



Department of
Education

Shaping the future

Mundaring Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Mundaring Primary School first opened in 1907, it is approximately 40 kilometres east of the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1025 (decile 4). Currently there are 312 students enrolled at the school, ranging from Kindergarten to Year 6.

The school is supported by the School Council and a Parent and Citizens' Association (P&C).

The first Public School Review of Mundaring Primary School was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Principal undertook a consultative and strategic approach in preparing the school's self-assessment, ensuring staff had input into the process. The candid and genuine participation of staff demonstrated a shared commitment to continuous school improvement.
- School Council members and P&C representatives participated enthusiastically in validation visit discussions, reflecting a committed sense of engagement and investment in the school's ongoing development.
- Student leaders provided valuable insights about the staff, school and opportunities made available to them which added positively to the validation process.
- Each entry, aligned to the domain foci, in the Electronic School Assessment Tool was supported by an overview document through which evidence was collated and summarised.

The following recommendation is made:

- For future reviews provide an analysis of the evidence submitted that demonstrates its alignment to the judgements made and recommended planned actions.

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Relationships and partnerships

The school is viewed by parents as welcoming and friendly. The community values the responsiveness of the Principal. Stakeholders demonstrate a strong sense of pride in the school and a willingness to explore ways in which to support its ongoing improvement journey.

Commendations

The review team validate the following:

- The School Council is committed to realising the aspirations of the school and is supporting the school's actions to become an Independent Public School.
- The use of social media to communicate school events is appreciated by families and has increased accessibility of information to the community.
- A 75 per cent response rate to the Tell Them From Me parent survey indicates families have a voice and will take up opportunities to support the school through providing feedback.
- The P&C is well supported by the community and works with the school to enhance the engagement of students.

Recommendations

The review team support the following:

- Continue to build strong partnerships with families by enacting a communication strategy which guides staff interaction with parents to ensure consistency of expectations and approach.
- Enhance the School Council's capacity to provide effective governance by ensuring all members understand their roles and responsibilities through receiving Department training.
- Formalise processes that encourage staff to work together and support each other in implementing the school's change agenda.

Learning environment

Students enjoy coming to school and are appreciative of a physical environment that encourages a variety of interactions and a positive and safe learning environment

Commendations

The review team validate the following:

- The school's Students at Educational Risk policy guides staff in the identification and planning for students. The deputy principal, in conjunction with the school psychologist, support staff in the development of individualised plans.
- The chaplain provides individualised pastoral care to students, working to develop resilience and build capacity to manage and maintain social emotional wellbeing.
- The introduction of school-wide literacy intervention programs is providing co-ordinated and targeted teaching. Education assistants are deemed invaluable in supporting and implementing these programs.

Recommendations

The review team support the following:

- Review and revise the behaviour management policy to develop more consistent practices across the school.
- Identify and implement opportunities to engage student voice to inform decision making at both a classroom and whole-school level.
- Integrate the Aboriginal Cultural Standards Framework in school planning to continue building staff cultural understandings and responsiveness.

Leadership

The Principal is establishing a collaborative and inclusive approach to leading school improvement. This is contributing to high levels of trust, confidence and responsiveness for staff in engaging with the future direction of the school.

Commendations

The review team validate the following:

- Distributed leadership opportunities are made available and willingly embraced. Staff are passionate and committed to the diverse projects they manage.
- The Principal provides instructional leadership and is focused on supporting staff to implement whole-school programs and practices with fidelity.
- The leadership team, in conjunction with staff are committed to aligning strategic, operational and classroom planning consistently across the school.
- To support the change management process, organisational structures, including shared planning time and additional DOTT¹ are in place to encourage staff to work collaboratively.
- The development of a shared moral purpose has galvanised staff to reflect on their practice with a focus to increasing the impact on student achievement.

Recommendations

The review team support the following:

- Continue to participate in the Fogarty EDvance School Improvement Program and create both strategic and operational plans.
- Implement and embed the newly formalised performance development process, ensuring it contains the opportunities for staff to receive meaningful feedback.
- Provide targeted professional learning in leadership and change management processes for identified aspirant leaders.

Use of resources

The Principal and manager corporate services (MCS) work together to allocate resources to meet the needs of students. The knowledge and expertise of the MCS has ensured resources are allocated and managed in a manner that supports the operations of the school.

Commendations

The review team validate the following:

- The Finance Committee meet regularly to provide financial oversight, monitoring of school budgets and expenditure.
- The strong support of the P&C provides valued ongoing additional resources for the school to support the teaching and learning program.
- The MCS and Principal have undertaken a significant amount of work to ensure the reserve replacement plan is robust and will meet the needs of the school into the future.
- A workforce plan that takes into consideration the school's staffing demographics, future enrolment trends and operational needs, informs human resource management practices.

Recommendations

The review team support the following:

- Align and reference the allocation of resourcing and budgeting to operational plans.
- Monitor the impact of student characteristic expenditure on academic achievement and progress.

Teaching quality

There is a shared understanding that to increase collective efficacy, teachers need to harness and align their experience and skills to connect classroom practices and implement whole-school programs and approaches with rigour, consistency and fidelity.

Commendations

The review team validate the following:

- The leadership team is striving to create a culture that prioritises student academic achievement. This includes analysing data and providing opportunities for staff to collaborate and participate in decision making.
- The introduction of Spelling Mastery, Sounds-Write and Heggerty programs have provided greater consistency in explicit teaching across the school.
- The participation of 3 teachers at the Centre for Excellence in the Explicit Teaching of Literacy Internship program is building capacity to implement high impact teaching practices across the school.

Recommendations

The review team support the following:

- Work with staff to develop a shared set of beliefs about how students learn. Enact whole-school academic programs, teaching frameworks and lesson design informed by the Quality Teaching Strategy with fidelity.
- Strengthen induction processes by including the school's quality teaching expectations and providing support for staff, as required, to deliver these.
- Develop scope and sequence documents to ensure the Western Australian Curriculum is systematically delivered from Kindergarten to Year 6.
- Support classroom teachers to provide differentiated learning for students requiring academic extension.

Student achievement and progress

The school is striving to create an environment in which the importance of data-informed decision making is embraced by all, embedded across classrooms, and informs the school improvement agenda.

Commendations

The review team validate the following:

- Data is used to identify and monitor the progress of students participating in intervention programs.
- Participation in Fogarty EDvance School Improvement Program is providing the structure and processes for staff to engage with data to inform ongoing school effectiveness.

Recommendations

The review team support the following:

- Prioritise raising student academic achievement by increasing the data literacy of staff. Support staff to collaboratively use data to analyse student achievement and progress to inform class and cohort planning.
- Review and refine the current assessment schedule to ensure data collection is systematic, purposeful and aligned to current research to track academic progress and support positive student outcomes.
- Embed moderation processes across the school to enable teachers to provide parents and carers with consistent and accurate information about their child's achievement and progress.
- To better understand and cater for the diverse needs of students, monitor the academic achievement and progress of Aboriginal students as part of the school's data collection and analysis process.
- Include student academic achievement and progress SMART² targets as measures of success in school strategic, operational and classroom planning.

Reviewers

Gary Crocetta
Director, Public School Review

Margaret Pretty
Principal, Phoenix Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 Specific, Measurable, Attainable, Relevant, Timely