



Department of  
Education

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Public education  
**A world of opportunities**

# North Mandurah Primary School

## Public School Review

June 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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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.



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## Context

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North Mandurah Primary School opened in 1982 and is located approximately 70 kilometres south of Perth, within the South Metropolitan Education Region. It became an Independent Public School in 2019.

The school has an Index of Community Socio-Educational Advantage of 931 (decile 9).

Currently, there are 310 students enrolled from Kindergarten to Year 6. A specialist learning program for students with autism spectrum disorder (SLP-A) was integrated into the school in 2019, with expectations for whole-child learning development.

The introduction of the SLP-A has raised the profile of the school and its engagement with the Mandurah community in supporting students with autism spectrum disorder. Staff are sought locally and more broadly to provide professional learning to support collegial and community understanding of autism spectrum disorder.

Well-equipped school classrooms have modern teaching facilities, including interactive whiteboards and iPads. Students have access to a variety of programs in technology, visual arts, languages (Japanese) and various sporting programs.

Governance and support is provided by the School Board, with the now active Parents and Citizens' Association (P&C) contributing to fundraising for the school.

## School self-assessment validation

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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 provided a transparent account of the school context and operations in embedding its school transformation framework, as a result of the partnership with the Fogarty Foundation.
- A culture of reflective school self-assessment as the foundation for effective planning in pursuit of continuous improvement, is evident at the strategic and operational (phase) levels.
- A range of performance evidence was selected for the ESAT submission.
- Staff input to the ESAT submission demonstrated enthusiasm for recognition of their individual and group commitment to the school improvement journey.
- The process provided a vehicle for meaningful staff collaboration and reflection in school self-assessment. It provided an understanding of 'where we are', 'how we know' and 'where we are going' to a much deeper level.
- There was alignment between performance evidence, judgements and plans for improvement.
- The school's self-assessment was enhanced by conversations held with members of the school community during the validation visit.

The following recommendations are made:

- Use the ESAT as a repository for performance evidence as part of the ongoing school self-assessment process.
- As a staff group, reflect on the Public School Review process undertaken, to affirm progress and guide future school self-assessment.
- Ensure future ESAT submissions limit the repetition of commentary and sources of evidence.

## Public School Review

### Relationships and partnerships

Strong and robust relationships have been, or are being, established and nurtured with individuals and groups both within and outside the school, to benefit individual students and broader learning programs.

#### Commendations

The review team validate the following:

- A range of modes of communication is utilised, with face-to-face and telephone contact remaining a preferred option for many parents. There is a priority to ensure the community is informed and engaged.
- In 2020, the school was identified in the Western Australian Principals' Fellowship Program as a school of excellence in Aboriginal education, as detailed in the 'Gaining Ground for Aboriginal Students' report.
- Student engagement with learning has been enhanced through relationships with volunteers associated with the EdConnect platform.
- A mutually beneficial relationship established with C3<sup>1</sup> has resulted in the well-regarded breakfast club and volunteers who take on mentoring roles.
- Parents and students articulate strong satisfaction, through a range of surveys including NSOS<sup>2</sup>, TTFM<sup>3</sup> and OHI<sup>4</sup>, for the focus on high expectations and quality of innovative education provided by the school.

#### Recommendations

The review team support the following:

- Publish School Board minutes to articulate decision making and promote members to the community via their preferred communication platforms. Strengthen Board efficacy through formal training.
- Encourage P&C representatives for each class to optimise parent engagement across the school.

### Learning environment

Establishing and maintaining a safe, orderly and inclusive learning environment is a priority for the leaders, founded on an explicit focus on getting the conditions right for student engagement.

#### Commendations

The review team validate the following:

- Implementation of the attendance monitoring flowchart has guided all staff in their roles and responsibilities. Targeted resources, communication and actions have impacted attendance positively.
- The implementation of the PBS<sup>5</sup> framework has provided structures to nurture students requiring support. Restorative practice has assisted to reduce the number of major and minor behavioural infractions.
- Collaborative, consistent and research-based early childhood practices are evaluated regularly to ensure positive education, health and wellbeing and social competence outcomes for students.
- The school takes pride in the developing culture of inclusivity and reverse transition. Individuals are valued members of the school community regardless of ability, disability, cultural background or role.

#### Recommendations

The review team support the following:

- Continue to embed the You Can Do It! program to support student wellbeing and link effectively to the required curriculum outcomes and the PBS framework.
- Adopt school-wide for challenging behaviours, the successful strategies of Applied Behaviour Analysis for students with autism spectrum disorder.

## Leadership

The school improvement journey is benefitting from the significant guidance in strategic direction and aligned initiatives that have emanated from the Fogarty EDvance project, to achieve key milestones.

### Commendations

The review team validate the following:

- A high degree of cultural responsiveness is evident in the school. Aligned to a strong focus on inclusivity and pride/celebration in the local culture, improved student achievement and progress is evident.
- Opportunities are provided for aspirant leaders to manage initiatives that impact on agreed milestone targets towards student progress that are part of the Fogarty Strategic Development Document (SDD).
- Learning phase professional learning community (PLC) meetings guide staff to develop plans in response to school context and data-driven improvement. Leaders use meetings to target opportunities for consultation, support and celebration of teaching and learning.
- A teacher guide, designed in accordance with the SDD intended direction, has been implemented to maintain consistency in relation to assessments, programs and staff understanding of core expectations.
- The implementation of Let's Decode and Spelling Mastery in the SLP-A has successfully generated the SDD milestone of 'establish a whole-school approach to differentiation'.

### Recommendations

The review team support the following:

- Learning phase PLCs to work collaboratively to develop Kindergarten to Year 6 curriculum pathways.
- Provide opportunities for peer observation, mentoring and coaching as a catalyst for teacher growth.

## Use of resources

Planning, decision making, management and monitoring processes for the use of resources are aligned clearly to required protocols and the conditions for student success.

### Commendations

The review team validate the following:

- Effective processes have been established for budget management of financial and human resources. The business plan and SDD inform planning for key resources targeting improved student achievement.
- Effective practices for finance management and monitoring aligned to the requirements of the Funding Agreement for Schools are undertaken by the Finance Committee and noted by the School Board.
- Established resource management procedures are in place to ensure deployment is targeted to planned expenditure and acquitted in accordance with annual need.
- Targeted initiatives and student characteristics funding enable the operation of a range of evidence-based programs successfully, to support improved academic, behavioural and social outcomes.
- Human resource recruitment and management processes are strategic, to ensure a targeted workforce is in place to meet the needs of students through contemporary skills, expertise and personal acumen.

### Recommendation

The review team support the following:

- Allocate education assistants to identified students in the best interests of individual learning needs. Consider teacher negotiations and resource implications in determining strategic timetabling options.

## Teaching quality

There is a school-wide understanding of the need for a strong research base to the essential elements of the core business of teaching and learning. Successful practices underpin the school's improvement journey.

### Commendations

The review team validate the following:

- Proactive attention has been given to the effective differentiation of instruction, programs and structures to support interventions for students with diagnosed or imputed disabilities and learning difficulties.
- Targeted strategies, including Spelling Mastery, Let's Decode, Pr1me, Cars and Stars, Seven Steps to Writing and Brightpath, support curriculum and assessment.
- The implementation of GradeXpert as a student tracking tool enables effective monitoring of individual, class, learning phase and whole-school data.
- A commitment to the school-wide instructional model is evident. Peer observation and feedback is undertaken to ensure consistency and best practice.
- Professional learning for staff has been targeted to enhance teaching quality, evidence-based program implementation and a positive school culture. TeachWell, which aims to improve teacher practice through research and accountability, is having a significantly positive impact.

### Recommendations

The review team support the following:

- Enhance staff capability to moderate school-based assessments through tools such as Brightpath, to optimise the teaching and learning process.
- Re-establish curriculum teams to support the implementation of existing teaching and learning foci.

## Student achievement and progress

Long-term student performance data in Year 5 are generally slightly below like schools. Leaders are embedding processes to analyse a range of data to inform plans for improvement.

### Commendations

The review team validate the following:

- Teacher judgements have aligned with Western Australian public schools in recent years. Analysis of student grades across learning areas has shown expected progress in most year levels.
- Comprehensive analysis of Australian Early Development Census and On-entry Assessment Program data have informed intervention programs in the early years. Successful implementation is evidenced in Year 3 NAPLAN<sup>9</sup> data.
- Programs, strategies and other initiatives developed in the SDD are resulting in above expected student achievement.
- Staff ownership and accountability for practices to cater for students at educational risk (SAER) have increased as a result of the provision of clear and directive steps in the school's SAER protocols.
- Student achievement data in NAPLAN (Year 3) was above like schools in all assessments in 2019.

### Recommendation

The review team support the following:

- Implement an annual, school-wide Progressive Achievement Test assessment regime, to provide data to determine student progress, complement systemic data and inform planning at the classroom and whole-school level.

## Reviewers

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Brett Hunt  
Director, Public School Review

Louise Nielsen  
Principal, Roseworth Primary School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for Term 2, 2024.



Melesha Sands  
Deputy Director General, Schools

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## References

- 1 Christian City Church
- 2 National Schools Opinion Survey
- 3 Tell Them From Me
- 4 Organisational Health Index
- 5 Positive Behaviour Support
- 6 National Assessment Program – Literacy and Numeracy