



Department of
Education

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Kalbarri 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

Kalbarri District High School is located approximately 600 kilometres from Perth, within the Midwest Education Region. Kalbarri is a small coastal town, situated at the mouth of the Murchison River. The community relies on tourism and its service industries, and has a varying population depending on the tourist season.

With an Index of Community and Socio-Educational Advantage rating of 995, the school currently enrolls 186 students from Kindergarten to Year 12.

The school is surrounded by national parks, which provide a unique opportunity to utilise the natural environment to enrich the school curriculum.

The school is supported by an enthusiastic Parents and Citizens' Association (P&C) and School Council.

School self-assessment validation

The Principal submitted a restricted school self-assessment.

The following aspects are confirmed:

- During the validation visit confirmation of the Electronic School Assessment Tool (ESAT) evidence was achieved in some areas.
- The staff and the community engaged positively in the school validation visit.

The following recommendations are made:

- Use the ESAT as a platform for developing an effective self-assessment schedule. Link areas identified for improvement with strategic and operational school plans.
- Ensure the selection of data portrays the school's current performance with accurate observations, analysis and clear links to planned outcomes.
- Develop the emerging reflective school self-assessment culture.

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Relationships and partnerships	
Staff are collegial. Relationships between staff, staff and students and staff and the community are positive and respectful. A focus on health and wellbeing will initiate the building of a school culture based on relational trust.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A range of communication strategies are employed to ensure families receive relevant information in a timely manner.• Effective partnerships have been established with local and regional groups and businesses. The TAFE¹ Link program has been very effective for senior school students.• The School Council and P&C are strong advocates for the school and demonstrate a commitment to support the school's strategic direction.• A number of surveys are used to seek the views of staff, parents and students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Continue to seek innovative ways to widen connections with the local community.• The School Council to undertake formal training.• The school administration to foster a spirit of professional obligation, personal responsibility and public accountability to ensure staff feel valued and recognised for their contribution.

Learning environment	
It is apparent the school ethos is built on a long-established positive learning environment. A culture of empathy, inclusivity and a 'sense of belonging' is evident. The school makes a concerted effort to make families and visitors feel welcome.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A safe and orderly learning environment is fostered through a commitment to the care and wellbeing of each individual student.• The Positive Behaviour in Schools program sets high expectations for behaviour and supports the school values of 'Respect, Responsibility, Caring' through explicit teaching of behavioural responsibilities.• The school behaviour policy and flowchart is consistent, genuinely adhered to and well understood by the school community.• Attendance is closely monitored with strategies in place to target improvement.• Well-maintained, attractive grounds provide ample play space and contribute to a welcoming and positive learning environment for students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Formalise the school's approach to the implementation of the ACSF².• Kindergarten to Year 2 phase of learning staff regularly review performance using the National Quality Standard.

Leadership

An ad hoc approach to school strategic planning was evident. Staff indicated a level of disconnect from the school improvement agenda. A lack of consultation and poor communication contributed to feelings of frustration. School leaders recognise their obligations to provide leadership through a well-structured, organised and shared level of understanding and responsibility towards school improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership model exists to support school improvement. • A MIS³ for data collection provides a foundation for building data literacy.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Initiate a survey to ascertain the level of administration support, feedback and leadership that exists. • Ensure reliable and valid information informs school planning. • Build the communication strategy to ensure staff are continually engaged with the school's strategic direction. • Establish a systematic approach towards measuring and monitoring progress in key areas against school priorities. • Build the capacity of school leaders through participation in the Leading School Improvement professional learning. • Define the roles and responsibilities of key leadership positions. • Conduct an audit of leadership skills, interests and strengths.

Use of resources

Resources are well managed and aligned clearly to school management and operations.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Cost centre managers are given responsibility in expending budgets and following financial processes. • The Principal and the manager corporate services work in partnership to ensure the day-to-day management of resources is sound. • Student characteristic funding is used to support appropriate teaching and learning adjustments for identified students. • Education assistants are highly valued and used effectively to meet the needs of SAER⁴ through intervention programs such as MacLit and provide support for individual students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a workforce plan that aligns to the school's strategic direction. • Ensure financial planning is clearly aligned to strategic direction.

Teaching quality	
Embedding whole-school approaches and a culture of high expectations are key areas of focus for the school. The combined experience and knowledge of teachers provides a unique asset on which the school can build consistency and continuity of teaching practice.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Robust curriculum planning is evident. The Western Australian Curriculum is used to target programs to cater for individual student needs. • There is an established performance management process incorporating AITSL⁵ Australian Professional Standards for Teachers.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure moderation and assessment strategies, such as Brightpath and T4W⁶, and increased opportunity for collaboration through the Networks, support teacher judgement. • Continue the development of an agreed pedagogy through defined staff beliefs about how students learn best. • Formalise collaborative planning opportunities that are consistent and aligned to school improvement planning, predominantly in the areas of literacy, numeracy and digital technologies. • Links to school priorities, identification of personal goals and provision of formal feedback should be considered in performance development planning. • Formalise administration classroom observation ensuring a consistent approach and the development of exemplary teaching practice. • Develop a well-structured and agreed strategic peer observation culture.

Student achievement and progress	
The Principal and staff acknowledge the variable nature of longitudinal data for schools with small cohorts. Sustained levels of acceptable NAPLAN ⁷ student achievement reflect well on the teaching and learning programs at Kalbarri District High School.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers use a range of data (NAPLAN, ACER⁸, Brightpath, OEAP⁹) to plan and engage SAER and to enrich the curriculum for able students. • Student achievement and progress is above like schools in all areas and generally very satisfactory. • The management of students studying through the SIDE¹⁰ is effective, providing senior school students the opportunity to meet their vocational aspirations.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure existing handover processes are consistently applied. • Continue to implement the digital technologies plan and STEM¹¹ initiative as a whole-school cross-curricula approach. • Ensure effective processes are in place to support appropriate pathway selection by senior school students.

Reviewers

Joanne Harris
Director, Public School Review

Christine Arnold
Principal, Narembeen District High School
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. Tertiary and Further Education
2. Aboriginal Cultural Standards Framework
3. Management Information System
4. Students at educational risk
5. Australian Institute for Teaching and School Leadership
6. Talk for Writing
7. National Assessment Program – Literacy and Numeracy
8. Australian Council for Educational Research
9. On-entry Assessment Program
10. School of Isolated and Distance Education
11. Science, technology, engineering and mathematics