



Department of  
Education

D18/0515448

Public education  
**A world of opportunities**

# Waroona District High School

## Public School Review

November 2018



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Waroona District High School is located 112 kilometres south of Perth in the South Metropolitan Education Region.

The school is situated in a beautiful garden setting close to the centre of the town of Waroona and adjacent to a modern recreation and aquatic centre. These facilities are utilised to enhance the curriculum delivery in physical education on a regular basis.

With an Index of Community and Socio-Educational Advantage rating of 902 (decile 9), the school currently enrolls 252 students from Kindergarten to Year 10. Fifteen per cent of the students are Aboriginal. With 154 primary students and 87 students in the secondary phase of schooling, a determined focus is given to providing a broad range of options across the learning areas in the secondary school.

A thriving Bush Rangers Cadet program operates in conjunction with the Department of Parks and Wildlife for all secondary students. This enables the school to provide an extensive environmental program and provides students with the opportunity to build relationships with local environmental groups and industry.

## School self-assessment validation

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

The following aspects are confirmed:

- The submission provided an open, honest and transparent account of the current school context.
- A sound range of credible evidence was selected for analysis.
- The submission described accurately the challenges the school faces in managing the improvement agenda.
- Staff engagement in the school assessment process was collaborative.
- Analysis was enhanced significantly during the school visit.
- There was alignment between the performance evidence, judgements about areas for improvement and strategies to be used.
- A culture of reflection was evident.

The following recommendations are made:

- Enhance the benefits of feedback about the school and its operations through surveying a broader cross-section of the school and community.
- Establish mechanisms to monitor school-wide commitment to, and accountability for, agreed direction.

## Public School Review

Relationships and partnerships	
<p>The Principal has recognised the need for a cohesive school culture created through strong and purposeful relationships. A commitment to genuine engagement has built high levels of trust and confidence with school partners.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• 'The Waroona Way' provides strategic direction for the school's Kindergarten to Year 10 improvement journey.</li><li>• The School Council has assumed increased governance and accountability responsibilities.</li><li>• Members of the School Council and P&amp;C<sup>1</sup> are strong advocates for the school.</li><li>• The development of a more collegial ethos has resulted in consistent responses in parent communication.</li><li>• The school has worked extensively to develop and encourage positive relationships with the Aboriginal community.</li></ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"><li>• Continue engagement with the Aboriginal community in the development of plans to implement the ACSF<sup>2</sup>.</li><li>• Continue to engender whole-staff commitment to 'The Waroona Way'.</li><li>• Develop the capacity of the School Council through formal training.</li></ul>

Learning environment	
<p>The school presents a welcoming and well-maintained atmosphere. This is enhanced by the concerted efforts of staff to meet student needs in the Kindergarten to Year 10 context.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• Planning, management and documentation for, students at educational risk are explicit and targeted to student needs.</li><li>• The school culture is underpinned by the Positive Behaviour Support (PBS) framework.</li><li>• The PBS framework has facilitated an assessment of behaviour data to target the future focus on achievement.</li><li>• There is a common language for staff and students with the PBS matrix providing guidance for expected behaviours.</li><li>• Attendance has remained at expected levels since 2011.</li></ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"><li>• Develop and implement a school-wide attendance plan to differentially target improvement in the various attendance categories.</li><li>• Review the relevance and effectiveness of the Vivo reward system.</li><li>• Maintain and develop interagency links and partnerships to ensure targeted, quality support for students at educational risk.</li></ul>

## Leadership

Parents and staff commented on the positive foundation being laid for school improvement under the current leadership. The engagement of staff and the School Council in aligning school operations coherently within the PBS framework has been beneficial in clarifying vision, values and culture.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Leaders are committed to the improvement journey.</li> <li>• Distributed leadership opportunities are provided to ensure program sustainability and succession planning.</li> <li>• The introduction of a whole-school focus on PBS has provided a foundation for unified school direction.</li> <li>• Innovative curriculum implementation has been enhanced through remodelled course structures and offerings in the secondary school.</li> <li>• 'The Waroona Way', staff handbook, 'Setting Our Own Standards' and strategic plan clarify expectations for leaders and staff.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to develop a shared leadership model focussed on school improvement, student achievement and care.</li> <li>• Re-align the performance management process to emphasise professional development.</li> <li>• Ensure avenues for communication align to the needs of the receiver.</li> <li>• Ensure improvement plans include realistic yet aspirational targets for achievement.</li> </ul>

## Use of resources

Following a period of resourcing difficulty, processes for planning and essential roles and responsibilities are documented clearly. Decision making and monitoring processes are transparent and accepted. The use of resources is aligned clearly to school management and operations.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Resourcing is targeted to support essential personnel and programs.</li> <li>• Resource allocation decisions are evidence-based and have student needs as the primary focus.</li> <li>• The workforce plan considers existing and future resourcing needs.</li> <li>• An extensive asset, resource and replacement plan is monitored effectively.</li> <li>• Human resourcing is flexible to target current student needs.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue planning for future ICT<sup>3</sup> needs.</li> <li>• Consider the use of 2018 salary variance to attend to identified school priorities.</li> </ul>

## Teaching quality

<p>There is a school-wide understanding of the need for quality teaching to underpin the school's future improvement journey. Agreed expectations about teaching and learning are articulated in 'The Waroona Way'.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The implementation of a whole-school focus on literacy and numeracy has streamlined staff approaches to teaching and learning.</li> <li>• Recognition of the value of teacher collaboration has resulted in formalised phase of learning meetings.</li> <li>• There is increased rigour in staff focus on student performance data to inform planning and differentiation.</li> <li>• Comprehensive documentation supports explicit teaching and literacy planning.</li> <li>• Targeted strategies including 'Diana Rigg', 'Words Their Way', 'Brightpath' and termly network meetings support curriculum and assessment.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to build collective responsibility for high quality teaching through consistent, whole-school evidence-based approaches.</li> <li>• Develop tools to monitor staff engagement with, and the effectiveness of, curriculum support strategies.</li> </ul>

## Student achievement and progress

<p>The school considers and analyses a range of data to inform plans for improvement. This process is contributing to an understanding of the value of evidence-based decision-making at the class and whole-school level.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Student achievement data declined in 2018 following performances similar to like schools since 2014.</li> <li>• A high proportion of Year 3 students are at academic risk.</li> <li>• Higher levels of achievement and progress are evident in most areas for Years 5 to 7 students from 2016 to 2018.</li> <li>• 'Macqlit' has contributed to improvement for targeted students.</li> <li>• Online Literacy and Numeracy Assessment improvement strategies are having a positive impact on student achievement.</li> <li>• Reporting guidelines for staff are comprehensive and support school-wide expectations.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to develop staff capacity to analyse and interpret student performance data to inform improvement planning.</li> <li>• Collect, interrogate and use all available data sources to determine a clear school focus and direction to meet student needs.</li> </ul>

## Reviewers

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BRETT HUNT  
Director, Public School Review

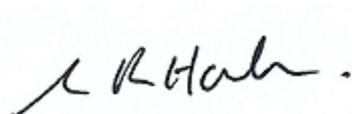
Diane Clayton  
Principal, Harvey Senior High School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

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## References

- 1 Parents and Citizens' Association
- 2 Australian Core Skills Framework
- 3 Information and Communication Technology