24%	59%	63%	61%	60%	57%
Bottom 20%	72%	30%	33%	25%	29%	30%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	10%	7%	12%	11%	13%
Middle 60%	71%	48%	80%	63%	59%	58%
Bottom 20%	29%	42%	13%	26%	30%	30%

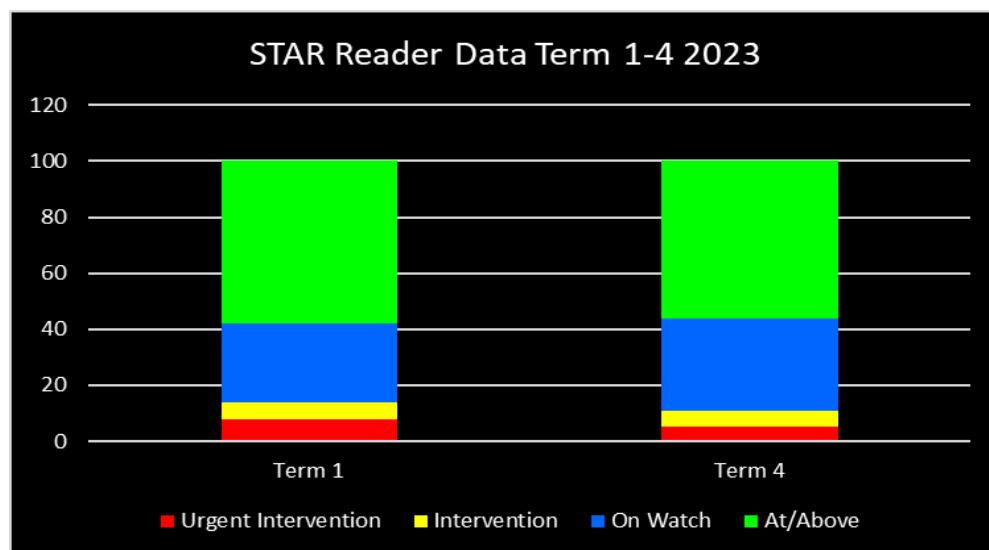


Reading Performance





## School Data:



	Term 1	Term 4
Urgent Intervention	8	5
Intervention	6	6
On Watch	28	33
At/Above Benchmark	58	56

Average Percentile Ranking STAR Reader 2022	
Term 1	37.8
Term 2	42.1
Net Increase	2.2

Average Reading Age increase from Term 1 to Term 4	10.5 months
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Reading Targets:	Analysis
<p>Increase students a minimum of 1 year in reading age, assessed with the STAR Reader Diagnostic.</p> <p>We will see a decrease in the percentage of stable cohort students needing individual and group intervention in Reading.</p> <p>Our stable cohort will average moderate to high progress between On Entry Testing to Year 3 and Year 3 to Year 5 NAPLAN.</p> <p>We will achieve at or above like schools in Reading.</p>	<p>Our students from Years 2-6 demonstrated an average reading age growth of 10.5 months in the period between February and November (9-month period) <i>This target has been achieved.</i></p> <p>Our students identified as requiring Reading intervention dropped from 14% in Term 1 to 11% in Term 4. Students requiring urgent intervention dropped from 8% in Term 1 to 5% in Term 4. This data gives us confidence that our MultiLit Intervention Program run by a specialist literacy teacher is positively impacting reading development of students at risk. <i>This target has been achieved.</i></p> <p>Our Year 3 to 5 NAPLAN progress data was not available due to NAPLAN being cancelled in 2020. Our Year 3 students averaged low to moderate progress for Pre-Primary to Year 3. <i>This target has not been achieved and there are several students from this cohort involved in our Response to Reading Intervention program.</i></p> <p>Our Year 3 students fell 15 NAPLAN points behind our Like Schools. This group is a focus for literacy development and has been resourced accordingly. <i>This target has not been achieved.</i> Our Year 5 group scored an average of 10 points higher than our Like Schools. <i>This target has been achieved.</i></p>

# Student Achievement and Progress-Writing

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	11%	7%	9%	10%	12%
Middle 60%	38%	70%	56%	69%	58%	61%
Bottom 20%	62%	19%	37%	23%	31%	26%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	10%	6%	11%	10%	13%
Middle 60%	64%	32%	75%	66%	54%	61%
Bottom 20%	36%	58%	19%	23%	36%	26%

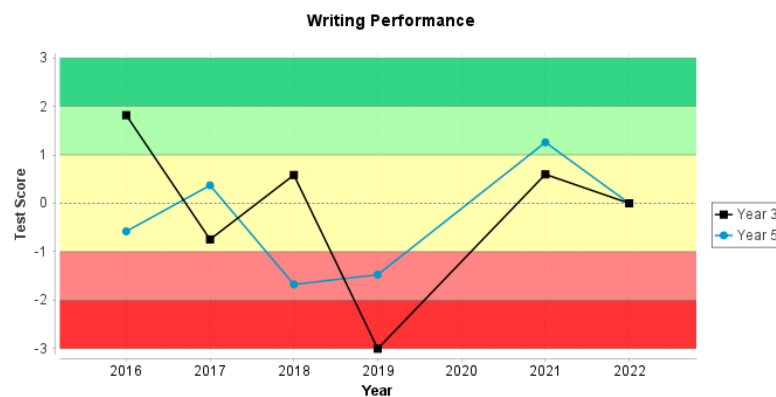
Comparative Performance for Writing

Writing	Performance						Students					
	2016	2017	2018	2019	2021	2022	2016	2017	2018	2019	2021	2022
Year 3	1.8	-0.7	0.6	-3.2	0.6	0.0	14	16	14	29	27	27
Year 5	-0.6	0.4	-1.7	-1.5	1.3	0.0	11	20	19	17	31	16

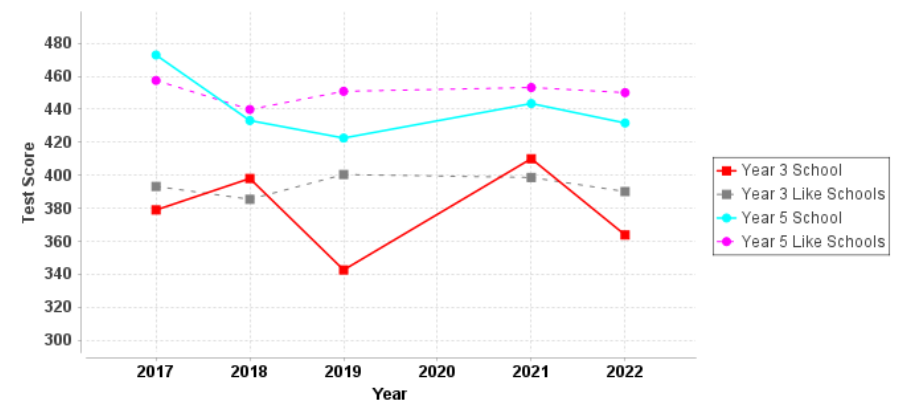
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Above Expected - more than one standard deviation above the predicted school mean
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
If blank, then no data available or number of students is less than 6

Writing Performance



Average Writing Score



Genre	Years	Average increase in Brightpath Score
Recount	Yrs. 1-2	55.6
Narrative	Yrs. 1-6	46.2
Persuasive	Yrs. 3-6	39

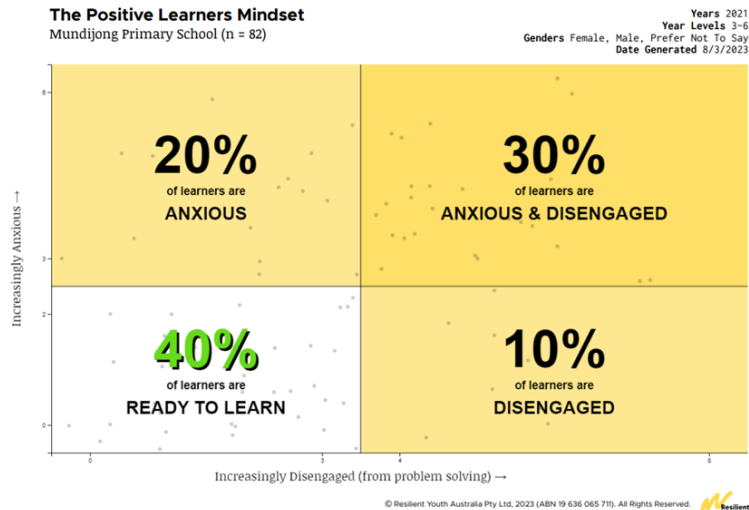


Writing Targets:	Analysis
<p>Our stable cohort will average moderate to high progress between Year 3 NAPLAN and Year 5 NAPLAN.</p> <p>Increase Brightpath scores by a minimum if:  60 Points Recount Text  40 points Persuasive Text  40 points Narrative Text.</p> <p>We will achieve at or above like schools in Numeracy.</p>	<p><i>Our Year 3 to 5 NAPLAN progress data was not available due to NAPLAN being cancelled in 2020.</i></p> <p><b>Recount-</b> <i>Students from Year 1 and 2 averaged an increase of 59.6 points between the Term 2 and Term 4 Brightpath assessments.</i></p> <p><b>Persuasive</b> <i>Students from Years 3-6 averaged an increase of 39.5 points between the Term 2 and Term 4 Brightpath assessments.</i></p> <p><b>Narrative-</b> <i>Students from Years 1-6 averaged an increase of 46.2 points between the Term 1 and Term 3 Brightpath assessment</i></p> <p><i>The writing gains throughout 2021 indicate the effectiveness of the Syntax Project, explicit teaching of morphology and vocabulary and 7 Steps to Writing Success in developing writing skills. Our focus on sentence-level writing is also starting to positively impact on student progress.</i></p> <p><i>Our Brightpath Targets have been met in 2022.</i></p> <p><i>Our students from Year 3 were significantly behind like schools (26 NAPLAN Points). Our Year 5 students were 18 points behind like schools.</i></p> <p><i>Our year 3 students are a literacy focus group for 2023.</i></p> <p><i>Two of our highly skilled Year 5 writers were unable to access the assessment, this negatively impacted our results and is why Writing is the only NAPLAN Assessment where our Year 5 students are below our Like Schools.</i></p>

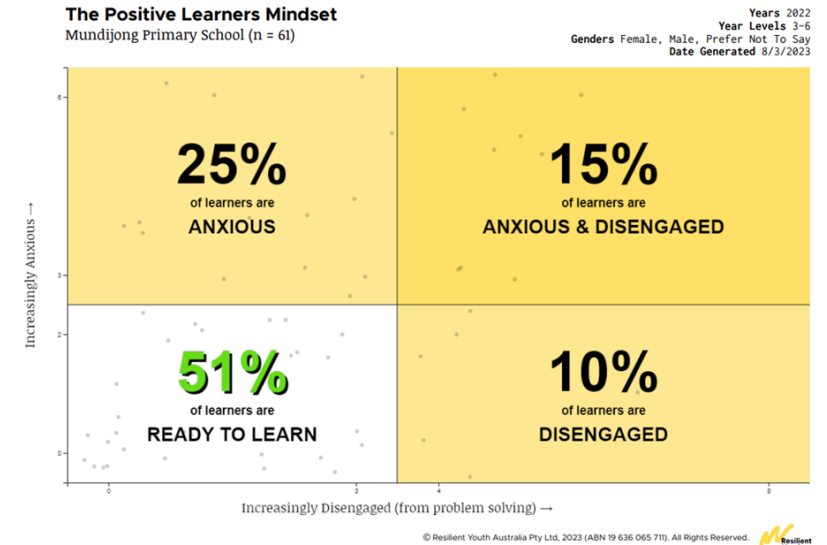
# Student Achievement and Progress- Student Health and Wellbeing

## Resilient Youth Survey

2021



2022

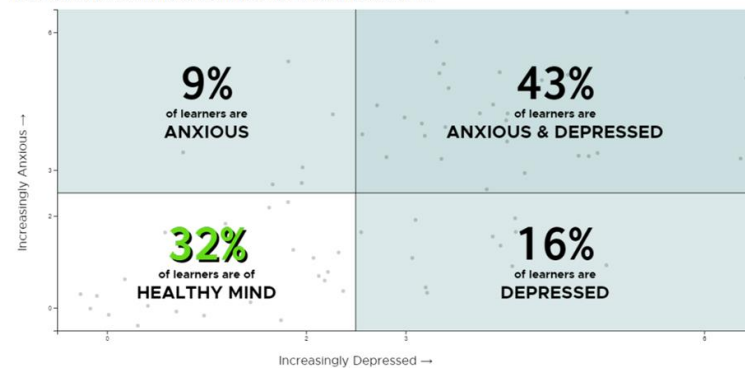


### Healthy Mind

Anxiety and Depression: GAD-2 and PHQ-2

Year Levels 3,4,5,6 Genders Female, Male

This scatterplot represents each student with a single dot. The position of each dot indicates each student's reported symptoms of either anxiety, depression, or both anxiety and depression, or the absence of these symptoms, suggesting a healthy mind.



To generate similar graphs or find more information about this data, please visit your interactive portal: [Healthy Mind \(PHQ-4\)](#).  
The survey items comprising this construct can be found in the Appendix.

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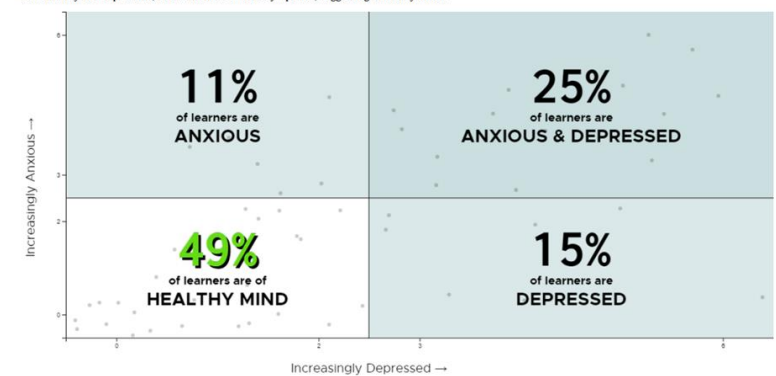
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Student Health and Wellbeing Targets:	Analysis
<p><b>Healthy Mind</b></p> <ul style="list-style-type: none"> <li>• <i>Increase the percentage of students in the Healthy Mind Quadrant.</i> 32% to 42%</li> <li>• <i>Decrease percentage of students in the Anxious and Depressed Quadrant.</i> 43% to 33%</li> </ul> <p><b>Positive Learner Mindset</b></p> <ul style="list-style-type: none"> <li>• <i>Decrease the percentage of students in the Anxious and disengaged Quadrant.</i> 29 to 19%</li> <li>• <i>Increase the percentage of students in the Ready to Learn Quadrant.</i> 42 to 50%</li> </ul>	<p><i>We have continued the implementation of the Resilience Project with all students from Pre-Primary to Year 6. The Resilience Project explicitly teaches students about the importance of daily use of gratitude, empathy and emotional literacy. This has been introduced to assist in developing a mentally healthier school community.</i></p> <p><i>We use the Resilient Youth Survey to collect data, cater for student wellbeing needs and track progress towards a healthier community.</i></p> <p><i>Our 'Healthy Mind quadrant' increased from 32% of our student population to 49% of our population. The percentage of students in the 'anxious and depressed quadrant' decreased from 43% to 25%. This is a significant improvement, but with ¼ of our students feeling anxious &amp; depressed, we've still got a lot of work to do.</i></p> <p><i>The percentage of our students who are anxious and disengaged went from 30% in 2021 to 15% in 2022.</i></p> <p><i>Students in the 'Ready to Learn' quadrant grew from 40% to 51%</i></p> <p><i>Our data collected gives us the validation that our strategies, including the Resilience Project, are having a positive impact on the mental health of our school community.</i></p>

## School Priorities 2023

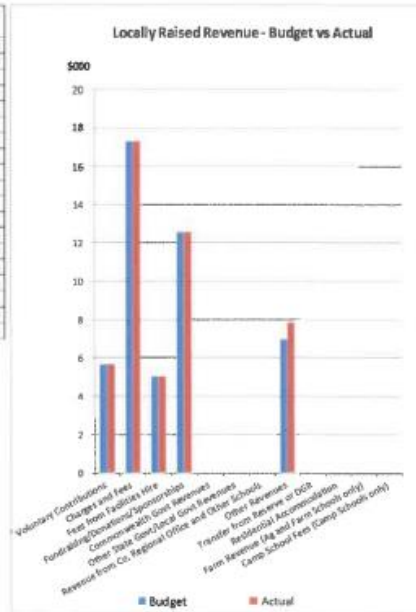
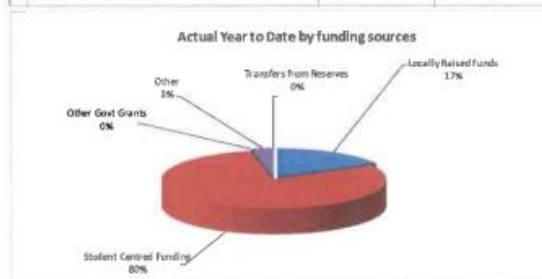
Identified school priorities	Progress against priorities	Planned actions
<b>Reading Intervention</b> In 2023 we will implement the third tier of our Response to Intervention Plan.	Our target is to reduce the percentage of students requiring reading intervention.	Students from Year 1 to 6 who are significantly behind their peers will be identified. Students will receive tier 2 or tier 3 intervention, depending on their needs and their progress will be carefully monitored.
<b>Reading</b> Implementing effective reading instruction practices for syntax, morphology, vocabulary, and fluency.	NAPLAN Reading will be at or above Like Schools in 2023. Progress will be measured with the Acadience Reading Assessment, PAT Reading and InitialLit Cumulative Reviews.	Develop effective practices that are connected across the school for the teaching of reading that reflect the evidence base. This includes professional learning sessions and the development of school planning documents.
<b>Writing</b> Develop sentence level writing in a consistent manner across the school by utilising the Writing Revolution resources to implement a scope and sequence plan from PP to Yr. 6	NAPLAN Writing will be at or above Like Schools in 2023. Writing progress will be measured using Brightpath.	This document has been created and is embedded in every classroom. Explicit sentence-level writing is now consistently taught throughout our school and our writing data shows an upward trend. Further develop resources to assist staff with implementing the scope document and develop whole school practises for paragraph writing and note taking.
<b>Numeracy</b> Utilise IXL to identify and track students at educational risk throughout our school.	NAPLAN Numeracy will be at or above Like Schools in 2023. Progress will be measured using PAT Maths.	Utilise this resource to meet the Tier 2 and Tier 3 SAER student needs.
<b>Mentally Healthy Community</b> Develop our whole-school student and staff Mental Health and Wellbeing Plans. Collect baseline data of staff and student mental health. Research and implement whole school program and practises aimed at creating a more mentally healthy community.	Use explicit teaching of GEM to create a positive mindset in both students and staff and promote strategies for developing healthy mind habits. Data will be collected using the Resilient Youth Survey.	We will continue to embed the Resilience Project in 2023. Staff will receive professional learning on this program. Administrators will work bringing our school community on board with the Resiliency Project.



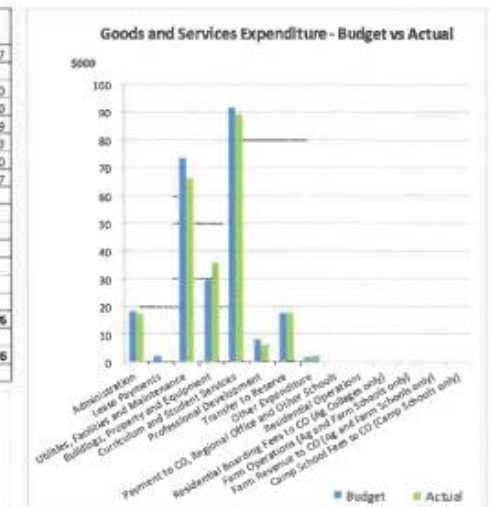
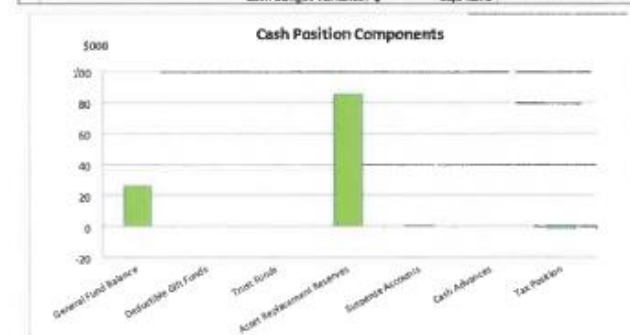
# Financial Report

## Mundijong Primary School Financial Summary as at 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 5,657.00	\$ 5,657.50
2. Charges and Fees	\$ 17,333.00	\$ 17,300.00
3. Fees from Facilities Hire	\$ 5,023.00	\$ 5,022.72
4. Fundraising/Donations/Sponsorships	\$ 12,581.00	\$ 12,581.35
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co. Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 6,972.00	\$ 7,852.93
9. Transfer from Reserve or DGR	\$ -	\$ -
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 47,566.00	\$ 48,414.50
Opening Balance	\$ 21,147.70	\$ 21,147.70
Student Centred Funding	\$ 190,938.00	\$ 190,957.89
Total Cash Funds Available	\$ 259,671.70	\$ 260,520.09
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 259,671.70	\$ 260,520.09



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 18,230.00	\$ 17,406.17
2. Lease Payments	\$ 2,200.00	\$ -
3. Utilities, Facilities and Maintenance	\$ 73,600.00	\$ 66,271.60
4. Buildings, Property and Equipment	\$ 29,272.00	\$ 35,688.40
5. Curriculum and Student Services	\$ 92,635.00	\$ 89,293.25
6. Professional Development	\$ 8,500.00	\$ 6,054.83
7. Transfer to Reserve	\$ 17,650.00	\$ 17,650.00
8. Other Expenditure	\$ 1,942.00	\$ 2,127.47
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 241,028.00	\$ 234,491.76
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 241,028.00	\$ 234,491.76
Cash Budget Variance	\$ 16,642.70	\$ -



Cash Position Components	
Bank Balance	\$ 110,616.17
Made up of:	
1. General Fund Balance	\$ 26,028.33
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 85,315.36
5. Suspense Accounts	\$ 107.68
6. Cash Advances	\$ -
7. Tax Position	\$ (835.00)
Total Bank Balance	\$ 110,616.17

The Annual Report for 2022 is endorsed by:

Luke Bradley

Principal

Beverley Stevens

School Board Chair

03/04/2023