



Government of Western Australia  
Department of Education Services

# Morawa District High School

2015

## Independent Review Findings



Independent Review of  
Independent Public Schools

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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## School and Review Details

<b>Principal:</b>	<b>Ms Tonia Carslake</b>
<b>Board Chair:</b>	<b>Ms Karen Chappel</b>
<b>School Location:</b>	<b>34 Gill St Morawa WA 6623</b>
<b>School Classification:</b>	<b>DHS Class 5D</b>
<b>Number of Students:</b>	<b>244</b>
<b>Reviewers:</b>	<b>Mr Lindsay Usher (Lead)</b> <b>Mr Michael Duncan</b>
<b>Review Dates:</b>	<b>5, 6 and 7 May 2015</b>

## Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings have the potential to inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.



## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The Principal sent the school's self-review documentation to the Department of Education Services, one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made. During the review visit reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students. The schools in the cluster also met with the reviewers during the visit, for verification of the cluster self-review.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for the verification of how well the school has met its commitments in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

### *What are the important features of this school's context that have an impact on student learning?*

Morawa District High School is located in the Mid-West region, approximately 370 kilometres north-east of Perth. It is an older style school with many extensions and redevelopments, some courtesy of the Building the Education Revolution program. The oval, playgrounds and outdoor learning spaces are well utilised and significant contributors to the curriculum drivers within the school. The school became an Independent Public School in 2013 and has a current K–12 enrolment of 244 students.

The development of a viable and successful senior secondary program is a unique feature of the school and provides alternatives for parents in the Northern Wheatbelt considering pathways to tertiary education entry for their children. Proximity to Morawa Agricultural College, is also of great significance with the sharing of knowledge, expertise and facilities providing options for both schools.

The Index of Community Socio-Educational Advantage (ICSEA) for the school is 888, which indicates the school is serving a relatively low socio-economic population. Thirty eight per cent of students are Aboriginal or Torres Strait Islander—an increase from 21% in 2011. The school draws student enrolments from within the town and district including surrounding farms and the neighbouring towns of Mingenew, Three Springs, Perenjori and Yalgoo. The movement of Year 7 students into secondary education has not only resulted in increased numbers in Year 7 at the school, but has had the consequence of increasing general enrolments and the provision of several new or expanded bus services. This has resulted in some students, previously unable to access secondary education, now attending school. The staff is committed to providing the best education it can for all students.

Students have access to the school's specialist programs in physical education, music and visual arts. Staff report that these programs are widely acknowledged as contributing greatly to the educational outcomes being achieved by the students. The school is well regarded by the local community and enrolments are increasing. The staff has developed appropriate strategies to assist with the increase in student numbers and increasingly diverse needs.



Morawa District High School provides a wide range of sporting, academic, social and cultural opportunities for its students. These learning opportunities include a focus on literacy and numeracy (a legacy of its involvement with the National Partnerships Program), a strong Early Childhood Education program, Senior School Pathways, the Western Australian Certificate of Education (WACE), the Australian Tertiary Admissions Rank (ATAR) and Vocational Education and Training (VET) that form an integral part of the curriculum offerings of the school and the very strong music program, which features brass instrumental music and the brass band. The school has participated in national and State brass band performances, winning national awards, another unique feature for a rural school.

The school delivers strong literacy and numeracy support and re-engagement programs to meet student needs. It has a well-developed and productive partnership with The University of Western Australia (UWA) and Edith Cowan University (Rural Link, *Teach Learn Grow*, My Story iPad Project, Aspire and hosting teaching practicums for education and early childhood education students). These programs are supported by a strong pastoral care tradition.

The staff have developed strong partnerships and links within the local community. The school is a member of the Morawa Education Industry Training Alliance (MEITA), a well-established and powerful partnership with the Morawa Agricultural College, the Morawa Shire Council, the Durack Institute of Technology (Geraldton) and Karara Mining that extends across the local region. In addition, the school has established connections to local schools, resulting in networking to develop teaching skills and practice.

The school's staffing is stable, with a good mix of experienced staff members. Staff turnover in recent years has been quite low; however, there was a significant change at the commencement of 2015. The school has provided appropriate induction and mentoring support to cope with the situation. A feature of the school is the number of staff who have been at the school for over 15 years. As an Independent Public School, the ability to select its own staff allows the school to determine the staffing profile to suit the needs of the students and the school. Some staff members have served in a number of roles, which has provided them with a common understanding of the organisational structure of the school and the well-established community relationships. Staff are committed to providing an education that recognises and values diversity and to offering all students opportunities to succeed.

The school's physical environment (grounds and surrounds) is attractive and welcoming. The buildings and gardens provide a setting that contributes greatly to the establishment of a first-class learning environment.

The Board has strong links with the local Shire and community and is well placed to achieve significant progress. It is consolidating its broad-based membership and developing good understanding and practice in school governance. The school staff and board members are committed to enhancing the facilities available to the students with planned extensions, renovations and alterations—a feature of their forward planning. This planning includes the growth of the school's reputation as a hub for education in the region.



## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

Morawa District High School addressed the review process by submitting the required information in electronic format supported by various assessment, monitoring and review documents. The reviewers found the addition of the Executive Summary document and the 2012, 2013 and 2014 Year Books provided valuable contextual information. The self-review addressed the school's targets in some detail; however, measurement tools for some of the targets were difficult to quantify. The staff compare results against like schools and consider this to be the most relevant comparative measure for analysis and reporting rather than State or Australian means, given the school's ICSEA. The school's planning and reporting cycle and its context are also well documented. The detailed review documentation provided the reviewers with the opportunity to see the broad picture relating to the school's review processes.

The school's documentation addressed the transition towards becoming an Independent Public School and the development of the DPA and the Business Plan 2013–2015. Student learning is guided by the setting of targets that are addressed by all relevant staff. Judgements regarding achievement of those targets are made by staff, the leadership team and the School Board. The school's self-assessment and self-review processes and documentation are of a high quality and demonstrate a commitment to rigour and continual improvement.

The Principal presented the school's self-review 2013–2015 and annual reports which are publicly available online. This was augmented by tables and surveys developed and conducted to gather evidence and validation regarding the school's efforts and achievements. This provided an overview of how the alignment of performance data and action plans occurs for the whole school, classes, cohorts and individual students. There was some evidence of a whole-school approach to data collection and analysis. This was linked to the school's annual review cycle and demonstrated an action learning approach. It was evident from the presentation, and later confirmed by discussions with staff, that a culture of continuous improvement is strongly embedded within the school.



The self-assessment is a summary of the overall progress achieved by the school in addressing the Business Plan and its associated targets and is primarily informed by its annual school reports, evidence from external sources such as National Assessment Program—Literacy and Numeracy (NAPLAN), Western Australian Monitoring Standards in Education (WAMSE), ATAR and WACE results and completion data, VET attainment, parent reports, online entry data and surveys. This self-assessment demonstrates a commitment by the school to review its performance with like and local schools and national benchmarks, particularly for low-achieving students. The documentation and analysis demonstrate rigour and professionalism. It was noted in discussion that the staff intended to adopt Hattie's 'Visible Learning' approach to improving teaching and learning. The progress of this strategy will be monitored as a part of the school review process.

The Principal and staff are commended for their thorough self-review processes that identify areas for improvement and support classroom intervention and school planning for improved student learning.

## School Performance—Student Learning

### *How well has the school performed in improving learning (achievement, progress and engagement) for all students?*

The Business Plan 2013–2015 clearly identifies the school's targets for student achievement and describes the major strategies and milestones to be followed to achieve those targets. The school leadership team and staff determined the targets and communicated them to the school community through the Board-approved Business Plan. They are aspirational targets and well suited to the context of the school. The reviewers were able to verify the school's claims through inspection of documents and discussions with staff leaders. There is clear evidence of thorough interrogation of the data and appropriate planning undertaken to develop strategies to support staff to address the targets. There was evidence that the staff were addressing the needs of various groups within the school population. The staff have developed relevant individual education plans (IEPs) supported by case management strategies to support identified students and cohorts. There was also some evidence of moderation internally within the school.

Staff are using appropriate systemic assessments to make informed judgements about student performance in each of the learning areas. The reviewers were able to verify that the majority of students are achieving sound results. Evidence gathered from population testing, such as NAPLAN and Online Literacy and Numeracy Assessment (OLNA), is corroborated by teacher assessment. The staff use a combination of assessment tools to make their judgements. These judgements are used to plan for improvement. School-level information about student performance is collected regularly and comparisons are made primarily against like schools. State and Australian school bands, benchmarks and means are also used by staff when comparing the standards of achievement and progress of particular, identified groups of students. Standardised testing measures are routinely used by the school to reflect on performance. Areas of significant strength are identified and celebrated. A longitudinal summary of student performance shows results are at expected levels of achievement for like schools in most domains. Writing and spelling have been identified as areas of weakness requiring significant attention in the next planning cycle. Progress and achievement for 2012–2014 typically show high achievement/high progress and as such are demonstrating good results. The school's On-Entry assessment data indicates performance below the State-wide summary and will be a feature of planning for next year.



The development and expansion of the senior schooling programs available is a feature of the school and cause for celebration. The staff, in conjunction with the Agricultural College staff, have developed strong pathways for its students that provide them with opportunities to achieve educational success. In 2014, the school achieved 100% WACE graduation for its 12 Year 12 students. Four students undertook ATAR studies and achieved a median score of 64.1 with all students above the 55+ level for university entry.

The school's overall performance has been above expected and is a credit to the staff. They are aware of the need to maintain standards in literacy and numeracy. Key classroom strategies including literacy and numeracy blocks supported by whole-school planning, implementation of the Australian Curriculum Phase 1, engagement programs and spelling initiatives clearly support improved student learning. The school has set aspirational targets for student academic learning and, after review, has determined to continue with this approach. Leadership affirmed the need to ensure that improved student performance at all levels is a critical element of classroom planning and that target setting at an operational level could be managed to set achievement levels against national and State benchmarks. It is evident that the staff are committed to the continual improvement of students' academic achievements and the quality of the learning environment.

The school has a significant population of Aboriginal students. The leadership team and staff have recognised the lower performance by many students in this group. Teaching and learning strategies have been formulated and adapted to address their needs. Support programs in literacy and numeracy are operational across primary and secondary years with teachers catering for individual differences. Results indicate achievement at better-than-expected progress in most cases. Attendance improvement is a major goal for the school in improving engagement and progress. The staff have identified the performance of Aboriginal students, particularly in secondary years, as a major focus for the next plan.

The school adjusts its strategies in response to any emerging problems or changes. It has introduced a number of strategies focusing on pedagogy to maintain or improve student achievement. The strategies include strengthening the Students at Risk team to support a focus on IEPs and case management for those students identified as being in need of further support. The secondary students are also being well supported by the introduction of a Careers option. On-Entry data is used to identify a basis for planning literacy, numeracy and social development strategies in the early years.



Teachers work in collaborative learning teams to develop strategies to implement the Australian Curriculum. Professional learning has been built around the Phase One learning areas of the curriculum. The school is well placed for full implementation.

The school is developing pastoral care structures to promote student attendance. Attendance has been identified as a concern and appropriate planning has taken place to develop engagement programs to support those students 'at risk'.

The establishment of partnerships with the Morawa Agricultural College, the Shire of Morawa, Karara Mining, Durack Institute of Technology, UWA, Edith Cowan University (ASPIRE and TLG), Morawa Youth Centre, Morawa Playgroup and others is of great significance to the professional development of the staff at the school. They greatly enhance the curriculum knowledge and understanding of staff to support the academic improvement of students at Morawa District High School.

Programs have been selected to address the specific needs of all students. Staff have implemented a curriculum that challenges, engages and improves learning for all students. Engagement programs are designed to improve student outcomes across the breadth of the curriculum. The diversity and appropriateness of the courses is affirmed. The continuation of the Brass Band program is notable for its contribution to the fabric of the school and community.

The school staff are commended for their efforts to improve and maintain student learning for all by providing targeted interventions, delivering consistent pedagogy, using strategic partnerships and offering broad curriculum offerings across learning areas to promote successful students.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?***

The vision for Morawa District High School is ‘to provide a strong public school that earns the respect of the community for the quality of education that it offers’. Evidence provided through a wide range of interactions with the community, parents, staff and students confirms that the school is highly regarded, not only for its quality and variety of educational provision, but also for its ability to offer pathways for students through to Year 12 and acceptance of a diverse range of students from widely differing backgrounds. It is an unusual feature in WA rural education that it has been possible to position the school as a ‘school of choice’ because of these factors. The school has used the factors as a means of promoting public education to parents who traditionally may have sent secondary-aged students to the city or regional centres to further their education.

Given the diversity of backgrounds of students from farming and town communities, the school has developed a safe and inclusive environment in which everyone is valued and supported. In achieving this, the school has implemented strategies to improve engagement, foster resilience, develop positive behaviour and explicitly teach social skills. Teacher development in implementing consistency in classroom management skills and a whole-school approach to providing a stimulating in and out of school curriculum further enhances the learning environment.

As previously noted in these findings, the school has developed strategies to support improved learning for all students. These include:

- strong engagement in improving early childhood learning through the school-funded Playgroup, 0–4 Aboriginal pre-kindergarten program and application of the Early Years Learning Framework
- the successful mentoring of inexperienced staff appointed to the school in 2015 to ensure consistency in teaching and learning practice
- the development of intervention strategies through early screening for literacy and numeracy issues and the use of IEPs and case management to differentiate the curriculum
- student leadership training



- strong student support services through the School Psychologist and youth counselling services
- a whole-school approach to student health and well-being with the delivery of programs to promote social and emotional welfare
- the provision of realistic and achievable pathways for students to achieve Year 12 graduation.

The staff have implemented programs and maintained the sustainability of others to ensure that student learning is the focus. In addition, specialist programs are undertaken by skilled and experienced staff with the contribution made by the unique, highly accomplished and nationally recognised brass band as an exemplary example. The band, with its large number of participants, considerable parent support and engendered community pride, provides outstanding learning opportunities for students and valuable cultural and intellectual capital in promoting the values and vision of the school.

The focus on improving attendance rates, particularly for Aboriginal students, is a high priority for the school. The increase in student enrolments through a dedicated bus run has seen a decline in attendance rates for Aboriginal students to 66.9%. This has impacted negatively on the overall attendance rate which dropped to 88.2% in 2014. The development of an Aboriginal Education Plan could focus strategies to improve attendance and consider other areas of engagement. The IEP and case management approach with a focus on literacy and numeracy is well embedded and demonstrating positive outcomes, particularly in the primary school. The issue of newly enrolled secondary students with low literacy and numeracy levels has been identified as an area to be addressed in future planning. It may require a different approach from the current mainstream practice that relies on teacher differentiation of the curriculum. As an area for improvement, the school should consider the development of an alternative learning pathway that focuses strongly on the needs of students who may be disaffected from school, requiring specific programs that engage them in the education process and catering for their learning needs. The reviewers affirm in discussion with school leadership, the development of a pathway that maintains integration into mainstream subjects and specialist programs but offers functional literacy and numeracy, greater practical learning opportunities and high interest level programs to develop student skills.



A feature of the school verified by the reviewers is the strong relationship and bond between the school, parents and the community. The school has a strong and vibrant support base of parents both individually and collectively through the P&C, which raises considerable funds for the school each year. The review found unanimous support for the school and the direction it was taking. Parents were impressed with the academic focus, the level of care for students and the way in which parents were engaged in the education of their children. It was clear that many parents were reconsidering their long-held ambitions for their children's secondary schooling and that parents in outlying areas were becoming increasingly attracted to the prospect of sending their children to Morawa District High School. It is clear also that the partnership that exists between the school and the adjacent Agricultural College provides parents with optional ATAR/VET pathways for their children in the senior schooling years. The level of collaboration between the two schools and sharing of teaching and courses was noted as being a positive drawcard for parents and their child. The staff were able to determine levels of parent satisfaction with the school from recent surveys which demonstrated highly positive responses.

The school has developed a mindset of seeking out partners and networks that provide support for teaching, learning and the social and emotional welfare of students. These include the established strategic relationship through the MEITA with the Agricultural College, community, tertiary education providers and business; the engagement of external agencies such as 'Teach Learn Grow' and the Aspire program to support student learning and choices; networking opportunities with local schools to promote and share teaching and learning practice; access to the Shire social worker and youth centre; and visiting therapy services, paediatrician, community nurse, and Child and Adolescent Mental Health Services.

The Principal and staff are commended for creating a learning environment that promotes and facilitates student learning and well-being, utilising strong agency and community support and involvement.

From evidence obtained from staff, parents and community members during the independent review process it is clear the school is achieving its mission statement:

*As an Independent Public School, Morawa District High School is committed to providing a positive, safe, inclusive and innovative learning environment for students and staff.*

## School Performance—Sustainability

### *How well placed is the school to sustain and improve its performance into the next planning cycle?*

Embedded self-review practices that analyse the learning of all students to identify areas for improvement are a feature of the school's practice. Staff new to the school, and to teaching, have been on a steep learning curve to engage in self-review and, in particular, monitor and report student progress and achievement. The mentor system has provided valuable support to their efforts in understanding both the rationale for monitoring and the use of performance information to influence teaching and learning. There is a whole-school approach to self-review that encourages analysis and the development of improvement strategies across all years. Senior school teachers in particular, closely monitor student performance towards achieving WACE. This enables them to respond with course changes should achievement be lower than expected. The reviewers noted the development of a review focus across all learning areas that identified areas for improvement. Discussions with the leadership team indicated a focus on reviewing teaching practice and the success of strategies implemented as an important next step in self-review. This approach is affirmed as being consistent with practice that is likely to lead to improving student learning.

Governance processes that strategically oversee and provide critical reflection on school performance and the cycle of self-review are evident in the operations of the Board. Reviewers were able to meet with the Board Chair and community and parent members of the Board who confirmed that since transitioning from a School Council to a Board, members' knowledge of school operations had increased considerably. While there had been periods when progress in developing their understanding of the governance role was limited, the Board was now well placed to carry out its functions with a reduced number of positions and elections soon to be held. Members were involved in developing the Business Plan and had come to an understanding of school performance and financial information. Discussion was held about roles relating to their obligations as representatives of parents and the community, the desire to have Aboriginal representation, and communication strategies to lift their profile and keep the community informed of their work. The Board is commended for its ongoing development and for making a valuable contribution to the success of the school.



Stable and effective leadership is a feature of the school. The Principal plays a critical role in ensuring that the staff are focused on improving student learning and has delegated to experienced deputy principals key school improvement management functions that contribute to the school's vision and operational objectives. Discussions with leadership team members revealed their breadth of educational experience, knowledge of what works and commitment to the school and its improvement agenda. Leadership is further devolved to teaching staff who perform critical roles in supporting staff with teaching and learning at a classroom level. The leadership of the school and the leadership model focusing on staff development to deliver improved student learning are commended.

The students, school and community are well served by a stable staffing cohort, many of whom have over 15 years' tenure at the school. The school and the community offer staff opportunities that encourage them to stay longer. Many graduates stay up to four years before seeking other positions because of the positive culture of the school and the welcoming and inclusive community. The school has ensured that staff have the capacity to implement processes and procedures effectively, collaboratively and with consistency. This is evident through strong management processes that include mentoring and professional learning through networking opportunities, in-school expertise sharing and professional learning support. The Principal has been active in ensuring that a wide range of developmental opportunities are available to staff to support successful teaching and learning.

The school is well placed to provide human, physical and financial resources available to sustain current programs and support future initiatives. The flexibility to appoint staff has been demonstrated in 2015 with the appointment of four quality graduate staff members to the school. The Workforce Plan for the next planning period will focus on a risk assessment regarding the ability of the school to employ staff to maintain and improve existing program delivery. The school is well resourced, exercises its ability to call on resources from the Agricultural College in reciprocal sharing arrangements and from the community through access to physical and human resources, and has the support of an active and financial P&C.

Considerable discussion was held with the leadership team and the Board as to the future directions for the school. The Principal expressed the view that the Business Plan and targets had to be reworked to better focus the school on improving student learning. A more strategic Business Plan and a focus on targeted strategies and milestones in the Operational Plan were being



considered. Reviewers affirmed this approach as likely to lead to a Business Plan that would encompass the most important things that need to be done to improve student learning as well as providing clear directions as to the future development of the school as an educational hub in the Northern Wheatbelt. The Principal is aware of the necessity to maintain a results-oriented senior secondary program that meets the needs of students, provides access to university entry and equips students for further training and employment. Planning that sets targets to improve student learning, particularly for low-achieving and low-attending Aboriginal students, is considered a priority for the next Business Plan.

## School and Cluster Performance

### *Has the cluster met its intended purpose and supported improved student learning?*

The cluster, consisting of the WA College of Agriculture—Morawa and Morawa District High School, is unusual in that it was formed as a part of a larger organisation dedicated to improving education, training and employment opportunities for youth in Morawa and the Mid-West region.

The MEITA came into existence in 2010 in its current form and is a partnership with the two schools, the Morawa Shire Council, the Durack Institute of Technology (Geraldton) and Karara Mining. Its strategic purposes from the Morawa District High School perspective are to:

- develop transport options for students wishing to attend the Morawa District High School
- develop accommodation options for students wishing to attend Morawa District High School e.g., expanding the 'hostel beds' initiative, home stays and weekly boarding options
- develop accommodation options for residential short-term training courses conducted in Morawa
- establish an e-learning hub in Morawa for the delivery of primary, secondary and tertiary-related learning programs
- encourage local businesses to be involved in apprenticeships, traineeships and work-based learning programs.

The innovative MEITA has had a positive impact in attracting and retaining families and, in particular, youth in Morawa. It has played a part in winning the confidence of the local and surrounding school communities, culminating in the addition of a bus run for secondary students from Three Springs being approved late in 2013. It was also responsible for the provision of Western Australian College of Agriculture—Morawa hostel beds for students from remote areas such as Yalgoo to attend Morawa District High School from 2012. Pressures on the hostel capacity have seen this initiative postponed in 2015. In addition to this, School Bus Services has commenced a daily bus run from Yalgoo. The move of Year 7s into secondary school has seen a decline in primary student numbers and an increase in secondary numbers with the additional bus runs contributing to the increased enrolment.

The Agricultural College and District High School play an important role in collaborating to ensure that Morawa schools remain a viable and attractive option for secondary schooling. The collaboration extends to the sharing of course delivery across VET and academic programs and the sharing of facilities to enhance senior secondary options. It is clear that the role of the cluster in meeting future needs of this school and for the region will be critical. As members of the larger MEITA organisation, the two schools benefit from community and industry access, networking with a range of employment and training providers and having the support of the wider community to develop their future directions.

It is evident that the MEITA, as the overarching body for the cluster of schools, provides substantial benefits to Morawa District High School staff, students and their parents. The Morawa District High School and the MEITA are commended for the innovative and strategic development that has benefited students in the local area by providing access to viable learning pathways for further training and employment.



## Conclusion

Morawa District High School has demonstrated that it meets the requirements of the DPA. A challenging Business Plan 2013–2015 has been presented, with the intent of improving student performance. Through detailed analysis of performance information, it has demonstrated how student learning is improving and is on track to achieve targets by 2015. The school has already achieved its mission of providing a quality learning environment, has the support of parents and the wider community, and plays an integral part in ensuring the fulfilment of the vision of a strong public school that earns the respect of the community for the quality of education offered.

Substantial partnerships have been developed at a strategic and classroom level that benefit student access to education and focus on improving the quality of teaching. The school is well placed, with its strong reputation, stable staffing and increasing enrolment, to be a leading player in developing a learning hub for the region.

## Commendations

*The following areas are commended:*

- the Principal and staff for their thorough self-review processes that identify areas for improvement and support classroom intervention and school planning for improved student learning
- the school staff for their efforts to improve and maintain student learning for all by providing targeted interventions, delivering consistent pedagogy, using strategic partnerships and offering broad curriculum offerings across learning areas to promote successful students
- the Principal and staff for creating a learning environment at the school that promotes and facilitates student learning and well-being utilising strong agency and community support and involvement
- the Board for its ongoing development and for making a valuable contribution to the success of Morawa District High School as an Independent Public School
- the leadership of the school and the development of a leadership model focusing on staff development to deliver improved student learning
- the Morawa District High School and the Morawa Education, Industry and Training Alliance for the innovative and strategic development that has benefited students in the local area by providing access to viable learning pathways for further training and employment.

## Areas for Improvement

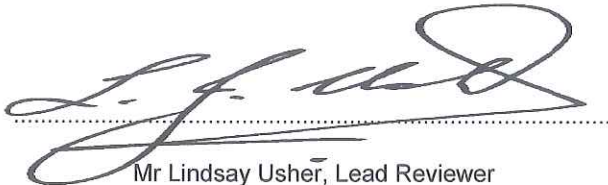
*The following area for improvement has been identified:*

- consideration be given to development of an alternative learning pathway that focuses strongly on the needs of students who may become disaffected from schooling and require specific programs that engage them in the education process and cater for their learning needs.



## Declaration

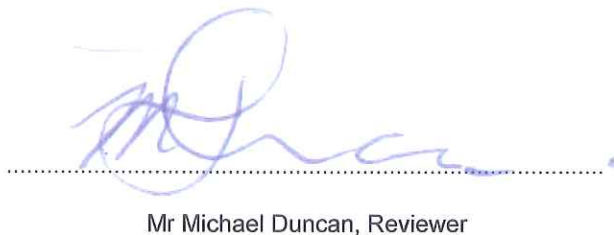
We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Morawa District High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Lindsay Usher, Lead Reviewer

17 June 2015

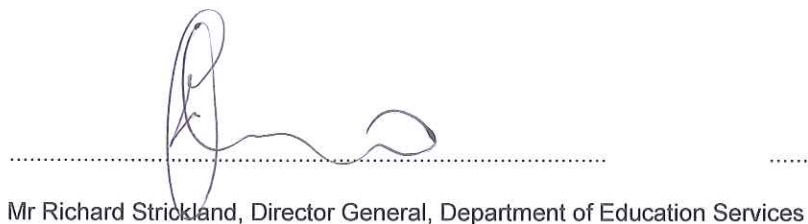
Date



Mr Michael Duncan, Reviewer

24 June 2015

Date



Mr Richard Strickland, Director General, Department of Education Services

26/6/15

Date

