



Department of
Education

D19/0134269

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Wongan Hills District High School

Public School Review

March 2019



PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Located in the central Wheatbelt region of Western Australia, Wongan Hills District High School is approximately 190 kilometres from Perth. Established in 1913, the school has received new buildings that complement existing facility upgrades to create a modern learning environment in well maintained grounds.

The school, with an Index of Community and Socio-Educational Advantage rating of 950 (decile 8), currently enrolls 141 students in Kindergarten to Year 6, 50 students in Years 7 to 10 and 15 students in Years 11 and 12. Students attend from the local town, district farms and smaller regional communities. The majority of students from the area attend private schools in Perth for their secondary schooling.

The commencement of a principal, new to the school in 2018, has introduced the opportunity to build on achievements. The school is actively supported through the dedicated work of the School Council and fundraising activities of the Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- A wide range of evidence from multiple sources was selected for analysis.
- The selection of credible data and appropriate evidence provided an open, honest and transparent account of the school context and current performance.
- There is strong knowledge and alignment between the evidence presented, the factors impacting on the conditions for student success and areas identified for improvement.
- The school leadership's self-assessment processes demonstrated a commitment to improvement and accountability.
- Members of the executive leadership team contributed to the ESAT¹ submission.
- The planning intentions described in the submission were elaborated on during the validation visit by the executive leadership team and parent representatives.

The following recommendations are made:

- Develop clear links between current progress, areas identified for improvement, target setting and related planning.
- Involve all stakeholders in whole-school self-assessment and improvement processes.
- Further develop an ethos of shared ownership for student success with professional practice responsibilities understood and evident.
- Invite a greater representation of school staff during the validation visit.

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Relationships and partnerships	
<p>The Principal is actively increasing parent and staff confidence in the school through a concerted effort to develop trust, mutual respect and a shared ownership for the success of all students. Leadership is mindful of the need to further support staff morale and wellbeing.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff, student and parent surveys are used to inform school planning. • Staff are invested in fostering a positive learning community and show genuine interest, care and consideration for students and to each other. • Connections with surrounding schools enhance professional practice, access to resources, whole-school events and curriculum extension. • Local businesses support Workplace Learning and grounds improvement.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Raise the profile and reputation of the school's achievements through frequent visible, accessible and positive representation in the community. • Implement training to strengthen the School Council's composition and governance role as key contributors to the strategic improvement agenda. • Continue to foster collaborative partnerships with the local Shire to maximise learning opportunities for the children and community. • Engage parents early to collaborate in the development of plans and to share in their child's achievements.

Learning environment	
<p>The recent revision and consistent application of a whole-school behaviour plan has contributed to an increasingly safe, orderly and inclusive learning environment. This is underpinned by the explicit behaviour expectations outlined in the 'Wongan Way' matrix.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Behaviour expectations are reinforced by a common language that is strengthened by weekly behaviour foci and high interest incentives. • Clearly defined staff roles and responsibilities, accompanied by intervention strategies, have increased student engagement and active learning. • The AIEO² supports in-class learning and pastoral care through a daily Breakfast Club and home visits to increase attendance.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a health and wellbeing plan that describes all strategies, programs and initiatives in support of student social and emotional learning. • Develop strategies to raise attendance and eliminate unexplained absence. • Increase cultural responsiveness by involving stakeholders in embedding the <i>Aboriginal Cultural Standards Framework</i> across the school. • Continue the cycle of behaviour plan review and intervention monitoring.

Leadership

Leadership is united in the long-term vision for a cohesive culture of continuous improvement and accountability and is mindful of moderating change management strategies to implement strategic intent and school reform. Developing shared understanding of school improvement language and processes, including the provision of support and feedback, is a priority.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Clear expectations, roles and responsibilities have empowered all staff. • Distributed leadership, through restructure of the executive team, has increased support for literacy, numeracy and digital learning. • The formal staff induction program outlines school roles, responsibilities, policy, practice and expectations. • Performance management goals are aligned to collaboratively developed targets indicated in the operational plans. • Students engage in authentic opportunities to lead in the community.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Revise the strategic plan and targets set to ensure that teacher planning and operational plans are aligned to the overarching strategic intent. • Develop meaningful self-reflection and feedback mechanisms, including observations, to enhance practice aligned to student achievement. • Continue to provide authentic ways to validate, value and empower staff. • Engage the leadership team in change management training.

Use of resources

The Principal and manager corporate services are highly responsive to declining and possible fluctuating enrolment and changes to staff circumstances. Current expenditure, with assistance from the P&C, is planned for the levelling and grassing of the school's top field.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staffing, financial budgeting and expenditure review involves the finance committee and School Board and is aligned to increasing student achievement as articulated in school planning documents. • Resources are allocated to allow priority area coordinators to lead the development of skills and strategies aligned to whole-school planning. • Education assistant support is used to deliver the MultiLit³ program and a Team Teach trainer ensures the currency of staff skill. • An extensive replacement schedule articulates longitudinal budget intentions. • A comprehensive workforce plan identifies current and future scenarios.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Initiate resourcing of the playground plan to increase play-based learning aligned with the NQS⁴ requirements for standard 1 and standard 7. • Document the links between student characteristic funding and planning.

Teaching quality

Leadership are developing a whole-school understanding and consistent application of high quality teaching through visible learning and the use of data to inform differentiated planning. Teachers acknowledge their role in contributing to a culture of high care and high performance.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are flexible and willing to support and collaborate with colleagues. • The use of technology is modelled to enhance staff and student learning. • SENAT⁵ is used to map longitudinal progress for identified students. • Folders of individual student progress and achievement supports transition.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Make consistent use of intentional learning, purpose and success criteria to increase differentiation and student success. • Build on curriculum delivery continuity, across all phases of learning, through the development of additional scope and sequence frameworks. • Develop a whole-school reading plan that includes the scope of programs and strategies and measures for effectiveness of intervention. • Engage the early childhood teachers in NQS assessments and planning. • Develop a plan for the management and explicit instruction of fundamental skills for learning to support increased achievement of curriculum content.

Student achievement and progress

Deep analysis of student progress and achievement data, by the executive leadership team, indicates gaps in literacy and problem solving skills. This analysis has informed the school's direction to focus on early intervention to increase student independence and reading fluency.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The introduction of MultiLit has increased engagement and progress. • The cadets program for senior students has contributed to an increase in discipline, positive attitudes and respect for community services. • A breadth of VET⁶ and ATAR⁷ courses are delivered though SIDE⁸. • CNAP⁹ is used effectively to centrally manage and enhance analysis of NAPLAN¹⁰ and school-based data.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Refine longitudinal tracking, for students identified at risk or requiring extension, to monitor the efficacy of intervention and planning. • Develop essential digital literacy skills to build student capability in successfully navigating the digital components of online assessment. • Extend learning and achievement for students at or above standard level. • Expand the current suite of assessment and data sources to inform plans.

Reviewers

Merrilee Wright
Director, Public School Review

Alan Smith
Principal Advisor,
Finance and Commercial Services
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'needs improvement'.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Electronic School Assessment Tool
- 2 Aboriginal and Islander Education Officer
- 3 Literacy intervention program
- 4 National Quality Standard
- 5 Special Educational Need Assessment Toolkit
- 6 Vocational Education and Training
- 7 Australian Tertiary Achievement Rank
- 8 School of Isolated and Distance Education
- 9 Customised NAPLAN Analysis Platform
- 10 National Assessment Program – Literacy and Numeracy