



Department of
Education

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Public education
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Wagin District High School

Public School Review

October 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board 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

together with the Funding Agreement for Schools.

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.



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Context

Wagin District High School was established in 1892 in Wagin, one of the earliest farming settlements in the State. The town of Wagin, which is situated approximately 240 kilometres south east of Perth, has a rich agricultural history and falls within the Wheatbelt Education Region.

There are 246 students enrolled at the school from Kindergarten to Year 10. The school has an Index of Community Socio-Educational Advantage rating of 962 (decile 7).

An active School Council supports school priorities and the dedicated Parents and Citizens' Association (P&C) supports the school through fundraising, making a significant difference to the facilities and resources accessible to students at the school.

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 Electronic School Assessment Tool submission provided an understanding of the current school context.
- Parents representing the School Council and P&C engaged openly in the validation visit, providing insights to enhance the review process.
- There was alignment between the performance evidence and the broad range of actions planned for the future.
- The school visit yielded information that served to add value to the school self-assessment and assisted with validation.

The following recommendations are made:

- Further develop staff understanding of Trauma-Informed Practice to support the physical, emotional and cultural safety of students.
- Continue with exploring the restructure of the leadership team to utilise expertise and progress a seamless delivery of curriculum across Kindergarten to Year 10.

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Relationships and partnerships	
<p>The school leadership demonstrates a commitment to fostering positive relationships and is building a school culture that reflects a strong sense of trust and shared optimism for the future direction of the school.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Council and P&C support the school's vision and are provided with authentic opportunities to engage in decision making processes. • A strategic and coordinated approach is cultivating meaningful partnerships with families and the wider school community. • The establishment of protocols ensures clear communication, which provides all staff with the opportunity to contribute to decision making. • Strengthened community partnerships have provided students with meaningful learning opportunities that complement the curriculum and provide real life learning experiences. • Persistent efforts to engage with local business and allied agencies are adding value to raising the image of the school.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to foster staff and community relationships and provide families with meaningful opportunities to engage with the school.

Learning environment	
<p>Conditions have been created that prioritise student and staff wellbeing. The emergence of a common set of values and expectations for staff and students strengthens the levels of mutual trust and respect.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Improved policy and protocols regarding attendance, behaviour management and good standing have enhanced the learning environment. • Behaviour management approaches focus on developing students' ability to take responsibility and self-manage their behaviour. • Support for students includes the implementation of a wraparound student services model. This is complemented by agency support available within the local community.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to promote the physical, emotional and cultural safety of students through growing staff understanding of Trauma-Informed Practice. • Expand staff capacity to differentiate their teaching to accommodate the full range of student abilities.

Leadership

Strong and cohesive leadership, with a conscious intent to ensure transparency of decision making, is consolidating shared ownership of the school vision.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Through the guidance of the Principal, staff have actively engaged and contributed to the development of the school's strategic direction. • A focus of the leadership team is building trusting relationships that support the development of cohesive teams and build staff capacity. • School leaders are highly visible and viewed by the school community to be authentic. • Structures have been established that provide genuine opportunities for staff to add their voice to the development of strategies for implementation. • The school focuses on creating pathways for student success through developing a seamless approach across the primary and secondary school setting.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Promote values of respect for the community and respectful collaboration within the school to ensure it is recognised not only as a place for student learning, but a place for adult engagement. • Continue with the review of leadership team responsibilities to align with strategic priorities and focus on whole-school Kindergarten to Year 10 curriculum.

Use of resources

The strong collaborative relationship between the Principal and manager corporate services ensures there is always a direct link between budget decisions and the school's business plan.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The manager corporate services is valued highly and works in partnership with the Principal to maintain a clear student-centred focus. • Budget information is shared with staff to build their understanding, inform their decision making, and maximise the use of resources. • Well-established financial management processes focus on the needs of students. • Effective asset management is evidenced through targeted planning that ensures that staff and students have access to well-maintained and contemporary resources. • High-quality workforce management provides staff with meaningful result driven employment.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build staff knowledge and understanding of school resourcing and processes for resource allocation.

Teaching quality

Staff demonstrate an enthusiasm for their core business of teaching and learning. This is being strengthened by the articulation of shared beliefs and expectations about how they engage with students in order to optimise progress, achievement and development of the whole child.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Development of the school-wide pedagogical framework is providing greater consistency for staff in the delivery of teaching and learning. • A range of data are collected to assess program effectiveness and guide curriculum decision making. • The utilisation of primary and secondary expertise to provide a seamless transition and educational pathway for all students from Kindergarten to Year 10 contributes to the continuity of learning. • Individual staff expertise adds value to program delivery and teaching practice.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Consolidate a whole-school approach to mathematics emphasising support for staff to analyse, interrogate and utilise data to inform teaching strategies. • Continue to pursue a common understanding and acceptance by staff of teaching and learning opportunities that are unique to district high schools.

Student achievement and progress

The school is proactive in consolidating its approach to the collection and analysis of student data. Teachers understand the imperative of accurately communicating student progress to parents.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The most recent student achievement system data shows a significant improvement indicating that the school is tracking well against like schools in most areas and year levels. • Following analysis of student performance data, staff consider the implications of whole-school teaching and learning practices. • The reliability of teacher judgements is supported through processes that include year level collaboration, and in-school moderation.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Reflect on the school data collection schedule to ensure that data being collected is useful for informing the teaching and learning program. • Investigate various forms of literacy and numeracy diagnostic data to inform planning. • Continue to explore options to provide parents with reliable information about their child's progress. • Incorporate staff analysis of student data into scheduled collaborative meeting times.

Reviewers

Lou Zeid
Director, Public School Review

Rod Lowther
Director, Public School Review

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 scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools