



2020 Annual Report



Respect – Courage – Persistence – Self-Belief



MESSAGE FROM THE PRINCIPAL

I am pleased to present to you the 2020 Annual Report. This document provides parents and members of the wider community with information about the school priorities, performance, financial position and highlights. I hope that all parents will take the time to read this report to gain an overall perspective of the outcomes achieved during 2020 and the areas of need that will continue to be our focus.

Throughout the year, Munglinup Primary School has had many opportunities to access learning that is often missed in remote schools. This has extended students' knowledge, diversified their skills and thinking, challenged their courage, increased school engagement and introduced new strategies to incorporate English and Mathematics across the curriculum.

We are a very well-resourced school with dedicated staff that plan and implement innovative ways to use these resources to encourage exploration, extension, creative thinking and problem solving skills. These skills are a necessity for our students' future.

We have worked together as a staff, on the school priorities as outlined in our Strategic Plan 2019-2021 and have seen some promising results. Overall, Munglinup Primary School continues to be productive which is evidenced through the 2019 Public School Review, whole school assessment data and school community reflections.

The P & C and School Council are very proactive and bring a wealth of knowledge and skills that support our School Plan directions and resultant successes. The well supported fundraising provided opportunities for Year 5/6 school camp and the Whole School Swim Camp.

Throughout 2020 we had much to celebrate, and this Annual Report is aimed at providing our community with a snapshot of the year. I hope you enjoy reviewing our achievements and plans for continual improvement.

I would like to acknowledge the efforts of staff, students, parents and wider community for your support, generosity and commitment towards the school, the education and social-emotional growth of Munglinup Primary School students. Thank you to Ms. Gillian Ashby for all your hard work as Principal during 2020. We wish you all the best for the future.

We will continue to be responsive to system, school and wider community perspectives. I look forward to working with all members of our community to support exciting new directions and further successes.

Mrs. Lynley Neill



VISION AND VALUES

The Munglinup Primary School Vision Statement:

We, as a school community, inspire students to be themselves through **respect, courage, persistence** and **self-belief** in the pursuit of personal excellence.





Our School Values:

- **Respect**
- **Courage**
- **Persistence**
- **Self-belief**



These values and the 'The Mungy Way' matrix are explicitly taught and embedded every day. It teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion, and improve academic achievement. This practice of promoting integrated academic, social, and emotional learning for all children provides a foundation for safe and positive schooling, and enhances a child's ability for success in learning and in life.

This matrix explicitly outlines desired behaviours in various areas of the school and is updated yearly. It can be found on the school website. Throughout 2018-2019 the Munglinup Primary School staff worked through the Positive Behaviours in Schools (PBS) process. This enabled staff to create a reward system and added structure to lessons. The Behaviour Management Policy aligns to our School Vision, Values and Strategic Plan. In 2020, this process continued with staff implementing a rewards program for the year and embedded the matrix into daily school routine.

Values	Whole School	Classroom	Bus Line and trip	Playground	Cyber
Respect	<ul style="list-style-type: none"> - Use manners at all times; please, thank you, use names and knock on doors. - Accept others differences. - Apologise if you hurt someone. - Seek adult assistance. - Follow instructions and school rules. - Acknowledge others by greeting, welcoming and asking how they are. - Be kind and caring. - Listen actively. - Walk inside classrooms and hallway. - Be fair, which is when everyone gets what they need. 	<ul style="list-style-type: none"> - Put your hands up. - Ask questions politely. - Leave the classroom neat and tidy. - Line up quietly outside the classroom. - Keep body parts and objects to yourself. - Consider others personal space. - Work collaboratively with others. - Use THINK before you speak (True, Helpful, Inspiring, Necessary & Kind). 	<ul style="list-style-type: none"> - Follow bus rules. - Be considerate of personal space. - Line up in your correct line. - Take care of younger students. - Keep body parts and objects to yourself. - Listen to others when they say stop. 	<ul style="list-style-type: none"> - Follow game rules. - Play fairly. - Take care of equipment. - Wear a hat. - Be safe. - Clean up after yourself. - Sit down for the first 10 minutes of lunch and wait quietly when finished. - Walk whilst holding a lunchbox. - Acknowledge others ideas. - Walk around garden beds. 	<ul style="list-style-type: none"> - Think before you post. - Care of equipment. - Use reliable and age appropriate sites/sources. - Acknowledge your sources. - Following rules and staying on school appropriate sites
Courage	<ul style="list-style-type: none"> - Report bullying to a teacher. - Loudly label bullying behaviour. E.g. 'that's mean'. - Use taught sentence starters when others are being inappropriate; e.g. - 'Stop (name), I don't like it when you....'. - Choose to analyse the situation when trying something new, such as, Can I do this safely? Do I need help? Someone is to close and I need to ask them to move? - Solve conflict in a calm, respectful and peaceful manner. - Encourage others and assist them to have a go. - Discuss personal beliefs, whilst acknowledging others beliefs. - Ignore distractions and inappropriate behaviour. 	<ul style="list-style-type: none"> - Willing to have a go. - Be honest. - Ask for assistance more than once in appropriate ways. - All Questions you Ask are OK (AQUAROK). - Help others. 	<ul style="list-style-type: none"> - Ask for assistance when something isn't right. - Ask people how they are feeling (check-in). 	<ul style="list-style-type: none"> - Report problems to teachers. - Ask to join into games. - Pause, the game and discuss rules if there is confusion. - Ask for help on challenging equipment - Ask other students to play; including when other schools visit. 	<ul style="list-style-type: none"> - Report to the teacher if you feel something isn't right.
Persistence	<ul style="list-style-type: none"> - Solve problems by yourself, with a friend or with a teacher. - When stuck on a task, use the following steps; 1) stop and think 2) look around for clues (e.g. - charts and instructions) 3) seek assistance 4) use AQUAROK 	<ul style="list-style-type: none"> - Stay on task even when facing a difficulty within the classroom environment. - Attempt to complete tasks in a timely manner. - Try new strategies. 		<ul style="list-style-type: none"> - Try challenging equipment / games. - Attempt new skills. 	<ul style="list-style-type: none"> - Staying on task and focused. - Follow ICT faults procedure.
Self-Belief	<ul style="list-style-type: none"> - Use positive self-talk. - Encourage others. - Join in. - Celebrate effort. - Take a moment to think when you get to a problem and calmly take the next step. - Listen to other's points of view. - Be assertive. - Communicate your needs, wants, feelings, beliefs and opinions to others in a direct, polite and honest manner. - Take ownership over your attitude in all activities. 	<ul style="list-style-type: none"> - Use kind words. - Believe in yourself. - Break problems into a step by step plan. - Use setbacks to help move forward. - View challenges as opportunities. - Try different learning tactics. 	<ul style="list-style-type: none"> - Engage in conversations and interact with others. 	<ul style="list-style-type: none"> - Join in - Be active - Use positive self-talk (e.g. - I can do this). - Have a go. - Encourage others to join. - Engage purposefully and appropriately with the natural environment. 	<ul style="list-style-type: none"> - Use the internet for educational development. 

OUR SCHOOL CONTEXT

Munglinup Primary School commenced operation in 1960 and is situated between Esperance (108km) and Ravensthorpe (80km). The school is surrounded by a farming district and is only 33kms from the stunning Munglinup Beach. The community is welcoming, dedicated and contributes to the school successes and improvements. Munglinup Primary School caters for students from Kindergarten to Year Six. The school has lovely grounds with several playgrounds, garden beds and brightly painted buildings. Our school is well-resourced physically with a large array of teaching resources, play equipment and consumables that the teachers utilise in their teaching.

These resources along with our dedicated teachers and supportive community enable us to provide targeted learning programs and goals that support the extension, remediation and consolidation for each student according to their specific needs. Over the course of the last several years, Munglinup Primary School has been dedicated to building staff capacity, student knowledge and improving social-emotional growth for students, in this complex world. As a staff, we believe in nurturing the whole child, students pursuing their own personal excellence and mental health development. We aim to empower students with a love for learning and a desire to be active and valued citizens.

The Western Australian Curriculum, general capabilities and cross-curriculum priorities are incorporated into every aspect of planning, implementation and assessment at Munglinup Primary School. We also link our schools Strategic Plan 2019-2021 priorities and targets to ensure our context and needs are catered for.

We utilise technology throughout all learning areas to ensure students are able to explore, apply, reflect and assess ways of solving problems, presenting work or completing tasks utilising the iPads and laptops we have in the school.

We have a very active and productive P&C that supports the school through feedback, organisational skills and finances. This is also true of our School Council members. All members are passionate, dedicated and involved in the school processes. To ensure we are working together effectively we are in the process of completing yearly reflections to ensure that we work collaboratively to assist in school and student development.

Munglinup Primary School is a safe and caring school that is supported by a passionate school community. Together, we strive to provide the best educational experience and growth for our students.

We have strong links with our neighbouring communities and interact with 4 other Mallee schools through excursions, camps and various learning experiences. Junior and Senior Mallee Network meetings provide the platform for professional growth and the development of a shared department pedagogy.



The 5 Mallee schools are a supportive network (Mallee Network). We often combine events to maximize students' socialisation, including singing and drama performances/incursions, Interschool Athletics Carnivals, an annual Swimming Camp in Esperance, Bi-annual Year 5/6 Canberra Camp and a Senior Camp. Teachers and Principals of these schools collaboratively plan, and support each other as a network.

We seek out opportunities for our students to experience activities that they may be limited due to isolation. Through the Sporting Schools funding our students have the opportunity to participate and be trained in a range of sports i.e. athletics, tennis. Our students are given opportunities to participate in competitions and music festivals.

Munglinup Primary School 2020



STUDENT & STAFF PROFILE

At the beginning of the year we had 7 students enrolled, increasing to 14 by the end of the first semester. We also catered for 2 Pre-Kindy students, attending 1 ¾ days each week.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(1)	2	1	2	4		2	2	14
Part Time	1								

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

	Kin	PPR	Pri	Sec	Total
Male		1	6		7
Female	1	1	5		7
Total	1	2	11		14

CLASSROOM STRUCTURE

This year, there have been two sets of classrooms structures due to new enrolments mid-way through the year.

Room	Semester 1	Semester 2
Junior Room	Pre-Kindy to Year 3	Pre-Kindy to Year 2
Senior Room	Year 4-6	Year 3-6

GRADUATING STUDENTS

Munglinup Primary School wishes our Graduating students all the best for 2021. They will be greatly missed at Munglinup Primary School but we know they will both make us proud.

Graduating Students

Graduating students are attending Esperance Senior High School and are boarding at the Esperance Residential College.



STAFF

Staff at Munglinup Primary School combine to form a strong collaborative team, demonstrating to all in the school community, a commitment to an inclusive environment that values respect, courage, self-belief and persistence. All teachers apply the latest teaching strategies and consistently use technology as a teaching and learning tool.

Staff Member	Role
Gillian Ashby	Principal
Sara Calver	Junior Room Teacher
Jade Gallon (Semester 1 Year 4-6)	Senior Room Teacher
Kate Toop (Semester 2 Year 3-6)	Senior Room Teacher
Dianne Parke	Education Assistant
Amy Howell	Education Assistant
Stephanie Hatter	Manager Corporate Services
Rachel Gibson	Manager Corporate Services
Margie Pickersgill	Head Cleaner
Kristy Garbellini	Cleaner
Michelle Gilmore	Gardener

	No	FTE	AB/L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	2	2.0	0
Total Teaching Staff	2	2.0	0
School Support Staff			
Clerical / Administrative	2	0.6	0
Gardening / Maintenance	1	0.2	0
Other Non-Teaching Staff	1	0.6	0
Total School Support Staff	4	1.4	0
Total	7	4.4	0

FTE = Full Time Equivalent - This calculation is a two-step process that determines how many hours of work each level of staff works compared to how many hours one full time staff at the same level works. The total workload hours are then divided by the working hours of the staff member at their level to provide a number of full time equivalents that are needed.

2020 ATTENDANCE

Throughout 2020, attendance was a focus. The school worked closely with parents to discuss the importance of students attending school, displayed graphics that emphasised this importance and continued to congratulate students with great attendance. Munglinup Primary School's attendance rate for 2020 Semester 1 91.1% increased to 92.9% in Semester 2. Semester 1 2020 attendance rates were severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10

There was an improvement from 2019 Semester 2 compared to 2020 Semester 2 by 2.2%. We will continue to monitor student attendance and school approaches to ensure this great attendance trend continues.

Student Attendance Longitudinal Data for MUNGLINUP PRIMARY SCHOOL

Collection Period	2019 Sem 1	2019 Sem 2	2020 Sem 1 Excluding Weeks 7 to 10	2020 Sem 2
Attendance Rate	91.0%	90.7%	91.1%	92.9%

NATIONAL QUALITY STANDARDS (NQS) - EARLY CHILDHOOD EDUCATION

Each year the school staff embed a continuous reflection and improvement cycle in Kindergarten to year 2, by using the Guide to the National Quality Standard (NQS). This framework supports schools to reflect on practices, identify strengths, identify areas for improvement and monitor progress. An internal audit is conducted every year in Term Three.

During 2020 a lot was achieved;

- Updated medical files and storage of first aid kits.
- Professional Learning sessions to continue developing teacher knowledge of best practice.
- Re-organised store rooms so staff can access hands-on equipment to improve lesson plans.
- Increased purchases for dramatic role play and learning zones within the classroom.
- An increase in play-based learning for students in the Junior Room.
- Increased parent communication.
- A focus on learning goals for students.
- A more exciting and accessible learning environment.
- An improved daily planner to ensure play-based learning is planned and monitored by the teacher.
- COVID 19 hand washing and hygiene routines explicitly taught and embedded.

Through embedding NQS, Munglinup Primary School was able to achieve more of the requirements of the NQS. Due to Covid 19 we were unable to request an evaluation from the NQS experts to ensure we are demonstrating best practice in the Early Childhood years to gain validation and feedback. We aim to complete this by the end of 2021.



Throughout 2020, the staff have been working on embedding the Strategic Plan 2019 – 2021, to lead our school in planning, initiatives and milestones.

Our priority areas for 2019-2021 are;

- **High expectations of success for all students.**
- **High quality teaching and effective leadership.**
- **Engaging school community.**
- **Supportive and inclusive school environment.**

Each priority area entails our focus', strategies and milestones that we will endeavour to achieve over the three-year period. More specific targets have been outlined in the school Operational Plan, which provides teachers an in-depth guide that links directly to the Strategic Plan 2019-2021. The Strategic Plan has been noted by the School Council and is on our school website. It has a new easy to read format and I encourage everyone to take the time to read our Strategic Plan 2019-2021.

SCHOOL PRIORITIES 2019 – 2021

- **Priority 1 – High expectation of success for all students**
- **Priority 2: High quality teaching and effective leadership.**
- **Priority 3: Engaging school community.**
- **Priority 4: Supportive and inclusive school environment.**



Priority 1 – High expectation of success for all students

Focus	Strategies	How	Milestones
<ul style="list-style-type: none"> Developing explicit, developmentally appropriate and engaging learning experiences across all learning areas, with specific focus on English and Mathematics. Plan and implement teaching programs that inspire 21st century thinking through STEM and Technology. Purposeful assessments and collaborative analysis of school-based tasks to inform planning and teaching. 	<ul style="list-style-type: none"> Implement and embed whole school English and Mathematics programs; Letter and Sounds, Words Their Way, Talk 4 Writing and Mental Maths. Teach and explore inquiry thinking; embedded in tasks that require problem solving, perception, discovery and creativity. Building students' understanding, to access information and showcase their capabilities and knowledge in multiple forms. Up to date and relevant assessment schedule. Build practices to ensure timely use of relevant data; Progressive Achievement Tests (PAT), On-Entry, Brightpath & moderation. 	<ul style="list-style-type: none"> Implemented Maths Mastery Program Created and Implemented instructional model Teachers to pick one thing from the already running programs and embed, reflect, alter then pick something else – monitor through staff meetings Create a scope and sequence for Mathematics Implement Stepping Stones program - STEM: weeks 6 - 10 Term 2 and weeks 6 - 10 Term 4 Whole school problem solving method – teachers devising and sharing at staff meeting – display & embed – still embedding - mental computation and RUCSAC Mud kitchen and boat installed in playground (discovery, imagination & creativity) Through Art reflection – develop perception knowledge – linking to literacy HASS program to develop perception of culture Explicitly teach the word perception display key words, such as, perception, discovery and creativity 3D printer project Continue to embed ICT into all learning areas When completing research projects and assignments – students have free choice of apps to display their learning Publishing work to a higher standard (organisational skills) WOW word wall (update more regularly) Showcasing work at Celebrating Education Breakfast / Wildflower / Ag show projects & displays Investigate, set up and use SEN Planning Embed individualised goal setting – track through SEN, certificate wks. 5 & 10 Develop case conferencing and outline in assessment schedule Continue Performance Development and Reflective practices within staff Continue weekly planning meetings with staff Improve students' ability to actively participate in assessments (concentration, reading questions carefully & putting in effort) Continue and improve PAT analysis – de-bug misconceptions parent assessment sheet – given out with reports T4 Moderation in town – T2 and T4 	<ul style="list-style-type: none"> Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN through 2019-2021. Maintain and improve the performance of students in each year level of PAT Mathematics, Reading Comprehension, Punctuation, Vocabulary, Grammar & Spelling and, Science through 2019 – 2021. Maintain and improve the performance of students in Brightpath (narrative, persuasive, oral narrative and recount). Set an upward trend in PM Benchmark achievement (reading and comprehension) throughout the school, with 90% of students to complete level 30 in year 5 by 2021.

Priority 2: High quality teaching and effective leadership.

Focus	Strategies	How	Milestones
<ul style="list-style-type: none"> All staff are supported through a performance development cycle (meetings, classroom observations, peer review, walk throughs & fortnightly planning meetings) per year in accordance with Australian Institute for Teaching and School Leadership (AITSL) Provide leadership opportunities and build staff capacity. Developing Principal leadership ability to lead and inspire whole school improvement. 	<ul style="list-style-type: none"> AITSL framework is utilised by teachers to monitor and improve performance Principal to self-reflect against the Principal Performance Improvement Tool Targeted Professional Learning for staff based on whole-school processes, school priorities, multi-age grouping (MAG) structure and best practice Develop sustainable curriculum leadership roles beyond classroom; Lead Technology & Science teachers Develop and implement a contextualised whole school instructional model and success criteria; iSTAR (Inspire, Show, Transfer, Apply, Revise) Continue developing and improving our Professional Learning Community (PLC) to collaboratively discuss, share new ideas, research and best practice 	<p>Performance Development – continue developing the process, reflecting, discussing and working towards the goals in 4 meetings per year and weekly planning meetings</p> <ul style="list-style-type: none"> Professional Learning in specific areas of need – linked to Perf. Development Principal – create a Leadership Action Plan tied to the Principal Improvement Tool Create and use a document to track feedback and strategies provided to teachers <p>create and teachers to complete a survey monkey to find out exactly what is working for the Mallee Teachers Network – PL ideas</p> <ul style="list-style-type: none"> Implement the outcomes at the school Continued feedback on the new system Lynne Scrimgeour – PL and WebEx sessions PBS – 4 workshop days <p>Reflect and improve on the Technologies Operational Plan 1, assessment process and tech upgrades – completed by lead Tech teacher (Sara Calver) – still working on effective and sustainable assessment</p> <ul style="list-style-type: none"> Attend specific PL STEM PL <p>Create a scope and sequence record of what was taught in 2018 and 2019</p> <p>Create and implement instructional model. Continue embedding and explicitly teaching the model</p> <ul style="list-style-type: none"> Create and implement a student responsibilities model Allocate specific time during staff meetings to reflect and share <p>Continue fortnightly PLC meetings</p> <p>Utilise this time to reflect, research, share and discuss best practice, school context and effective strategies for our students</p> <ul style="list-style-type: none"> Create a PLC self-assessment document to monitor successes and areas of need. Develop a plan of action to move forwards 	<ul style="list-style-type: none"> Set an upward trend in achievements marked against the teacher AITSL framework and the Principal Performance Improvement Tool Emphasis and importance placed on PL information shared in PLCs and ideas / strategies implemented into the classroom; principal to monitor and asses. Set an upward trend in the achievements of our PLC when assessing against Australian Council of Educational Research (ACER) PLC Framework Set an upward trend and increase the number of achievements when reflecting against the success criteria for iSTAR per year

Priority 3: Engaging school community.

Focus	Strategies	How	Milestones
<ul style="list-style-type: none"> • Open and effective communication to nurture a positive two-way relationship with the school community • Provision of parent workshops to inform and upskill parents • Building a positive, strong and effective School Council that supports and utilises their knowledge and share • Understandings of school policies and practices • Positive and engaging partnerships between schools, across sectors and other agencies to improve student outcomes 	<ul style="list-style-type: none"> • Maintaining and improving newsletters, websites, and parent communication so that it is relevant, clear and positive in its reflection of the school • Implement a parent workshop each semester; addressing student needs, school priorities and best practice with reflection questionnaire • Staff collaboratively analyse and implement key focus' outlined in the National School Opinions Survey (NSOS) and provide feedback to school community • Build the effectiveness of School Council through self-reflection processes and PL modules • Staff to initiate and encourage communication through formal and informal means 	<ul style="list-style-type: none"> □ Update the website □ Add values focus to the newsletter □ Continue to push for a well laid out newsletter that showcases the students work - Continuing to work towards successful embedding of seesaw - Asking parents for feedback on seesaw 	<ul style="list-style-type: none"> • See positive trends in biennial NSOS (2020) for parents, staff and students
		<ul style="list-style-type: none"> □ Use a learning journey to demonstrate to parents the effectiveness of maths games - Plan and hold a parent workshop on Reporting (Term 4) - Celebrate education through the network Celebrating Public Education Breakfast – create a performance and display of high quality work 	<ul style="list-style-type: none"> • Upward trend in achievements when reflecting on School Council effectiveness and knowledge against the School Council reflection tool
		<ul style="list-style-type: none"> □ NSOS (2018) collated, analysed and share at public school council meeting □ See supporting document – 'NSOS concerns and strategies to implement' 	<ul style="list-style-type: none"> • Continued positive feedback from school and wider community of school image and successes
		<ul style="list-style-type: none"> □ School Council completes an internal review □ Data collated, shared and areas of need identifies. Workshops presented to upskill Council (run by Council chair) 	

Priority 4: Supportive and inclusive school environment.

Focus	Strategies	How	Milestones
<ul style="list-style-type: none"> • Promoting a positive school culture through the Positive Behaviour in Schools (PBS) framework; Mungy Values Matrix. • Staff and students work collaboratively to create an environment where all feel safe, secure and valued • Provide students with mental health support and emotional wellbeing through a strong inter-agency relationship • Students are supported to develop holistically in an inclusive, challenging and motivating school environment 	<ul style="list-style-type: none"> • Develop flexible learning spaces to cater for individual needs and targets • Implement the 'Act, Belong, Commit' values throughout the school and during School Values learning experiences • Staff plan, implement and review effective teaching and learning adjustments to meet the individual needs of students; Documented Education Plans (DEPs) and individual targets • Staff and students build on their awareness and use of strategies to manage their mental health; with guidance from inter-agency specialists • Active participation and communication with school community addressing the PBS process • Capacity build staff through promoting and supporting access to workshops in PBS • Create a visual display of mental health strategies that students understand and can refer to independently 	<ul style="list-style-type: none"> ▫ See supporting document – PBS Implementation Plan 2019 ▫ Focus on environmental print ▫ Encourage classroom set up changes – create an effective use of the learning hub room ▫ School has signed up to be an Act-Belong-Commit school ▫ Teachers and principal to attend Act-Belong-Commit PL - School looks for ways to embed the Act-Belong-Commit message ▫ WOW word wall – update on a more regular basis 	<ul style="list-style-type: none"> • Complete four new aspects of the PBS Implementation Checklist (TIC) per year
		<ul style="list-style-type: none"> - Utilise Allied Health specialists for PL ▫ Use Special Education Needs (SEN) Planning ▫ Reflect, discuss and share effective teaching adjustments / differentiation ▫ Performance Development plans focus on a case management aspect and teacher goals ▫ Newsletter has a focus of what values and knowledge are being specifically taught 	<ul style="list-style-type: none"> • An increased understanding of mental health issues, wellness and strategies that assist students to manage and discuss their mental health
		<ul style="list-style-type: none"> - Look into Bounce Back (ties more strongly with our values PL – ensure it ties to values ▫ Continue to touch base with the school psychologist for ideas and strategies ▫ Continue working through our values matrix & TIC document - Explicitly teach all students some basic calming, relaxing and mindfulness strategies that they can call on in a time of need <ul style="list-style-type: none"> - mindfulness - yoga - gratitude journals - Plan one, 10/15 minute lesson per week to embed the above 	<ul style="list-style-type: none"> • Increased implementation, understanding and use of the Mungy Values Matrix throughout the school

2020 PERFORMANCE DATA

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN)

The results from the National Literacy and Numeracy tests, provide an important measure of how our students are performing in the learning areas of numeracy, reading, writing, spelling, grammar and punctuation. NAPLAN was used by teachers for diagnostic purposes to gauge the achievement of students against the national minimum standard. Key outcomes of this assessment included the identification of students who require additional support and highlights concepts or areas in need of more emphasis and explicit teaching.

NAPLAN tests skills that are essential for every child to progress through school and life. With the test results, teachers can tailor each child's education more effectively. NAPLAN is made up of tests in the four areas of: reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May. Due to COVID 19, we were unable to sit NAPLAN Online in 2020. For this reason, there is no comparative data

2020 NAPLAN testing did not proceed due to COVID-19

PAT Data (Pupil Achievement Tracker) Our PAT Data showed steady progress in both Reading and Mathematics from Semester 2, 2019 to Semester 2, 2020. In 2020, 56% students achieved stanine 5 or above in Mathematics and 71% achieved stanine 5 or above.

Student Achievement Targets for 2021:

NAPLAN	PAT Testing
We aspire that across all areas: <ul style="list-style-type: none">All of our students to make moderate to excellent progress from On Entry to Year 3 NAPLAN in Reading, Writing and NumeracyAll of our students to make moderate to excellent progress from Year 3 – 5 in the NAPLAN areas of Reading, Writing and Numeracy	PAT Data for Numeracy and Literacy will demonstrate improved trends. <ul style="list-style-type: none">All students to make 5-point improvement each year in Reading and Mathematics, as measured by the PAT testing.50% students to above Stanine 6 in Reading and Stanine 7 in Maths.

The School is definitively striving to enhance improved pedagogy through professional learning and a collaborative approach to regular assessment that; informs planning, promotes professional analysis of data to make good judgements about moderated improvement, and to collude with peers to maximise access to and the best of use of appropriate resources.

SCHOOL AWARD WINNERS

Congratulations to the 2020 award winners:

Junior Citizenship Award
Junior Academic Award
Junior Endeavour Award
Sportsmanship Award

Isla Toop
Georgia Toop
Lachlan Rosser
Riley Howell

Senior Citizenship Award
Senior Academic Award
Senior Endeavour Award
Science Award

Mia Howell
Fergus Rosser
Jake Kirchner
Oscar Ward



SPECIALIST OPPORTUNITIES

Throughout 2020, Munglinup Primary School have been very lucky to have the opportunity to be involved in a variety of specialist teachers and coaches visiting the school.

School Chaplin

Mr Roger Mansell is our visiting School Chaplain. This year we have been extremely lucky to build up our time with Roger to every Thursday, for the whole of Semester Two. We would like to thank our P&C for their additional funding for this project. Roger has been working with all students, from Kindergarten to Year 6, on a variety of garden and Design and Technology projects.

This year the students assisted with the construction of 6 new wicking beds and the planting of the vegetable gardens. During Design and Technology, the students made a Marionette Puppet.

French – Schools of Isolated and Distance Education (SIDE)

Languages Learning Area: French was provided through SIDE. The senior students would interact with their teacher through a program called Moodle on their laptops. The junior students participated in their lesson via the Interactive Whiteboard.



2020 HIGHLIGHTS

In 2020, students were able to experience a range of fun and engaging activities in addition to the daily curriculum provided in class. These included:

Munglinup/Cascade Sports Carnival	Assemblies
Interschool Sports Carnival	P&C End of Year Party
Year 5/6 Point Walter Camp	Numero Competition
Garden Sessions	End of Year Concert
Father's Day Lunch	Welcome to Country Incursion

2020 Highlights

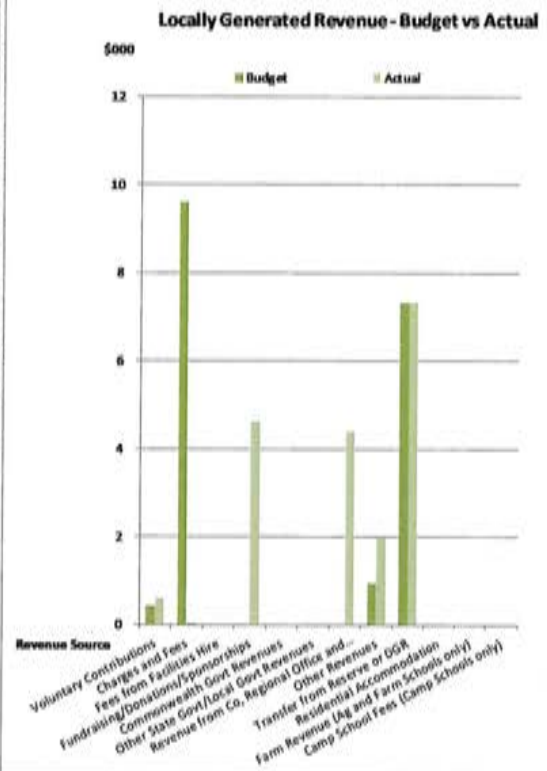
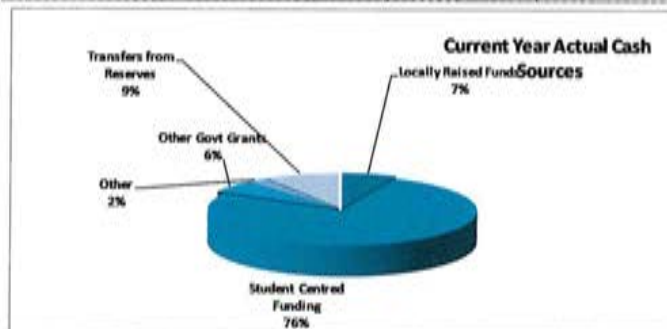


2020 FINANCIAL SUMMARY

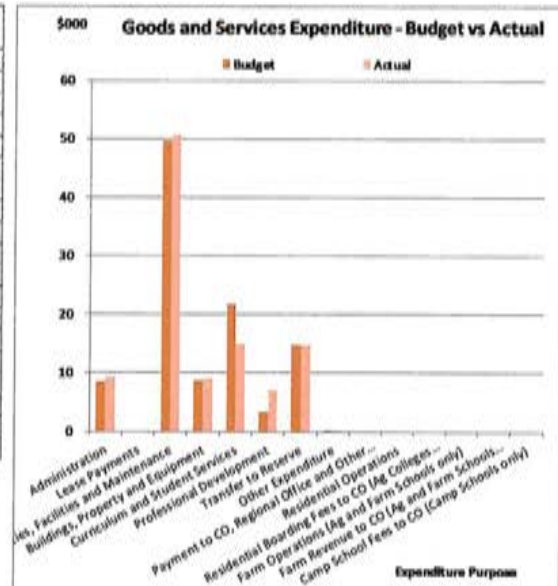


Munglinup Primary School Financial Summary as at 31st December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 420.00	\$ 600.00
2 Charges and Fees	\$ 9,600.00	\$ 20.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ -	\$ 4,625.90
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 4,413.16
8 Other Revenues	\$ 940.00	\$ 1,997.79
9 Transfer from Reserve or DGR	\$ 7,310.00	\$ 7,310.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 18,270.00	\$ 18,964.85
Opening Balance	\$ 64,799.24	\$ 64,799.24
Student Centred Funding	\$ 50,864.00	\$ 61,291.93
Total Cash Funds Available	\$ 133,933.24	\$ 145,056.02
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 133,933.24	\$ 145,056.02



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 8,560.00	\$ 9,317.70
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 49,600.00	\$ 50,551.80
4 Buildings, Property and Equipment	\$ 8,710.00	\$ 8,986.03
5 Curriculum and Student Services	\$ 21,791.00	\$ 14,898.09
6 Professional Development	\$ 3,364.00	\$ 7,064.09
7 Transfer to Reserve	\$ 14,815.00	\$ 14,815.00
8 Other Expenditure	\$ 4.00	\$ 3.37
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	\$ 106,844.00	\$ 105,636.08
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 106,844.00	\$ 105,636.08
Cash Budget Variance	\$ 27,089.24	



Cash Position as at:	
Bank Balance	\$ 135,031.43
Made up of:	
1 General Fund Balance	\$ 39,419.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 95,952.49
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (341.00)
Total Bank Balance	\$ 135,031.43

2020 was unprecedented for a couple of reasons.

As a small community we could see our school struggling for numbers. Parents were becoming role fatigued and needed help. A shout out to the community resulted in more members without having children currently attending Munglinup Primary. Some members haven't had children in the school for 8 years. With roles being filled with a new zest for the schooling community we had big plans to get things happening while taking the pressure off of the parents at the school.

We agreed to help pay for Roger Mansell to continue his role as the School Chaplain. We had found that his role in being a male teaching figure had been beneficial to the students especially the male students. We also committed \$300 for bus travel for the students to be able to go to Cascade for further learning endeavours.

Our first plan was a community meet and greet to welcome our new Principal Mrs Gillian Ashby. This was held at the pavilion with great success and support from all community members with many other community groups represented. This was also an opportunity for our local groups to come together and showcase the different outlets within the community for new members to join. The local ABC radio was there and we were all keen to get together again with maybe next time watch a footy game on a Friday or Saturday night with dinner being available.

The end of February saw us catering for the shire meeting. This was a simple project which only required a salad or sweet each and a couple of people to coordinate and clean up. This was followed by our annual footy competition which was our only fundraising project for the year.

Coming into March saw things change in a way we could never predicted nor have ever seen. The Covid 19 pandemic gripped the world. A joint decision was made, and the school was shut down a few weeks before the end of term. Parents were then thrust into the role of relief teacher. Quick packs were made up and the children were given schoolwork to be completed at home.

Although the Esperance area in general remained unscathed by the pandemic things had changed for everyone. The students spent less time than ever attending school, students didn't attend the ANZAC service as it was cancelled. By the time the students returned to school on the 18th May, some had not been to school in 7 weeks.

This was the year that our senior students were due to go on the biannual trip to Canberra, but all interstate travel was cancelled. Although we were still ok, the rest of the country was still struggling to contain the virus. All fundraising events and gatherings were cancelled and the P and C were just working through the year with as little contact as possible.

By the time the year was finished we had replaced Miss Jade Gallon with Mrs Toop in the senior room and Mrs Ashby returned to Perth.

So as 2020 drew to a close, I think that the one thing that we all took away for the year was that we live in a very lucky place in the world. We can only hope that this coming year things can get back to normal without school interruptions and our children can get back to the school camps and other fun activities that we have fundraised for. I am proud to be involved in such a strong and well supported school community. I hope that this support is realised up higher in the Education Department. We are here to stay, and I personally am excited to see so many pre-kindy children attending the weekly activities on Thursday mornings. Munglinup Primary School is looking like it will be well supported for years to come.

Vanessa Whiting
P&C President

I am honoured to currently be a part of the Munghlinup School Council and this year serve as the Chair Person. The members of the Council aim to provide assistance and support to our school teachers and principal through decisions and advice relating to policy and procedures of the school.

2020 was without a doubt one of the most challenging times in schooling in recent years. COVID 19 inhibited students from attending school for a short period of time and required our teachers to focus on different teaching strategies. Luckily for Munghlinup Primary School this was only for a very short period and Term 2 resumed for our students as per normal. Council meetings were directly affected ensuing we had to hold meetings away from the school premises and sometimes via online means to get important meetings completed. Although we had a challenging year it was great to see our students, teachers and staff rise to the challenge and provide outstanding quality education for our Munghlinup students.

I would like to take this opportunity, on behalf of the School Council, to acknowledge and thank all of our staff, for their contributions to the school throughout the year. 2020 saw a few changes within our staffing and we would like to thank and acknowledge all current and past teachers. At the beginning of 2020 we welcomed our new principal Gillian Ashby to the school. Gillian came from Mt Margaret Remote Area School where she had been principal for many years. We also welcomed a new senior room teacher, Jade Gallon, from Nulsen Primary School. The end of Term 2 saw Jade move back into Esperance to Nulsen for a full-time position and we then had the wonderful Kate Toop join us from Perth with her 4 children. Unfortunately, during Term 4 Ms Ashby informed us of her hard decision to move back to Perth for 2021. The staff, students and parents of Munghlinup were sad to see so many changes within the school during such a short period of time but would like to thank all the amazing people that have joined us over the year.

The School Council continued to support the implementation of the Schools Strategic Plan, which was updated and further developed by Lizzie Cox and her teaching staff in 2018-2019. Literacy was the curriculum focus area for 2020 and a presentation was given to the board by Sara during the year. The annual review of the financial budget also ensured that going forward, all allocated money is aligned with the school's vision, values and priority areas.

Thank you also to Amy, Alyce, Gillian & Sara for another productive and positive year on School Council. I have thoroughly enjoyed working with all of you.

Thank you
Raelean Kirchner

PUBLIC SCHOOL REVIEW 2019

In 2019, Munglinup Primary School underwent a Public School Review in Term Three. The school submitted a comprehensive and rigorous self-assessment. This confirmed that the staff actively contributed to, and engaged in, the school – assessment process. A comprehensive range of data was presented to support the school's judgements. Insightful reflective practices and thorough data analysis provided a clear direction to inform strategic planning. The school Council understands and appreciates the value of the self-assessment processes. Munglinup Primary School's performance was deemed to be Effective. i.e. The school demonstrates effective practice in creating the conditions required for student success. We will be working and building momentum for another successful Public School Review process in 2023.

FUTURE PLANS 2021

With the Strategic Plan 2019-2021 in place, our focus for 2021 will be to follow the cycle of plan, implement, assess and monitor our strategies to ensure progress towards our milestones, to be achieved in 2021.

We will also work with our Operational Plan to build on our 2020 targets. Some of these initiatives include;

- The continuation of the Math Mastery Program across the school.
- Emphasising and utilising student individualised goals and specific targeted learning.
- The continuation of the use of the 3D printer to develop students' problem solving skills, innovation and coding abilities.
- Using the Instructional Model (lesson framework) developed in 2019 for continuity across classrooms and language use.
- Utilise Special Education Needs (SEN) Planning to track goals and create Documented Plans for students who need extension, remediation or further consolidation of learning.
- Upgrading the garden beds and providing opportunities for students to grow, explore, investigate and eat produce.
- Continuing the 'Mungy Values Shop' and Mungy Money as a positive incentive for the school's values and PBS program.
- Continuing the You Can Do It program to support The Social and Emotional capabilities of students.


NOTED BY THE SCHOOL COUNCIL

The Munglinup Primary School Council hereby notes the 2020 Annual Report as an accurate account of the information available.

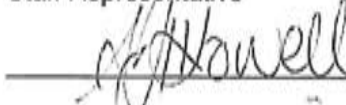
Chair Person



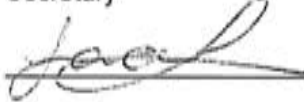
Parent Representative



Staff Representative



Secretary



Principal

