



Department of  
Education

**Shaping the future**

# Mukinbudin District High 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 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 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 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. It will also inform 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Mukinbudin District High School is approximately 300 kilometres north-east of Perth, in the Wheatbelt Education Region.

The school was established in 1923 and moved to its current site in 1925. It became a District High School in 1972 and an Independent Public School in 2015. The school has an Index of Community Socio-Educational Advantage of 987 (decile 6).

The school enrolls students for their primary and secondary schooling and currently there are 90 students enrolled from Kindergarten to Year 12. Year 7 to Year 10 students' secondary schooling entails onsite tuition and Year 11 and Year 12 learning occurs through the School of Isolated and Distance Education.

Support for the school from the community is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review (PSR) of Mukinbudin District High School was conducted in September 2018. This 2022 PSR report provides a current point of reference for the school's next cycle of school improvement.

## School self-assessment validation

The Principal compiled a school self-assessment submission based on the evidence and information available following their recent appointment.

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

- The Principal, having only been at the school for a short time, harnessed the collective knowledge of staff to provide an account of the current school context and future planned actions in the Electronic School Assessment Tool (ESAT) submission.
- In preparation for the Public School Review, staff worked collaboratively, brainstorming 'how we are going, how we know and what we will do next' for each of the six domains of the Standard. Consensus and general agreement resulted, with discussions and analysis generating the evidence selected for submission.
- The leadership team capitalised on the opportunity to use the school review process as valuable professional learning for all staff. Additionally, this approach provided opportunity to review current practice, structures and processes. The evidence will be key to the development of the school's next business plan.
- The Principal reported that the review process was a validating experience and was an ideal opportunity for staff to celebrate, reflect and move forward with optimism.
- Staff, students, School Board members and P&C representatives contributed to the discussions held with reviewers during the validation visit.

The following recommendations are made:

- Ensure the evidence and analysis submitted aligns with the judgement of performance in future ESAT submissions.
- Consider reviewing each of the ESAT domains, using the Standard and domain foci, as part of the school's regular review process.
- Build a culture of reflection and continuous improvement using the ESAT to record judgements and observations as part of the ongoing school self-assessment cycle.

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### Relationships and partnerships

Understanding the importance of building a school culture that includes transparent communication and consultation, the Principal and leadership team have prioritised establishing positive community relationships.

#### Commendations

The review team validate the following:

- The Early Years Learning Program, Brilliant Brains, focused on three-year-old children, makes vital links in informing parents about child learning development and building connections between school and home.
- The school has been proactive in their response to staff and community feedback regarding communication. This includes consulting broadly, with staff, when introducing new programs and providing events that encourage families and community to participate in school life.
- The P&C supports the school financially through a range of lucrative fundraising activities including the cropping pledge, container deposit scheme and Friday canteen. Significantly, through the Containers for Change Program in 2021, they were recognised as the second highest public school earners in the state.
- The school provides opportunities for collaborative, cross-school and community partnerships including: the Ninghan and Ewen network schools, local businesses, industry and allied service providers. These partnerships facilitate opportunity for senior students to engage in workplace learning and are providing a valuable professional network for staff.

#### Recommendations

The review team support the following:

- Continue to monitor communication platforms and provide ongoing support for staff and parents to access and use them. Ensure there are clear protocols for using the agreed communication processes.
- Take immediate steps to review the composition of the School Board and initiate training. Ensure the roles and responsibilities, particularly regarding governance, are understood.

### Learning environment

Capitalising on the 'Muka Way', the school has prioritised building connections with families. This has led to a strong sense of community spirit where students and families have a deep sense of belonging to the school.

#### Commendations

The review team validate the following:

- Explicit teaching of expected behaviours, through the implementation of PBS<sup>1</sup> is providing clarity of language and consistency of practice. Students, staff and parents expressed high levels of support for this.
- The school has paid attention to creating a physical environment that is welcoming and developmentally appropriate for all the students. This includes physical spaces that are flexible to accommodate the range of learning styles and stimulating age-appropriate play areas.
- Students at educational risk (SAER) are supported through the highly valued work of the school psychologist. This includes clarity in the identification, referral and assessment processes for diagnosing and developing interventions.
- Student voice is encouraged, with consideration given to students across the school. This is reflected in the Year 5 to Year 10 Student Councillors representation of their peers, helping with events, fundraising and peer mediation in the playground.
- A dedicated and supportive chaplain oversees and collaboratively works with staff in the implementation of health and wellbeing programs. This includes DRUMBEAT, lunch time clubs, Build up Zone (BUZ), Teen Mental Health and First-Aid training for parents and students.

#### Recommendations

The review team support the following:

- Continue to ensure there is a focus on high levels of engagement for Year 9 and Year 10 students through future pathway planning and promoting high levels of student agency in their learning.
- Review staff understanding and implementation of the ACSF<sup>2</sup> with a view to embedding it across learning areas. Continue with the development of a Reconciliation Action Plan.

## Leadership

The newly appointed Principal and leadership team are committed to creating the conditions for respectful leadership. Through a collaborative and consultative approach, a unified and shared school vision is emerging.

### Commendations

The review team validate the following:

- In the absence of previous performance management (PM) for teaching staff, the Principal has responded by developing and implementing an agreed trial process across the school. This includes reflection against the AITSL<sup>3</sup> Australian Professional Standards for Teachers, individual PM goals and targets and classroom observations with detailed feedback provided. Staff reported the PM process has been supportive, constructive and positive.
- Characterised by 'why?' and 'what is important?', the Principal has strategised a consultative and evidence-informed change agenda, ensuring maximum buy-in from staff.
- The school's leadership team has been proactive in providing strong united support for staff through targeted professional learning. This is providing valuable skill development of key learning area leaders.
- The MCS<sup>4</sup> provides valuable leadership through a personalised approach in the PM of all school support staff. They are valued as high-quality contributors in assisting student improvement.

### Recommendations

The review team support the following:

- Develop a school improvement plan with designated milestones that clearly articulates how the school is going to meet business plan targets and priority areas.
- Develop operational plans that align to strategic planning across learning areas; phases of schooling; and low variance connected classroom practice. Explicitly reference strategies, resourcing, targets and monitoring tools.
- Proceed with the identification and development of instructional leaders to progress the embedding of whole-school programs and the instructional model with the intent of achieving consistency of teaching and learning.
- Maintain the development of aspirant leaders, with a focus on succession planning.

## Use of resources

The Principal and MCS are committed to providing open and transparent management and decision making processes. A commitment to achieving alignment between budget management and school improvement is evident.

### Commendations

The review team validate the following:

- The Principal has responded to address the previous lack of follow through of the Asset Replacement Schedule. This has resulted in transference of funds to the reserve account to support replacement and updating of existing ICT<sup>5</sup> resources and infrastructure.
- Aware of their rural location and the impact this has on accessing diverse learning experiences for the students, the school has prioritised seeking additional funding streams through grant applications.
- Available in hard copy and on Teams, the Staff Financial Reference provides detailed procedural information ensuring all are aware of the financial obligations of their role.
- An updated workforce plan considers leave entitlements, staff changes and professional learning opportunities to support succession planning.

### Recommendations

The review team support the following:

- Develop a reserve plan to set aside funds each year for replacement or updating of resources.
- Continue to monitor and audit existing resource deployment management processes. Use this process to assess the efficacy and compliance of resource management decisions.
- Ensure the alignment of resourcing and budget management to strategic and operational plans.

## Teaching quality

Staff exhibit high levels of commitment, care and collective responsibility for the success of all students. This strong moral purpose unites them in their belief that they can, and do, make a difference for the students at Mukinbudin District High School.

### Commendations

The review team validate the following:

- Teachers are supported to differentiate the curriculum to accommodate the needs of their students within a multi-age structure. IEPs<sup>6</sup> and IBPs<sup>7</sup>, group work, streaming, collaborative learning opportunities and flexible seating ensures social, emotional, physical and academic needs are carefully considered.
- Engagement with the National Quality Standard, by Kindergarten to Year 2 staff, has created an opportunity to review and reflect on practices in the K-2 phase.
- Professional learning is prioritised, with a broad range of options available for staff. This, together with informal classroom observations and feedback, is leading to greater consistency in teaching data records, which profile students across all years.
- The uploading of teachers' planning documents into a shared Teams drive provides a helpful conduit for sharing practice across the school.

### Recommendations

The review team support the following:

- Continue to embed and formalise classroom observation and feedback to review, monitor and support teachers in the implementation of the agreed pedagogical and instructional model across the school.
- Build on and strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across all phases of learning.
- Continue to provide opportunities for staff to build data literacy capabilities, to support disciplined dialogue approaches that assess the impact of their teaching on students' learning, and informs whole-school, cohort, group and individual planning and target setting.

## Student achievement and progress

A growing staff awareness of what good student progress looks like, and the role that data has in reviewing performance, is emerging. This is resulting in greater focus on the analysis of data to track student progress and achievement

### Commendations

The review team validate the following:

- A focus in the early years has led to improved student progress for the stable cohort that is significantly above like schools, as measured from On-entry Assessment Program data 2019 to Year 3 NAPLAN<sup>8</sup> 2021.
- 2021 Year 3-5 NAPLAN evidenced more students made very high progress for numeracy, reading and writing and Year 5-7 for numeracy and reading when compared to like schools.
- Access and opportunity to moderate with schools within the network provides valuable professional development for secondary learning area specialists and primary teachers. This is leading to greater accuracy and grade alignment when reporting on student achievement and progress.
- Detailed summaries and future planning of NAPLAN data is providing a greater awareness by staff of how to use this data for identifying targets and associated improvement milestones.

### Recommendations

The review team support the following:

- Progress the intention to update and streamline the data collection, storage and tracking of SAER, including regular discussions with teachers and parents to review progress and updated plans.
- Inclusive of academic and non-academic data, develop a whole-school data collection process to track student progress and achievement.

## Reviewers

Maxine Augustson  
**Director, Public School Review**

Sharon Poett  
**Principal, Kojonup District High 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 Leadership and Teaching Quality domains only, will be during or after Term 1, 2023.

The next Public School Review, inclusive of all domains, will be scheduled during or after Term 1, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 Aboriginal Cultural Standards Framework
- 3 Australian Institute for Teaching and School Leadership
- 4 Manager corporate services
- 5 Information and communications technology
- 6 Individual Education Plans
- 7 Individual Behaviour Plans
- 8 National Assessment Program – Literacy and Numeracy