Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Wagin District High School

Public School Review

D24/0904104
October 2024

CC BY NC ND

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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Wagin District High School was established in 1892 and is situated approximately 240 kilometres south east of Perth, within the Wheatbelt Education Region.

There are currently 205 students enrolled at the school from Kindergarten to Year 10.

The school has an Index of Community Socio-Educational Advantage rating of 920 (decile 9).

Wagin District High School has a proactive School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Wagin District High School was conducted in Term 4, 2020. This 2024 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 Electronic School Assessment Tool (ESAT) submission was developed in alignment with the Standard.
- In preparation for the Public School Review, the leadership team led a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- Leadership demonstrated respect for the authentic voice of staff by encouraging them to make direct submissions into the ESAT.
- Validation day meetings strengthened the review team's understanding of the evidence provided in the ESAT submission. Participants delivered strong and consistent messages during domain meetings that built on claims made in the school's ESAT submission.

The following recommendations are made:

- Consider making improvement actions more targeted towards the identification of the 'Big Rocks' for improvement in each domain of the Standard.
- Consider the full scope of the foci statements in the Standard to best organise and align evidence to each domain.

Relationships and partnerships

Strong, transparent, and supportive relationships are fostered through authentic collaboration, mutual respect among staff, students and parents, and clear communication with all stakeholders.

Commendations

The review team validate the following:

- Communication is multimodal and effective. A 'Weekly Memo' clarifies whole-school focus areas for staff and two-way communication through the school website, Facebook, SMS, email and the Sway newsletter ensures accessible and timely information for all in the school community.
- The School Council provides respected, visible governance, collaborates with the Principal, and applies a solution-focused approach to school challenges.
- Local businesses and community groups support school projects, enhance workplace learning skills through placements and foster a positive and progressive school environment.
- Staff maintain a strong collaborative mindset, consistently finding opportunities to meet and plan, despite the challenges of staff shortages and restrictions on the school capacity to use the allocated resources for collaborative duties other than teaching and operational leader time.

Recommendations

The review team support the following:

- Update the marketing, communication, and parent engagement strategy to enhance community perceptions of the school.
- Collaborate with the School Council to develop a strategy for gathering feedback from a broader sample of parents, helping to guide performance evaluation and improve planning effectiveness.

Learning environment

A people-first approach fosters a safe, inclusive learning environment, promoting resilience, enhanced student opportunities, and strong community connections.

Commendations

The review team validate the following:

- Improved attendance and academic progress for Aboriginal students are driven by engagement programs and initiatives like Shooting Stars and have enhanced staff development and cultural awareness.
- Students engage in career development through career based incursions, excursions, and dedicated classes, exploring pathways, sparking curiosity, and connecting education to post-school opportunities. Years 9 and 10 classes, offered through the SIDE[1], guide students in exploring career interests and industry insights.
- Positive Behaviour Support informs a Positive Behaviour and Engagement policy and provides cohesive and consistent behaviour support. The EMUS Matrix outlines expected behaviours aligned with the core values of: Engagement, Manners, Understanding, and Striving.
- Strong case management and intervention programs contribute to identification and progress monitoring for students at educational risk (SAER) across the whole school. SAER overviews, for each year group, are updated regularly and support is provided to staff to complete effective Special Educational Need plans.
- Longitudinal attendance data has improved with unauthorised absences decreasing, due to a consistent attendance monitoring process. The updated 2024 Attendance Plan provides clear expectations for staff that align with the Department's requirements.

Recommendations

The review team support the following:

- Support the Wellbeing Operational Committee in implementing a school-wide Social and Emotional Learning strategy to reinforce the Positive Behaviour Support and Learning Environment policies.
- Build the capacity of all staff to consistently deliver a multi-tiered approach to supporting SAER students with quality classroom differentiation, small group intervention and targeted individual support in every classroom.

Leadership

A shared vision and an unwavering focus on empowering and supporting staff through clear directions and expectations has been established by the leadership team. A targeted plan for ongoing improvement is clear.

Commendations

The review team validate the following:

- Leaders are visible throughout the school and fully engaged, committed and collectively accountable for supporting staff to provide learning opportunities for their students.
- Building staff capacity is a key focus of leadership. Efforts to support paraprofessionals in attaining a Limited Registration to teach and undertake SIDE roles, along with in-school training and professional learning opportunities for teachers through Teach Well and Classroom Management Strategies programs, are enhancing the instructional skills of all staff.
- Roles such as Aboriginal languages teacher, Aboriginal and Islander education officer, mathematics coordinator, wellbeing officer, workplace learning coordinator, Social and Emotional Learning coordinator, and SIDE supervisor, are enhancing staff leadership as part of a strategic distributed leadership model.
- Operational planning committees for literacy, student wellbeing and behaviour positive partnerships, numeracy**,** staff health and wellbeing, health and physical education, finance, School Council and Student Leaders' Council, support implementation of the business plan and drive school direction.

Recommendations

The review team support the following:

- Use classroom observations and performance management and development processes to ensure consistent practice in the use of evidence-based and agreed pedagogical approaches across the school.
- Prioritise the resourcing of timetabled collaborative planning opportunities for all teams through the strategic allocation of human resource funding to drive the implementation of the Business Plan 2024-2025.

Use of resources

School resources are allocated in a targeted manner to maximise learning outcomes for all students, with systems and practices in place that encourage staff participation in resource management decision making.

Commendations

The review team validate the following:

- Adaptive and solution-focused workforce planning has addressed staff shortages. Leveraging staff flexibility and expertise confirms an unwavering commitment to ensuring students receive the instruction they need to succeed and progress.
- Targeted initiative funding is strategically allocated to enhance student engagement and implement programs aimed at improving outcomes. Education assistants support small groups of at-risk students, while disability funding ensures education assistant – special needs support is provided in every primary classroom.
- Team leaders play a vital role on the Finance Committee, contributing to financial and human resource planning to align the budget with the school plan. The Council reviews the school's financial position and is consulted on any significant changes to funding allocations throughout the year.
- The Financial Planning and Budgeting booklet outlines all financial processes and procedures. Finance updates are shared with staff during development days, meetings, weekly memos, and all staff emails.

Recommendation

The review team support the following:

- Continue allocating funds to support the professional learning needs of new staff to sustain school improvement and implementation of priorities outlined in the business plan.

Teaching quality

A collegial and dedicated staff collaborate to implement whole-school pedagogical practices, embracing diverse roles to meet the needs of a varied student cohort with care and a focus on fostering growth.

Commendations

The review team validate the following:

- A uniform approach to the documentation and delivery of whole-school agreed practise is evident and is informed by a comprehensive school-wide reflection against the Teaching for Impact (TFI) framework.
- Term outlines are completed by every teacher and give a great snapshot of how whole-school plans are being translated into best practice in the classroom. Parents receive these outlines each term, to be kept informed about their child's learning program and coverage of the curriculum.
- Staff have collaboratively developed instructional guides in numeracy and English, outlining best practices for Wagin District High School students and providing new staff with the resources to align teaching with school expectations. Consistent use of evidence-based pedagogical approaches is an ongoing focus.
- Literacy instruction, linked to TFI, is explicitly taught using a whole-school model which includes daily review, lesson intention, success criteria, vocabulary instruction, I Do, WE Do, YOU Do scaffolding and continuous practise and reflection.

Recommendations

The review team support the following:

- Develop operational and instructional frameworks for new teacher induction that align Term Outlines, pedagogical practices, and expectations for effective communication.
- Consolidate and develop with new staff, professional understanding and use of the Elastik platform to ensure teaching and learning plans are data-driven and identify effective intervention where required.
- Build the capacity of the newly appointed Early Childhood team, through a comprehensive induction of the current early childhood play based practice to ensure National Quality Standard progress is maintained.

Student achievement and progress

Student achievement and progress is informed by a combination of school-based and standardised assessments, with regular data tracking at individual, group, and whole-school performance.

Commendations

The review team validate the following:

- System and school-based data informs that overall school performance is on balance strong, or as expected, when compared to similar schools.
- A whole-school data collection schedule and report writing guidelines ensure data is consistently collected and analysed. Stable staff have developed strong data analysis and intervention planning skills for all students. Staff regularly review data individually, collectively, and with the School Council.
- Commendations for NAPLAN2 success in 2021 and 2023 is further supported on 2024 data as very strong in the primary phase. Students are performing above like schools in all testing areas in Years 3 and 5 with high school students performing as expected in all areas except Year 9 reading which is an area in focus.
- The tracking and follow up of all OLNA3 students with targeted teaching and support has resulted in the majority of students demonstrating the standard.

Recommendations

The review team support the following:

- Expand staff capacity in EAL/D[4] awareness, assessment, and reporting, including Reporting to Parents functionality and Progress Maps, to support the growing enrolment of culturally diverse families.
- Further explore alternate pathways for individual students at risk to give them opportunities to achieve a WACE[5] or to enter the workforce through Department approved exemptions.

Reviewers	
Steven Dickson **Director, Public School Review**	Darren Simpson **Principal, Capel Primary School** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.

Steven Watson
Deputy Director General, Schools

References

1 School of Isolated and Distance Education
2 National Assessment Program – Literacy and Numeracy
3 Online Literacy and Numeracy Assessment
4 English as an Additional Language or Dialect
5 Western Australian Certificate of Education