Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Cunderdin District High School

Public School Review

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Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Cunderdin District High School is located approximately 160 kilometres east of Perth in the Wheatbelt Education Region.

The school was established in 1902 and in 2015, gained Independent Public School status.

Cunderdin District High School has an Index of Community Socio-Educational Advantage of 960 (decile 7) and currently enrols 144 students from Kindergarten to Year 10.

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

The first Public School Review of Cunderdin District High School was conducted in Term 4, 2021. This 2026 Public School Review report provides a current point of reference for the 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 school's self-assessment process included all staff and was built around the domains of the Public School Review Standard. School development days and early close meetings afforded staff with opportunities to reflect and identify areas for celebration and those requiring further investigation or improvement. This was seen as an opportunity to step back, test assumptions, and evaluate whether the school's strategic intent was translating into improved outcomes for students.
- A comprehensive domain overview framework, aligned to the Standard, identified current practice, school judgements against each foci, and listed evidence sources that could demonstrate impact.
- The school's Electronic School Assessment Tool (ESAT) submission represented staff voice with opportunities provided for them to contribute evidence and commentary relating to school performance across each domain.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants provided consistent and aligned messages that reinforced the claims made across all domains.
- Discussions with students provided valuable insights into the school's self-assessment. Sharing their experiences at the school, and opportunities for learning and agency, added much to the positive tone of the validation process. A tour of the school further showcased an engaging and dynamic student learning environment.
- Committed School Board members, parents and community partners contributed genuine reflections that enriched the validation process. Their feedback reinforced the school's welcoming environment and the strong sense of connection and belonging experienced by families and community members.

The following recommendations are made:

- Include the identified evidence listed in the highly effective domain overview framework to support judgements and to create a clear narrative of the impact of evidence on school performance.
- Coordinate staff feedback and evidence through an agreed process that provides a consistent, synthesised presentation of the school's performance narrative.
- Ensure evidence is analysed and annotated to provide clarity and understandingof its purpose and impact on school performance.

Relationships and partnerships

Strong relationships and partnerships drive positive community connection, high levels of trust, belonging, and collaboration with families, agencies and local organisations.

Commendations

The review team validate the following:

- Positive, respectful relationships contribute to a strong sense of belonging for students, staff and families. Declining major behavioural incidents, strong survey results and active engagement from parents, student leaders and external partners reflect a thriving culture of inclusion and wellbeing.
- Communication with families and the wider community is timely and accessible. The Communication Policy and Procedures ensure clarity and coherence across multiple platforms, including Audiri, Compass Education, Facebook, communication diaries, newsletters and assemblies.
- Effective governance by a representative School Board provides strategic oversight of the Business Plan, budget and school operations. School Board minutes, surveys and communications reflect strong accountability, informed decision making, and reinforce the school's role as a central hub within the community.
- Strong community partnerships expand learning opportunities and student connection. The P&C, Cunderdin Youth Council, Breakfast Club partners, Western Australian College of Agriculture - Cunderdin, the District High School and Eastern Area Schools Association networks, support strong learning pathways, wellbeing initiatives and local business and community engagement.

Recommendations

The review team support the following:

- Strengthen parent engagement by advancing the use of the Compass platform to provide consistent, clear communication about classroom learning, student progress and daily school matters.
- Close the feedback loop on all surveys by ensuring data themes and planned actions for improvement are shared transparently with staff, students and families.

Learning environment

A safe, inclusive and responsive learning environment supports differentiated learning, sensory-safe spaces and trauma-informed wellbeing practices to ensure all students are engaged, valued and feel secure.

Commendations

The review team validate the following:

- Student behaviour, attendance and engagement processes are well established. Positive Behaviour Support (PBS) is embedded as a whole-school framework supporting positive student behaviour and engagement and behaviour expectations are explicitly taught and reinforced through acknowledgement systems such as PBS tickets and the PBS shop. Longitudinal data indicates improving attendance and engagement trends.
- Students at Educational Risk (SAER) are identified through systematic, data-informed processes. A key support teacher and education assistant (EA) - lead, support coordination of intervention and inclusion with regular EA team meetings, individual education plan (IEP) audits, and use of intervention data to continually monitor and support student needs.
- Student wellbeing is strengthened through the Breakfast Club, chaplaincy services and wellbeing programs, creating a safe and connected school culture. The well-maintained physical environment, with upgrades to the secondary quadrangle, nature playground and cubby house, are enhancing students' daily experience.

Recommendations

The review team support the following:

- Strengthen cultural awareness and culturally responsive practices across the school through professional learning aligned with the Aboriginal Cultural Standards Framework, curriculum integration and partnerships with the local community.
- Map and document SAER processes to further strengthen consistency of practice, enhance clarity, and support induction, ensuring processes are visible for staff, parents and strategic partners.

Leadership

Leadership is visible and cohesive, fostering a collaborative culture grounded in strategic, data-driven decision making, focused on instructional practice, professional learning, high expectations and ongoing feedback.

Commendations

The review team validate the following:

- Operational plans translate the literacy and numeracy targets of the Business Plan into clear, actionable strategies, supported by the Reflections and Directions cycle, annual adjustments and scope and sequence documents, aligned with Western Australian Curriculum expectations, ensuring integration into classroom practice.
- A growing distributed leadership model engages staff as committee leaders, early close meeting facilitators, and backfill for leadership positions. Capacity is further strengthened through curriculum and network representation and a structured EA leadership pathway supported by the EA - lead model.
- Change processes are structured, research-informed and collaborative, resulting in high levels of staff clarity and implementation consistency. Senior leadership team meetings document consultation and staged implementation with staff feedback indicating a strong and clearly articulated school direction.
- Classroom walkthroughs, coaching conversations, performance feedback cycles and early close professional learning are recorded in performance growth documentation and ensure leaders are connected to classroom practice.

Recommendations

The review team support the following:

- Develop a shared understanding and agreement on the school's peer observation, feedback and coaching process to further build collective instructional efficacy across the school.
- Document and increase visibility of the school's change management process to ensure ongoing transparency.

Use of resources

Resources are strategically allocated to maximise impact for all students and are managed transparently, ensuring financial planning, staffing and targeted funding are aligned with learning and wellbeing priorities.

Commendations

The review team validate the following:

- Governance processes are robust, with the School Board and Finance Committee providing clear oversight of financial planning, compliance and budget allocations. School planning documentation, positive audit outcomes and School Board endorsements demonstrate full compliance and strong fiscal transparency.
- Processes such as an annual resource impact evaluation summary are being developed to monitor the impact of resourcing decisions and to ensure a clearer link between investment and student outcomes.
- Workforce planning has evolved to reflect shifting student needs and enrolment projections, with staffing structures increasingly focused on specialised support roles, timetabled intervention blocks, and strengthened student services capacity.
- Investment in assistive technologies, specialised support for deaf students and the integration of Auslan (Australian Sign Language) across the school community demonstrate a strategic and intentional approach to resource deployment.
- Student characteristics and targeted initiative funding is allocated to support programs such as MacqLit, Sounds-Write intervention, Westwood numeracy diagnostics, Breakfast Club and wellbeing initiatives.

Recommendations

The review team support the following:

- Develop and implement a whole-school professional learning timeline to improve forward resource planning alignment with school priorities.
- Strengthen cost centre manager accountability by implementing a transparent electronic budget submission process with clear expectations, timelines, staffing requirements and resource details.

Teaching quality

Teaching quality is strengthened through a whole-school commitment to inclusive, evidence-based practice which is driven by a cohesive, aligned Kindergarten to Year 10 teaching and learning model to enhance student wellbeing, engagement and connection.

Commendations

The review team validate the following:

- A clear and coherent whole-school instructional model, grounded in the Science of Learning, provides greater consistency of pedagogy across year levels. Supported by the instructional playbook, teachers apply shared instructional language and practice frameworks to ensure consistency of practice.
- Evidence-based programs are being implemented with increased fidelity and are supported by professional learning in Sounds-Write, Talk for Writing, Teach Well and explicit instruction which is strengthening a whole-school's focus on the delivery of high impact teaching strategies.
- Collaborative planning, supported by committees, early close planning structures, phase meetings, and shared planning documents, are focused on school priorities and are well-established to support curriculum alignment and build shared professional responsibility.
- Differentiated teaching is supported through SAER case management and IEPs using assessment data to tailor instruction and plan structured interventions. This is supported by a team of EAs who support the delivery of Sounds-Write, MacqLit and targeted, small group instruction.

Recommendations

The review team support the following:

- Reinvigorate the whole-school data collection and analysis tool through targeted professional learning to assist staff in accessing and interpreting key data sets to further support student progress monitoring.
- Define and document a clear, coherent and visible framework that brings together current best practice to collectively articulate Cunderdin District High School's agreed quality teaching expectations of all staff.

Student achievement and progress

Student performance monitoring is supported by increasingly systematic data collection practices, targeted intervention structures, and improving teacher capacity to analyse and respond to assessment information.

Commendations

The review team validate the following:

- Student achievement and progress are aligned with like schools, with a growth trajectory evidenced through NAPLAN[1] comparison reports, PAT[2] progress data, and internal literacy and numeracy assessments. Targeted intervention structures provide focused support for students identified as requiring improvement.
- A systematic assessment schedule underpins a clear literacy and numeracy improvement agenda, with responsive use of NAPLAN, On-entry, PAT, DIBELS[3], Westwood, Brightpath and school-based assessments strengthening teachers' capacity to monitor progress and proactively address student needs.
- Documented plans for students with diagnosed learning needs and IEPs are developed collaboratively with support staff, families and clinicians, and are regularly monitored using tools such as DIBELS, Westwood, and foundational skills tracking templates.

Recommendations

The review team support the following:

- Expand academic challenge opportunities using data to plan targeted extension pathways, differentiated tasks, and rubric-aligned stretch targets across learning areas.
- Develop with staff an agreed whole-school numeracy strategy to strengthen consistency in numeracy planning, teaching, assessment and reporting.
- Strengthen the accuracy of teacher judgements by enhancing Brightpath moderation, common assessment tasks and cross-marking to improve alignment with School Curriculum and Standards Authority Judging Standards.

Reviewers	
Steve Dickson **Director, Public School Review**	Melissa Reimers **Principal, Boyup Brook 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.

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.

Steve Watson
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy
2 Progressive Achievement Tests
3 Dynamic Indicators of Basic Early Literacy Skills