



Department of  
Education

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Public education  
**A world of opportunities**

# Mundaring Primary School

## Public School Review

October 2018



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Mundaring Primary School is located in the North Metropolitan Education Region, approximately 40 kilometres east of Perth. The school opened at Stevens Street in 1990 after moving from the original site on Great Eastern Highway and celebrated its centenary in November 2007.

With an Index of Community and Socio-Educational Advantage rating of 1033 (decile 3), the school currently enrolls 339 students from Kindergarten to Year 6.

Nestled in a tranquil bush setting, the school has a large oval, a range of sports facilities and extensive playground equipment. The school also has purpose-built specialist teaching areas. These include a library resource centre, music room, art centre and the STEM<sup>1</sup> Learning Studio.

The school provides student specialist programs in physical education, performing arts, visual arts and Indonesian. The school also supports senior students with opportunities to attend instrumental music lessons and Gifted and Talented programs such as PEAC<sup>2</sup> and STEM Club.

## School self-assessment validation

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The Principal submitted an authentic and comprehensive self-assessment.

The following aspects are confirmed:

- A range of credible evidence was selected for analysis.
- Effective judgements were made about school performance and areas for improvement.
- Actions for improvement described through the ESAT<sup>3</sup> submission were enhanced through conversation during the validation visit.
- Staff fulfilling a range of roles within the school, and community representatives from the Parents and Citizens' Association (P&C) and School Council, were cognisant of the school's assessment of achievement and focus areas for improvement.

The following recommendations are made:

- Develop ways to assess the impact of non-academic programs through the collection of before and after data.

## Public School Review

Relationships and partnerships	
Relationships between staff, students and the community are positive and mutually respectful. It was clearly evident that a friendly, professional and supportive school culture exists.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Important aspects of school operations, including student achievement, are shared and discussed across all levels of the school community.</li> <li>• Staff, the School Council and the P&amp;C all work together to achieve the best outcomes for the students.</li> <li>• Staff morale and support for each other is high with many taking on additional roles and voluntarily developing programs across the school.</li> <li>• The school seeks the views of the school community via regular staff, student and parent surveys with the results shared and discussed.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to support staff and community engagement in school improvement through the use of open, inclusive and collaborative decision making processes.</li> <li>• Expand the use of Connect to support communication and sharing between staff and extend this to students and parents in 2019.</li> <li>• Together with the P&amp;C and School Council, seek community views through a wider variety of avenues to encourage a higher rate of survey completion.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Further develop the School Plan to document improvement goals across all domains of school effectiveness.</li> </ul>

Learning environment	
The tone of the school reflects a safe and supportive learning environment where environmental responsibility is a demonstrated core value.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• There is an active Student Council that is well supported by staff and has clear direction and equitable guidelines.</li> <li>• Social and emotional learning has been identified as a school focus with the Aussie Optimism program chosen (at the beginning of 2018) as a whole-school strategy. The school is already reflecting and reviewing with the view to 'tinkering' as the program develops.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Investigate the Positive Behaviour Support program as an evidence-based whole-school approach to complement the school's social and emotional learning focus.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Undertake professional learning to expand the repertoire of approaches used to differentiate the curriculum for individual student learning needs.</li> </ul>

## Leadership

The school leadership team values the building of relationships to empower others in pursuit of the school improvement agenda.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• There is a distributed leadership model within the school, which includes formal and informal leadership and roles.</li> <li>• Those who are coordinators with designated roles (informal and formal) actively encourage and support staff.</li> <li>• The process used to implement programs is well managed and includes training and support for staff as well as sessions to inform and raise parent understanding, awareness and support.</li> <li>• The Principal actively engages in leadership self-reflection, identifying strengths on which to build, and areas for personal development.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• The Principal will attend professional learning opportunities to develop knowledge and understanding of evidence-based school improvement strategies.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• The leadership team, facilitated by an experienced change manager, to work together to develop a comprehensive school improvement plan outlining the school's beliefs about teaching and learning, a collective pedagogical approach and a clear vision for the school.</li> </ul>

## Use of resources

The use of resources is aligned to school management and operations. All financial decisions are prioritised to enhance student success and wellbeing.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• There is a clear link between the school's identified priorities and budgeting.</li> <li>• The school prioritises human agency, providing release time for program leadership, in-class teacher support and student support through the deployment of education assistants.</li> <li>• Resources are well organised with effective systems in place to manage them. Staff are clear about these and value them.</li> <li>• The school site is excellent and its presentation is of the highest order.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• To ensure sustainability of the budgeting process, additional members of the administration team and finance committee will attend SCFM<sup>4</sup> training.</li> <li>• Distributed leadership and leadership development have been identified as a priority and resourced appropriately.</li> <li>• Develop a workforce plan to document short and long-term changes in staffing, leadership succession and the allocation of human resources to priority areas.</li> </ul>

## Teaching quality

The staff are committed to the teaching profession and are keen to share and learn from each other. There is a clear commitment to improving student outcomes.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>Teachers feel supported by the leadership team, and learning area and program co-ordinators. Expertise is willingly shared.</li> <li>Staff value the development and support available for ICT<sup>5</sup>. Formal and informal training and collaborative sessions are well attended.</li> <li>Whole-school approaches are being collaboratively selected for implementation through an effective plan, act and review process. Staff are all committed to the chosen strategies.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>Include peer observation as a performance improvement tool supporting the consistent implementation of whole-school approaches.</li> </ul> <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>Consider, decide, articulate and document the school's beliefs about how children learn and teachers teach, best.</li> <li>Develop a whole-school pedagogical framework to enhance the implementation of whole-school programs providing a common language to facilitate effective peer observation.</li> </ul>

## Student achievement and progress

The school's progress and achievement data indicates that students are achieving at or above expected in all learning areas, with the exception of spelling. The latter was predicted through previous data analysis and is being addressed through the introduction of an evidenced-based whole-school approach.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>Staff and School Council members are actively involved in analysing and using system and school-selected assessment data.</li> <li>The school responds to data by choosing specific programs to address identified areas for improvement.</li> <li>The school uses data to identify students at educational risk and provides programs such as Catch Up Literacy to support their learning needs.</li> <li>Staff collaborate in phase of learning teams (blocks) to discuss data, plan and moderate.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>The comprehensive triangulated data spreadsheet will be updated as new and additional data becomes available and will continue to be used for data alignment and grouping purposes.</li> <li>Data will be used to support improvement of the alignment between reporting grades and teacher judgments.</li> <li>Data will be collected to assess the implementation of non-academic programs.</li> </ul>

## Reviewers

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FIONA KELLY  
Director, Public School Review

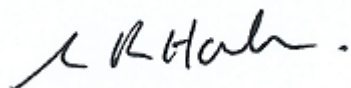
IAN HASTINGS  
Principal, Jandakot Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'

Your next school review is scheduled for 2021.



LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

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## References

- 1 Science, technology, engineering and mathematics
- 2 Primary Extension and Challenge
- 3 Electronic School Assessment Tool
- 4 Student-centred funding model
- 5 Information and communication technology