



Department of
Education

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Morawa District High School

Public School Review

November 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 focused 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

Morawa District High School is located approximately 360 kilometres from Perth in the Midwest Education Region. Established in 1922, the school has a strong history within the local community.

Currently, there are 182 students enrolled from Kindergarten to Year 12. The school has a Socio-Economic Index decile rating of 9.

Morawa District High School gained Independent Public School status in 2013.

The alignment between the expectations of the community and the school values of the Positive Behaviour Support (PBS) plan – ‘respect, responsibility, achievement’ – is particularly strong, engendering dedicated mutual benefit and support.

In addition to community involvement in school activities, there is committed assistance for the work of the school through the School Board and the Parents and Citizens’ Association.

School self-assessment validation

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

The following aspects are confirmed:

- The leaders have a strong understanding of school self-assessment processes and demonstrate a commitment to school improvement and public accountability.
- The process of preparing for the Public School Review was in keeping with the ongoing and embedded procedures for school self-assessment and improvement.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, performance and planning priorities outlined in the business plan.
- High levels of staff engagement and collaboration in the school assessment process is evidence of an embedded culture of reflection and improvement.
- The summary statements provided in the ESAT submission assisted reviewers to gain an overall understanding of evidence presented for each domain.
- A wide cross-section of school leaders, teachers, support staff and parent and community representatives elaborated on the evidence and planning intentions, described in the ESAT submission, during the validation visit.
- There is alignment between performance evidence, judgements about priorities and planning for improvement.
- Staff demonstrate ownership for student success with professional and personal responsibilities and obligations understood.

The following recommendations are made:

- Continue to embed the School Self-Assessment and Improvement Cycle, reporting to the School Board about progress more regularly throughout the year.
- Continue to utilise the summary statements as the framework to capture targeted evidence for each domain of the ESAT.

Public School Review

Relationships and partnerships	
<p>Meaningful collaboration and mutually respectful relationships exist between staff, students and parents. Staff are proactive in building and maintaining strong and sustainable partnerships with key stakeholders, to impact positively on student achievement and attainment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff develop and nurture quality relationships with students to ensure a positive classroom environment. • Key stakeholder groups are represented on the School Board with members well trained, committed to their role, active participants in the school improvement agenda and strong advocates for the school. • Communication processes are well established and respected. Parents endorse the variety of communication avenues as; professional, relevant, accurate and timely in meeting their needs. • Survey data reflect high levels of staff morale as an indicator of quality professional relationships. • Key partnerships have been established with schools, community and industry representatives through the North Midlands Education and Industry Training Alliance to enhance student opportunities and pathways. • The school is valued highly by members of the community and acts as an educational 'hub' for the town and broader geographic area. The Brass Band, with a 55-year history, is an integral part of the school and community forming an important and popular element of school identity.
Learning environment	
<p>The learning environment is characterised as safe, orderly and inclusive, leading to high levels of effectiveness in meeting the needs of students. Supportive programs and structures have been embedded to enhance caring and nurturing staff behaviours.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Behavioural expectations are articulated clearly and supported diligently by staff to ensure a positive environment. The values and mission of the PBS plan are embedded in staff practice and underpin all school operations. • Issues including engagement, alienation and social-emotional challenges are addressed through processes of identification, appropriate intervention and routine monitoring for improvement. • Explicit whole-school improvement strategies have addressed concerns with attendance and poor punctuality effectively. • The 'student voice' is sought and considered when shaping policy. Genuine student leadership structures are in place via the Student Councils – Senior and Junior – and House Captains. • A case management process for students at educational risk, based on a 'model of support' triage system, is broadly endorsed by staff.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to engage support services to maximise care for students.

Leadership

The strategic intent of the school is premised on the belief that a unified purpose is essential in a culture of continuous improvement. An authentic commitment to a shared and unifying vision is embedded and provides clear school-wide direction as outlined in the business plan.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Leaders are approachable, trusting and trusted. Strong, sustainable leadership practices are embedded and change is managed effectively. • Leaders articulate clearly the purpose of planned intentions, set high expectations and standards, support staff to meet them and hold staff to account for their achievement. • Leaders are adept at recognising staff capacity and providing opportunities for leadership development. This is supported through quality professional learning and performance management systems. • Leaders provide quality instructional and curriculum leadership. Staff appreciate the professional direction and support enacted by the leaders, including through induction processes for new staff. • The <i>Aboriginal Cultural Standards Framework</i> informs culturally responsive school planning as evident in the school's 2019-2021 action plan.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to identify leaders at all levels and develop leadership action plans linked to performance management and development.

Use of resources

Resource deployment and workforce management are both strategic and targeted. The long-term and short-term planning for resources is reflective of identified need and the embedded management practices ensure effectiveness.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The manager corporate services is an integral member of the leadership team and plays a strategic role in resource management. • Student characteristic funding is used to implement appropriate teaching and learning adjustments to support improved outcomes for groups of students through a range of evidence-based programs. • Operational plans articulate clearly the resource needs to support the priorities and objectives of the business plan. • The workforce plan identifies gaps and school staff are appointed to best meet the learning needs of all students. Collaboration with the Western Australian College of Agriculture – Morawa has enabled the sharing of specialised human and physical resources. • A well-informed and balanced budget is set each year and includes short-term and long-term planning for workforce, and identifies reserve funds to ensure expenditure does not exceed budget.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop the financial literacy and understanding of all members of the School Board and Finance Committee.

Teaching quality

Shared understandings regarding best practice in delivering high quality teaching and learning, have been developed. Whole-school approaches and quality teaching practices are accepted, understood and embedded by passionate, engaged and committed teachers.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teaching staff receive feedback through the peer observation strategy around the 'explicit teaching model'. This is part of revised performance management and development processes aligned to the AITSL¹ Australian Professional Standards for Teachers and school priorities. • Success has been achieved in embedding ICT² into the curriculum through the ACARA³ Digital Technologies in focus project. • Teachers use data effectively to inform their classroom and individual planning, differentiation, interventions and case management. This has impacted positively on student performance. • Targeted strategies including Talk for Writing, PM Benchmarks, Progressive Achievement Tests, Seven Steps to Writing Success, Guided Reading and Brightpath support curriculum and assessment. • Successful phonics intervention is provided for students at educational risk in the early years, through the MiniLit early literacy program. • The ABLEWA⁴ Assessment Tool and special educational needs planning and reporting have been utilised effectively to cater for students on individual education plans.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to implement and monitor effective case management processes to improve student outcomes, through the use of the Student Achievement Information System Dashboard facilities.

Student achievement and progress

Analysis of systemic and school-based student achievement data informs planning and pedagogical practice. Staff share responsibility for student achievement and accountability for making appropriate performance improvements.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • In response to the AEDC⁵, On-entry assessment Program (OEAP) data and the National Quality Standard, the early childhood improvement plan has had a positive impact on student achievement in the 2019 Year 3 NAPLAN⁶. • OEAP data inform case management targets for individual and group achievement. This is monitored closely in the early years. • Extensive staff commitment to student performance in the OLNA⁷ resulted in 100 per cent achievement in 2019 for full-time students. • There is a strong understanding of the value of evidence-based decision making at the class and whole-school levels.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to build robust data literacy skills to drive professional reflection and practice and determine responses for gaps in student learning.

Reviewers

Brett Hunt
Director, Public School Review

Stephen Watt
Principal, Western Australian
College of Agriculture - Narrogin
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 Information and communications technology
- 3 Australian Curriculum, Assessment and Reporting Authority
- 4 Abilities Based Learning Education, Western Australia
- 5 Australian Early Development Census
- 6 National Assessment Program – Literacy and Numeracy
- 7 Online Literacy and Numeracy Assessment