



Department of  
Education

**Shaping the future**

# Mundijong 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opened in 1896, Mundijong Primary School is located in the South Metropolitan Education Region, approximately 54 kilometres from the Perth central business district.

Mundijong Primary School has an Index of Community Socio-Educational Advantage rating of 952 (decile 8). The school currently enrolls 210 students from Kindergarten to Year 6.

Becoming an Independent Public School in 2015, the school has the support of a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of Mundijong Primary School was conducted in Term 2, 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission, and feedback provided during the validation visit, delivered a wide-ranging and comprehensive account of the school context and strategies used in addressing the improvement agenda.
- A detailed overview summary of each domain, written by a range of staff, provided context and relevance to the Standard and submissions/evidence provided.
- Opportunities for staff contribution to the Public School Review process were provided by the leadership team during staff meetings and school development days were used to unpack the Standard.
- The ESAT submission was enhanced by conversations with a diverse range of staff who contributed their reflections and positively engaged in the process during validation day meetings.
- School Board, P&C and parent representatives participated eagerly during the validation visit, valuing the opportunity to acknowledge the conditions the leadership team and staff have collectively established to support student's academic progress and their health and wellbeing.
- Engagement with a range of student leaders who clearly value the commitment of staff, and a tour of the school enriched the validation visit.

The following recommendation is made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of school self-assessment and reflection across the domains.

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### Relationships and partnerships

The school actively seeks and fosters positive relationships while valuing parents as partners in students' learning. Staff are respectful, caring and demonstrate collegiality while working collaboratively to progress the school's improvement journey.

### Commendations

The review team validate the following:

- A culture of trust, respect and collegiality is evident between staff who demonstrate a strong moral purpose and shared focus on students.
- Parents value the leadership team and staff at the school, especially the care provided to students and response to intervention supports available, particularly for those requiring academic support.
- School Board members engage in their governance role and are committed to working with the school. The P&C provide considerable support and resources to enhance the learning environment for students.
- Strong relationships have been developed with the local community including the Shire of Serpentine Jarrahdale, Byford Secondary College, Mandurah Muscateers, Foodbank and a number of churches in the area, improving outcomes for students.

### Recommendations

The review team support the following:

- Consider the collaborative development of a targeted plan linking school priorities and fundraising between the school and P&C.
- Develop a whole-school communication strategy to ensure practices align between classroom teachers when engaging with parents, including when using Seesaw.

### Learning environment

A safe, inclusive and supportive learning environment is evident within the school, with a strong focus on intervention and wellbeing underpinned by an embedded Positive Behaviour Support (PBS) approach. This is informed by the school's values: Respect, Responsibility and Resilience.

### Commendations

The review team validate the following:

- Comprehensive behaviour management plans and a school-wide positive reward system support student behaviour including motivating students to achieve 'all-star' milestones and 'superstar' tokens.
- The school chaplain is highly valued and supports students individually and in small groups with a range of programs including Rainbows, BUZ<sup>1</sup> and Aussie Optimism linked to the whole-school Resilience Project.
- All students engage in regular Noongar language lessons which are significantly enhancing their knowledge and understanding of Aboriginal cultures and histories.
- A comprehensive Kindergarten program known as the Kindy Café supports students and families through a positive and engaging transition to school process.
- Plans for attendance and students at educational risk clearly articulate the support and intervention that guides staff to address students at academic risk.

### Recommendation

The review team support the following:

- Proceed with the intent to further upskill staff in developing consistent behaviour management processes in the context of trauma informed and restorative practices.

## Leadership

The Principal, together with the leadership team, nurture a culture of trust and respectful relationships while building on the highly collaborative and inclusive approach to leading school improvement.

### Commendations

The review team validate the following:

- The Principal and deputy principal are relational, approachable, visible and supportive, providing regular morning check-ins with students and staff while showing a genuine interest in families in the school community.
- The leadership team creates opportunities for staff to engage in operational and strategic decision making processes and value staff commitment to weekly meetings.
- New staff and graduate teachers are provided with the induction handbook and are welcomed and supported by experienced staff.
- Student leaders undertake a wide range of roles and responsibilities across the school and value opportunities to undertake surveys and reflect on responses.

### Recommendations

The review team support the following:

- Engage staff in the development of the new business plan and operational plans in literacy and numeracy. Promote consistent teaching and learning practices as staff deliver selected evidence-based programs.
- Through an expression of interest process, provide opportunities and ongoing support for staff to lead curriculum committees.
- Progress with the intent to review the Aboriginal Cultural Standards Framework to continue to build on a culture of responsiveness.

## Use of resources

The Principal and manager corporate services (MCS) lead the effective deployment of financial, human and physical resources to best meet student needs. Significant funds have been invested to enhance the grounds, develop PBS signage and for the selection of evidence-based academic and wellbeing programs.

### Commendations

The review team validate the following:

- The Principal and MCS work together to ensure human and physical resources align with the Funding Agreement for Schools.
- Significant funds have been allocated to provide literacy intervention programs to support students at educational risk.
- The Finance Committee meet regularly to ensure there is transparency and understanding of resource allocation while providing input into decisions relating to budget allocations.
- A committed and driven P&C contribute considerable financial and organisational support to the school through fundraising ventures and events.

### Recommendations

The review team support the following:

- Revise future funding allocations to explore time for staff to be released to develop and lead whole-school initiatives, as well as undertake formal classroom observations and feedback.
- Proceed with the intent to develop a workforce plan to employ staff with skills and experiences that align to the school's needs.
- Continue to explore the management of the school's ICT<sup>2</sup>, with a comparative assessment made between purchasing and leasing equipment based on longevity and usage.

## Teaching quality

The school acknowledges the importance of whole-school approaches to support consistent practices. The development of shared, school-wide beliefs about teaching and the implementation and monitoring of evidence-based programs using an instructional model will further support the improvement agenda.

### Commendations

The review team validate the following:

- The leadership team foster an environment of support and safety enabling staff to feel comfortable to trial new programs and pedagogy, including daily reviews and Teach Well strategies used in some classrooms.
- Regular collaborative meetings provide opportunities for staff to engage in professional dialogue and analyse student progress through the interrogation of data.
- Education assistants are valued for their expertise and skills in the provision of targeted learning support in the delivery of MultiLit programs for students at educational risk.

### Recommendations

The review team support the following:

- Consolidate shared pedagogical beliefs and an instructional framework to ensure the implementation of consistent, low variance, high impact teaching strategies aligned to the Teaching for Impact.
- Within the literacy and numeracy operational plans, refine the selection of evidence-based programs used. Through monitoring ensure these are being implemented consistently and with fidelity.
- Proceed with the intent to develop and implement a whole-school reading approach.
- Ensure all staff access professional learning to support the effective delivery of agreed evidence-based programs.

## Student achievement and progress

The school is consolidating its approach to the collection and analysis of school-based and systemic data to identify trends and cater for the delivery of effective teaching and learning programs to address student needs.

### Commendations

The review team validate the following:

- An assessment schedule guides teachers in their collection of systemic and school-based data. These include Progressive Achievement Tests for reading and maths, On-entry Assessment, Screen of Communication Skills and Acadience Reading K-6.
- Some teachers are embracing the use of Brightpath to moderate and assess writing progress.
- A buddy system is enabling staff to support each other during processes when reporting to parents each semester.

### Recommendations

The review team support the following:

- Develop a whole-school data platform to ensure a comprehensive set of systemic and school-based data is collected and used to assess, track and monitor student achievement and progress, while providing a streamlined collection of individual and cohort data for handover purposes.
- Continue to build the skills of all staff to analyse a range of data and to use this knowledge to inform operational plan strategies to address identified areas of concern in student progress and achievement.
- Ensure all students are provided with an opportunity for meaningful feedback. Consider the use of rubrics to guide and inform students of strengths and areas for further development.

Reviewers	
Natalie Tarr <b>Director, Public School Review</b>	Joanne Stewart-Magee <b>Principal, Orelia Primary School</b> <b>Peer Reviewer</b>

## Endorsement

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

The next review process focusing on the teaching quality domain only, is scheduled for Term 4, 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**

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## References

- 1 Build Up Zone
- 2 Information and communications technology