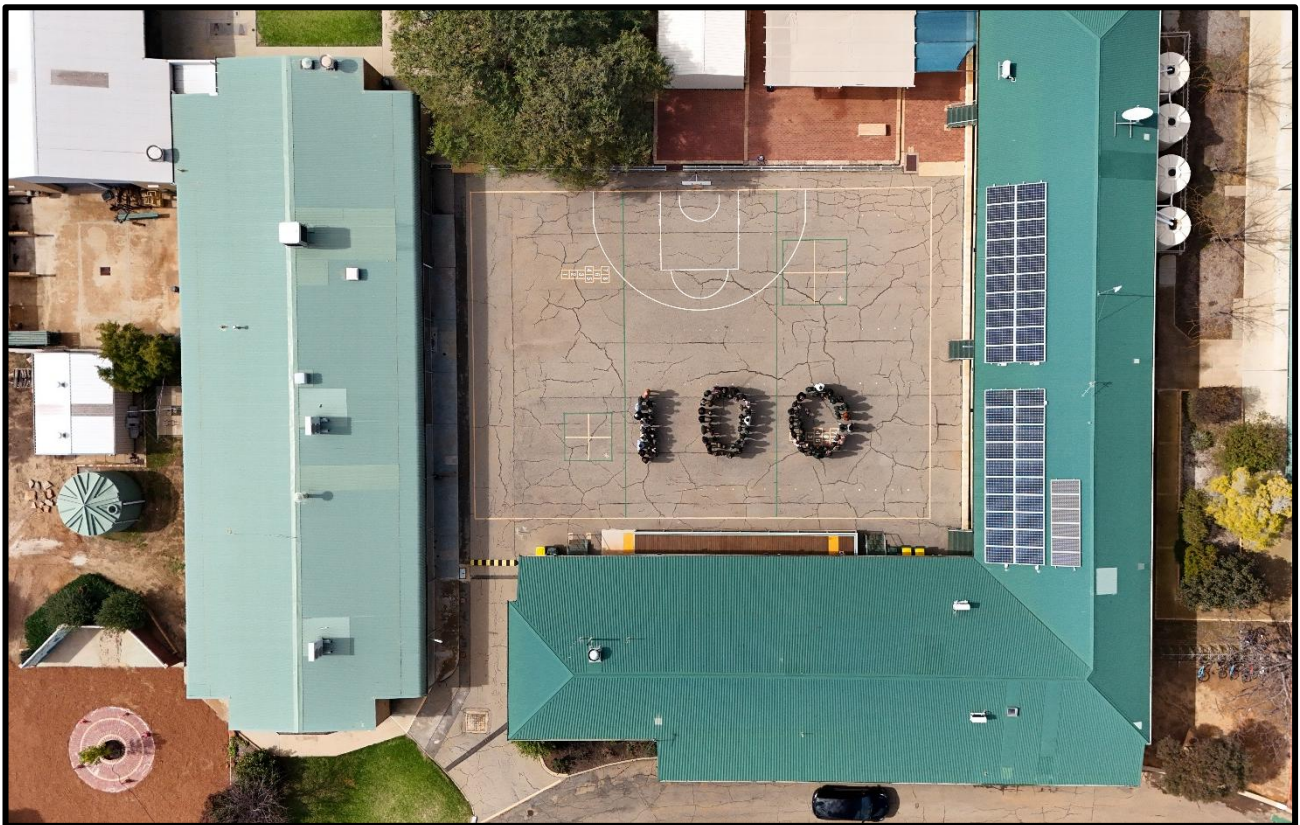


Mukinbudin District High School
An Independent Public School



Mukinbudin District High School 2025 Annual Report



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Mukinbudin.DHS@education.wa.edu.au

SCHOOL OVERVIEW

Mukinbudin District High School is an Independent Public School dedicated to excellence, inclusion, and strong community partnerships. Since 1925, we've supported students from Kindergarten to Year 12 to achieve their personal best and grow into confident, capable citizens. With access to iPads, laptops, online learning platforms, flexible learning spaces, and SIDE for senior students, we prepare learners for a technology-rich future.

Our students enjoy a rich program of excursions, incursions, camps, cultural experiences, and interschool events. We offer onsite learning for Years 7–10 and SIDE pathways for Years 11–12, alongside opportunities such as Country Week, Try-a-Trade, careers days, Emergency Services Cadets, and DISA sports carnivals.


Our dedicated staff, active School Board, and supportive P&C work together to provide high-quality education in a safe, inclusive environment. With strong learning support, PBS and BUZ programs, and specialist offerings including the arts, health, PE, and Home Economics, we ensure every student is valued and empowered. As part of the Wheatbelt District High School Cell and DISA network, we collaborate with neighbouring schools to enrich learning and strengthen community connections.

For more information, visit our website at www.mukinbudindhs.wa.edu.au

WE CARE

The purpose of the MDHS WA PBS Leadership Team is to create a school family. Our family is clear about how to behave so we can all belong, feel safe, achieve, and show we care. Sheep tags are awarded in the four CARE colours as part of the whole-school reward system. These tags are placed into the four rain gauges near the office and Kindy/PP area, with the aim of reaching the marked line in each gauge to earn a reward decided by the Student Leaders, for the whole school. Once all four gauges reach their line, all students will participate in an extra special reward.

Please refer to the school website for a full copy of the Behaviour Management Policy on our school website for further details.

 Kindy – Year 12	CITIZENSHIP We show Citizenship by...	ACHIEVEMENT We show achievement by...	RESPECT We show respect by...	ENGAGEMENT We show engagement by...
Inside Areas	<ul style="list-style-type: none"> Being inclusive of others and their opinions Showing empathy towards others Taking pride in our environment Working collaboratively Leading by example 	<ul style="list-style-type: none"> Always doing our best work Congratulating ourselves and others Learning from our mistakes Setting and achieving goals 	<ul style="list-style-type: none"> Moderating your tone and volume of voice Raising our hand to speak and waiting patiently for our turn Using equipment appropriately Keeping our bodies to ourselves 	<ul style="list-style-type: none"> Using eye contact Speaking appropriately Actively participating Being punctual and prepared Actively listening
Outside Orders	<ul style="list-style-type: none"> Being inclusive of others and their opinions Sharing equipment and taking turns Taking pride in our environment 	<ul style="list-style-type: none"> Showing good sportsmanship Encouraging others Following rules of games 	<ul style="list-style-type: none"> Keeping our bodies to ourselves Picking up our rubbish Respecting our sporting equipment Wearing our school uniform and hats 	<ul style="list-style-type: none"> Actively participating in activities Listening to teacher's whistles Actively listening
Community	<ul style="list-style-type: none"> Volunteering for jobs Supporting events Being inclusive of others Getting involved Taking pride in our environment 	<ul style="list-style-type: none"> Celebrating Community successes i.e. sporting wins Trying our best and participating proudly in community events 	<ul style="list-style-type: none"> Being polite and using our manners Saying Hello Showing appropriate behaviour in the community Helping/volunteering 	<ul style="list-style-type: none"> Being friendly Helping others Asking for help
At Home	<ul style="list-style-type: none"> Helping with tasks and offering to help Taking responsibility for actions Setting a good example for siblings 	<ul style="list-style-type: none"> Celebrating ours and others successes with family and friends Sharing our work with the family Completing homework 	<ul style="list-style-type: none"> Listening to our Parents/Guardians Helping others without being asked Packing away Speaking kindly, voice/ tone/ volume Looking after our belongings Sharing with others 	<ul style="list-style-type: none"> Completing chores/tasks Communicating with our family openly Actively participating in school events/ permission/ consent forms returned on time
Online	<ul style="list-style-type: none"> Being Inclusive of others and their opinions Protecting ourselves and others Accessing information appropriately Having an awareness of what we are accessing 	<ul style="list-style-type: none"> Writing positive comments to celebrate successes of ourselves and others 	<ul style="list-style-type: none"> Respecting others privacy Giving consent and permission Respecting; self-think before sharing/ commenting and posting 	<ul style="list-style-type: none"> Participating responsibly Referencing our information Being cybersafe

PRINCIPAL REPORT

Acknowledgement of Country: I would like to show my respect and acknowledge the traditional custodians of this land – the Kalamaya people of the Gubrun nation, and of Elders past, present and emerging, on which this meeting takes place.

It is after a successful year that I present with great pride our 2025 Mukinbudin DHS Annual Report. This year has been one of meaningful progress as we continued building a positive, inclusive learning community committed to excellence in both education and student well-being.

Following a challenging 2024, particularly in relation to staffing, we entered 2025 with a clear, optimistic mindset and a shared commitment to improving the quality of teaching and learning across the school. We began the year with a full complement of staff, many of whom continued from the previous year. This continuity allowed us to deepen our focus on explicit teaching strategies and towards maintaining consistency in our whole-school approach.

Throughout the year, we explored and trialled dedicated literacy blocks and continued to invest in professional learning aligned with Teaching for Impact and our selected whole-school programs, particularly those aimed at strengthening literacy outcomes. Our ongoing whole-school testing has provided staff with valuable longitudinal data, enabling us to track individual student progress and identify those requiring targeted literacy intervention and support.

A significant highlight of 2025 was our successful application to join the Centre for Excellence in the Explicit Teaching of Literacy. This program offers teachers and school leaders access to high-quality professional learning and mentoring designed to strengthen explicit literacy instruction. We will use this opportunity to establish a more consistent and clearly articulated model of literacy teaching across the primary school, ensuring alignment of practice, shared pedagogical approaches, and high-quality, evidence-based instruction for every student.

Another major milestone this year was the celebration of our school's 100th anniversary. In September, more than 500 past and present community members joined us to honour a century of education in Mukinbudin. In partnership with the Mukinbudin Shire, Bendigo Bank, the P&C, community volunteers, and our dedicated staff, we transformed the school with new murals, a revitalised secret garden, and classrooms showcasing historical displays from across the decades. Our own school band provided entertainment, and the P&C catered throughout the day and evening. The event was a tremendous success and was recognised as the Mukinbudin Shire's 2025 Event of the Year.

As principal, I remain deeply committed to fostering a culture of respect, inclusivity, and continuous improvement. Strong partnerships with families, the School Board, the P&C, and the wider community are central to our success. I am genuinely grateful for the support, trust, and collaboration that these relationships provide, enabling us to support every student each day as they work toward achieving success at their level.



Principal: Karl Moll



Board Chair: Maree Le Moignan

2025 NAPLAN RESULTS SUMMARY

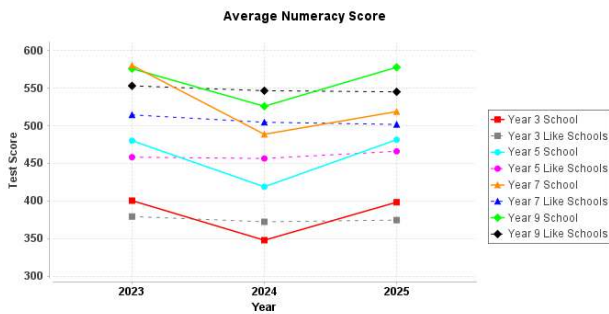
NAPLAN assesses students in reading, writing, language conventions (spelling, grammar, and punctuation), and numeracy. It serves as a nationwide benchmark to determine whether young Australians are developing the essential literacy and numeracy skills that underpin future learning and enable meaningful participation in society.

A significant shift occurred in 2023 when NAPLAN moved from May to March and the reporting scale was reset. This change coincided with major staffing transitions at Mukinbudin DHS throughout 2023 and 2024. With experienced and fixed-term staff leaving, and a range of different programs and teaching approaches being used across classrooms, students entered the March 2024 testing period without the consistent skills, content knowledge, or preparation needed. These disruptions contributed to the school's lower-than-expected NAPLAN results in 2024.

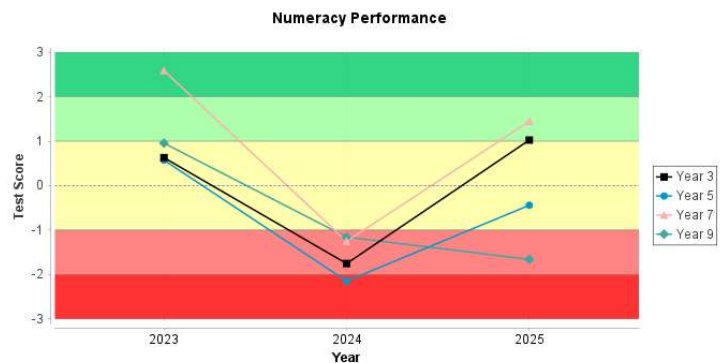
In 2025, the impact of stability, consistency, and high-quality teaching became clear. With a committed and cohesive staff team in place for a full year, students benefited from well-structured lessons grounded in recognised explicit-teaching literacy practices. The introduction of a released Curriculum Coordinator has been central to this improvement - providing leadership, coaching, and ongoing support to ensure whole-school alignment in planning, instruction, and assessment. As a result, our 2025 NAPLAN results have improved and are now broadly in line with like schools, with some areas showing stronger performance.

Numeracy:

Average Numeracy Score

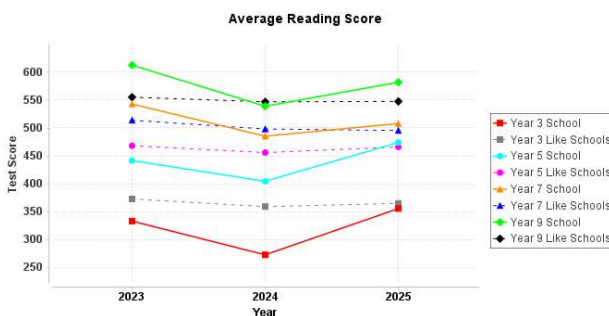


Numeracy Performance

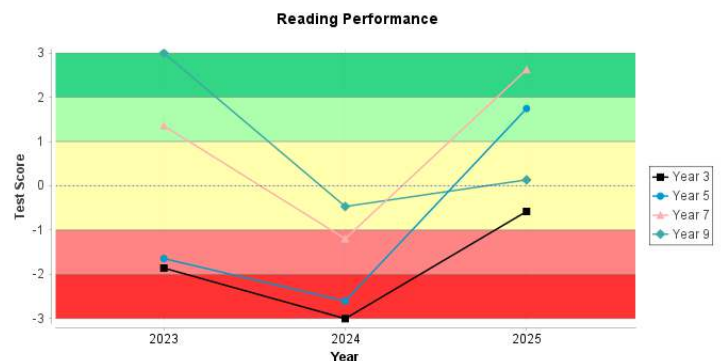


Reading:

Average Reading Score

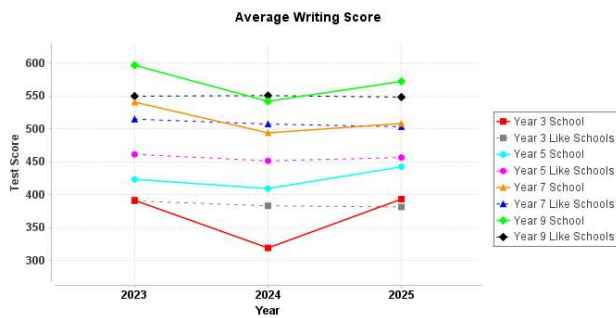


Reading Performance

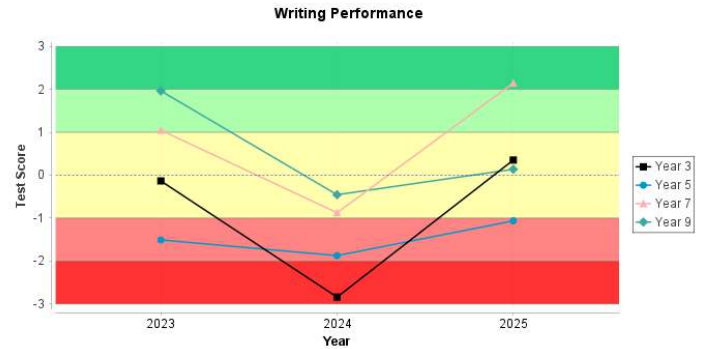


Writing:

Average Writing Score

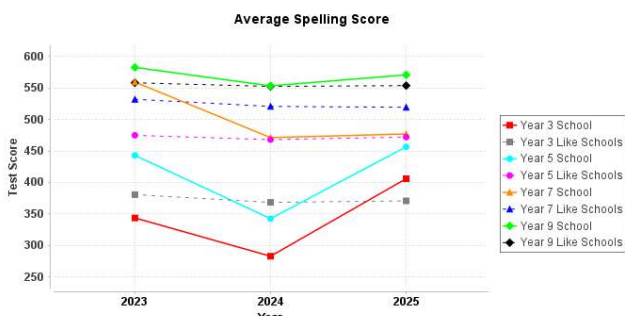


Writing Performance

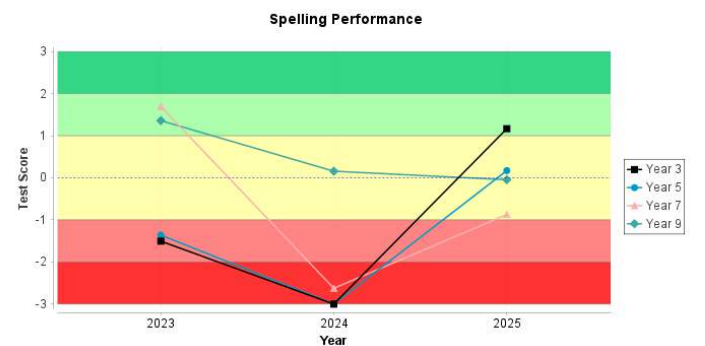


Spelling:

Average Spelling Score

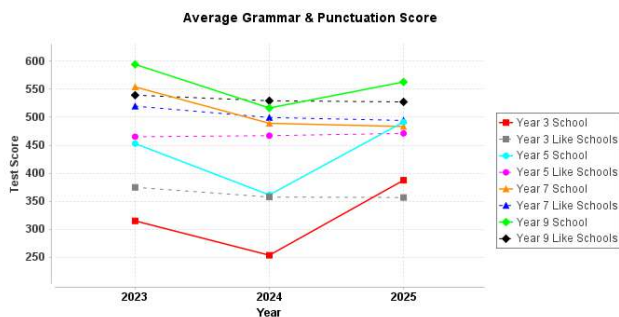


Spelling Performance

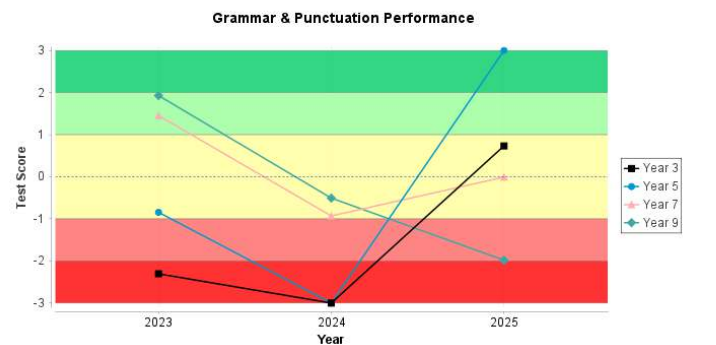


Grammar & Punctuation:

Average Grammar & Punctuation Score



Grammar & Punctuation Performance



School Focus – 2025 – leading towards 2026:

To continue to drive meaningful improvement in student outcomes, Mukinbudin DHS implemented a series of targeted strategies and structural changes:

Leadership and Coordination

- Established a dedicated Literacy Leader position, to lead literacy initiatives across the school.
- The Literacy Leader supports staff with instructional guidance, especially for new teachers, and ensures continuity between classroom teaching and intervention programs.
- Mentoring of PBS and CMS strategies with new and graduate teachers.
- Timetable to include literacy blocks and collaborative DOTT between teachers.
- New teacher induction developed for start of the 2025 and edited for 2026.
- Ed Assistant PL in current whole school literacy programs.

Assessment and Intervention

- Continued the use of DIBELS testing to identify students requiring literacy intervention.
- Targeted students receive direct instruction from an Education Assistant using Multilit resources, ensuring structured and evidence-based support.
- Staff are provided with the necessary resources and professional learning to maintain fidelity in the intervention program and effectively use DIBELS data to inform classroom instruction – including whole staff discussion on results.

Literacy Programs and Resources

- Introduced Spellex for students in Years 3–6 and InitialLit for students in Kindergarten to Year 2.
- Supported the use of Brightpath among primary staff, with a focus on Narrative and Persuasive writing, including training where needed.
- Intervention provided for small cohorts of identified students.

Data-Driven Instruction

- Implemented PAT testing in Reading, Mathematics, and Science.
- All PAT data is uploaded to Elastik, which collates and analyses student performance.
- Elastik provides detailed reports highlighting areas of concern at the individual, group, and class level—pinpointing missed concepts and guiding targeted teaching.

Centre of Excellence (Semester 2)

This program offered two of my staff leaders access to high-quality professional learning and mentoring designed to strengthen explicit literacy instruction. We used this opportunity to establish a more consistent and clearly articulated model of literacy teaching across the primary school, ensuring alignment of practice, shared pedagogical approaches, and high-quality, evidence-based instruction for every student.

In 2025 we:

- Established and implemented Engagement Norms across the school - supported with staff PowerPoints to teach and revise, PL in EC and classroom posters.
- Established and implement consistent vocab lessons targeting tier 2 vocab. Supported through MDHS PowerPoints, developed a scope and sequence for term 1 2026 trial and built a shared resource centre on TEAMS.
- Established and implemented consistent Reading Fluency process and lessons. Supported through MDHS PowerPoints, team teaching, classroom observations, shared resources.
- Established a Genre writing schedule linked to moderation.
- Started developing observation protocols.
- Delivered PL on learning intentions and success criteria.

STUDENT NUMBERS

The tables below presents total student enrolment figures from the 2025 student census. Primary enrolments have remained steady at approximately 71 students, while secondary enrolments have gradually increased to 32 students. We also have 4 students in Yr11 and Yr12. We had a total of 107 students.

Class Sizes - Primary

Pre-compulsory and Primary Class Details as at first semester census, 2025

TTI	K	P	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8+	Class Total	Class Type
1	11	8									19	MX
1			11	5							16	MX
1					8	10					18	MX
1							9	9			18	MX
Total	11	8	11	5	8	10	9	9			71	

TTI	Yr 7 and below	Year 8	Year 9	Year 10	Yr 11 and above	Class Total	Class Type
1.0	10	7	10	5		32	D

In 2025, we had 1 student completing studies in Yr12, but 3 students in Yr11 – two students studying ATAR.

In 2025, 4 students identified as Indigenous, and 8% come from a language background other than English (LBOTE). Notably, our secondary cohort has grown to reflect 36 students. Student transiency was down and we maintained 105 students through to the end of 2025.

ATTENDANCE

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
2023	88.7%	89.5%	90.3%	82.8%	81.9%	74.3%	88.5%	89.0%	88.9%
2024	89.0%	90.0%	91.0%				89.0%	89.2%	89.4%
2025	88.0%	89.8%	90.7%				88.0%	88.7%	89.1%

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	88.0%	83.6%	84.9%	45.5%	66.6%	59.2%	85.3%	82.3%	82.5%
2024	84.0%	81.7%	84.7%	65.1%	60.6%	57.6%	83.1%	79.7%	82.2%
2025	84.7%	80.2%	84.5%	33.2%	62.3%	55.6%	80.6%	78.7%	81.7%

In 2025, Mukinbudin DHS attendance rates were close to, but still below, the average for all WA Public Schools. We set an achievable target of 90% attendance across both primary and secondary year levels; however, this benchmark has not been reached over the past three years, particularly in the secondary cohort.

We recognise that some absences are unavoidable. Students are encouraged to stay home when unwell to prevent the spread of illness, and many families must travel to Perth for essential appointments, resulting in full-day absences. At the same time, there remain instances of unauthorised absences that are parent-sanctioned, which continue to impact our ability to meet the 90% regular attendance goal.

While we remain focused on supporting students identified as 'At Risk' and implementing strategies to improve their attendance, it is equally important to acknowledge and celebrate those students who achieved above 90% attendance, and in some cases, close to 100%, throughout the 2025 school year.

P&C SUPPORT

The Mukinbudin P&C works closely with the school, supporting a wide range of initiatives through ongoing fundraising efforts. Their regular fundraising covers annual commitments that ensure all students can access our school canteen and Breakfast Club, participate in school activities, and attend events by helping to meet associated costs, including bus travel. The P&C also contributes to larger projects that enhance learning and engagement, most recently funding additional classroom reading resources.

The P&C and the school are currently collaborating on a major project to develop a new primary swing playground, reflecting our shared commitment to improving facilities and opportunities for all students.

FINANCIAL INFORMATION

One Line Budget – Dec 2025

	Current Budget	Actual YTD
Carry Forward (Cash):	\$ 102,432	102,432
Carry Forward (Salary):	\$ 854,301	854,301
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,335,138	2,335,138
Locally Raised Funds:	\$ 52,161	64,621
Total Funds:	\$ 3,344,032	3,356,492
EXPENDITURE		
Salaries:	\$ 1,906,028	1,906,028
Goods and Services (Cash):	\$ 445,384	325,512
Total Expenditure:	\$ 2,351,412	2,231,540
Variance:	\$ 992,620	1,124,952

Income

	Current Budget	Actual YTD
Carry Forward (Cash)	\$102,432.00	\$102,432.00
Carry Forward (Salary)	\$854,300.92	\$854,300.92
Student-Centred Funding (including School Transfers & Department Adjustments)	\$2,335,138.13	\$2,335,138.13
Per Student	\$1,024,187.00	\$1,024,187.00
School and Student Characteristics	\$1,072,310.97	\$1,072,310.97
Disability Adjustments	\$34,314.25	\$34,314.25
Targeted Initiatives	\$206,479.00	\$206,479.00
Operational Response Allocation	\$4,027.21	\$4,027.21
Regional Allocation	\$0.00	\$0.00
School Transfers - Salary	\$-306,180.30	\$-306,180.30
School Transfers - Cash	\$300,000.00	\$300,000.00
Department Adjustments	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$52,161.00	\$64,621.24
Voluntary Contributions	\$5,771.00	\$6,006.00
Charges and Fees	\$4,061.00	\$4,060.50
Fees from Facilities Hire	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$19,000.00	\$19,550.00
Commonwealth Govt Revenues	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$13,306.00	\$13,305.60
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00
Other Revenues	\$10,023.00	\$21,699.14
Transfer from Reserve or DGR	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00
Total	\$3,344,032.05	\$3,356,492.29

Expenditure

	Current Budget	Actual YTD
Salaries	\$1,906,028.27	\$1,906,028.27
Appointed Staff	\$1,796,750.19	\$1,796,750.19
New Appointments	\$0.00	\$0.00
Casual Payments	\$87,732.86	\$87,732.86
Other Salary Expenditure	\$21,545.23	\$21,545.23
Goods and Services (Cash Expenditure)	\$445,384.00	\$325,511.53
Administration	\$23,200.00	\$16,279.10
Lease Payments	\$0.00	\$0.00
Utilities, Facilities and Maintenance	\$143,800.00	\$105,764.93
Buildings, Property and Equipment	\$89,000.00	\$56,134.64
Curriculum and Student Services	\$122,310.00	\$138,590.19
Professional Development	\$9,500.00	\$4,775.76
Transfer to Reserve	\$51,714.00	\$0.00
Other Expenditure	\$5,360.00	\$3,076.91
Payment to CO, Regional Office and Other schools	\$500.00	\$890.00
Residential Operations	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00
Total	\$2,351,412.27	\$2,231,539.80

The Principal, Managers Corporate Services, Finance Committee, and School Board closely monitor school expenditure to ensure we meet the commitments set by the Department of Education. Some funds have been carried over and allocated to major projects scheduled for completion in 2026.

These projects include:

- New swing playground for primary area
- Installation of shade over secondary playground
- Planning of tank and grass for oval
- New pottery kiln for Art Room
- IT updating/upgrading

During 2025 our students, teachers, parents and community were involved in:

100 Year Celebration	Mother's Day Class Events
100 Days of School	NAIDOC activities
ANZAC Day	National Simultaneous Story Time
Assemblies	PBS Rewards
Big Day in Perth – Careers Day @ ECU	Pamela Humphrey's Dance
Book Fair & Book Fair Dress Up Day	Pots & Tangles Workshop
Brekky Club	PP Graduation
Cadets Community Involvement	Presentation Night
Career Taster Yrs 9-10	Remembrance Day
DISA Cross Country	RFDS Day
MDHS Cross Country	SALT Careers Workshop
Digger Brooks ANZAC Trailer	Secondary Country Week
DISA Athletics Carnival	Secondary Netball Carnival
DISA Swimming Carnival	SIDE Camp
EA Appreciation Week	SIDE Mini Roadshow
EASA Athletics	Spare Parts Puppet Theatre
EASA Swimming Carnival	SoCK Day
Father's Day Class Events	Storydogs with Digby
Footy Clinic	Teddy Bears Picnic
Halogen Leaders Conference	Try-A-Trade
HaSS Museums Tour	Volunteers Morning Tea
Japanese Drumming Workshop	WAPOL Presentation
Junior Development Day	Water Fun Day
Kindy Orientation	Year 6 Celebration
Kindy/PP Teddy Bears Picnic	Year 9 Career Taster Program
Lumen Workshop	Year 12 Graduation
Merredin Primary Swimming Carnival	

