



Department of
Education

Shaping the future

Morawa District High School

Public School Review

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

Morawa District High School is located approximately 360 kilometres from Perth, within the Midwest Education Region.

The school has a decile ranking of 9. Currently, there are 212 students enrolled from Kindergarten to Year 12.

Morawa District High School was established in 1922 and gained Independent Public School status in 2013.

The School Board and the Parents and Citizens' Association (P&C) provide committed support to the school.

The first Public School Review of Morawa District High School was conducted in Term 4, 2019. This 2023 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 school's Electronic School Assessment Tool submission included a wide selection of contextually relevant evidence and analysis.
- A highly consultative approach was employed by the Principal and leadership team to ensure staff contribution to, and understanding of, the school's self-assessment process. Staff acknowledged and appreciated the opportunity to share their journey with the review team during the validation visit.
- Recommendations from the 2019 Public School Review were used, in conjunction with the Standard, to make judgements on the school's performance and improvement journey.
- The embedded culture of reflective practice, self-assessment and data driven decision making provided a strong foundation for the review process, with evidence of a collective understanding of the school's strengths and ongoing improvement agenda.
- A wide range of staff, student, parent and community representatives engaged in discussions with the review team, contributing authentic reflections in support of the school.
- A guided tour of the school included opportunities to see the range of internal and external learning environments, providing a rich insight into programs offered to students.

The following recommendation is made:

- Continue to engage staff and stakeholders in regular and collaborative school self-assessment processes aligned to the Standard.

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Relationships and partnerships

Respectful and professional relationships have been established, embedding a positive culture where staff and the community share a collective belief of 'growing good people'. The leadership team inspire loyalty and value the contributions of staff and the local community.

Commendations

The review team validate the following:

- With a growth mindset evident, staff feel valued, work collaboratively, respectfully and professionally with a collective investment in every student and their success.
- High levels of collaboration exist within and beyond the school. This includes involved School Board members who competently fulfil their governance role, and a proactive P&C who connect with the local community and raise significant funds for resources.
- External partnerships and connections with government and community organisations, including the School of Isolated and Distant Education, Shire of Morawa, West Coast Language Development Centre, Teach Learn Grow, Central Regional TAFE¹ and the Western Australian College of Agriculture – Morawa have provided students with opportunities to strengthen their confidence, cultural identity and career pathways.
- The school actively seeks and values feedback from all key stakeholders, analysing, reflecting and responding to data collated.

Learning environment

The learning environment, designed to maximise student engagement, inclusion and wellbeing, has set the conditions to enable students to succeed. Underpinned by the values of respect, responsibility and achievement, the school is acknowledged for its authentic development of student voice and leadership.

Commendations

The review team validate the following:

- The school environment is well-maintained and provides stimulation and opportunities for students to engage with staff in diverse programs in the outdoors. Early childhood areas promote creative play, while developing an awareness of the local environment and 'caring for our country together'.
- The music program's brass band has a proud history at the school, performing for 60 years. The program is recognised and highly valued both within the school and wider community.
- Targeted engagement and culturally inclusive programs, including Shooting Stars and the Stephen Michael Foundation, supported by the Aboriginal Cultural Reference Group, are strengthening attendance and engagement and creating significant opportunities for Aboriginal students.
- Students at educational risk are supported by the learning support coordinator and wellbeing officer. They receive valued academic, social and emotional guidance through comprehensive case management processes. Strengthening this, engagement with the Geraldton Lighthouse Model - Partnership of schools and allied health professionals enables strategies for early intervention to be embedded.
- Valuing their voice and opinions, student leadership is a feature at Morawa District High School. Significant opportunities are provided, including representation in leadership roles across the school, within the Department, and in the Parliament of Western Australia. The development of a comprehensive student leadership strategy encompasses this initiative.

Recommendation

The review team support the following:

- Continue to embed the attendance strategy through ongoing consultation with the local community and consideration of cultural needs.

Leadership

Demonstrating high levels of professional integrity, the leadership team set a tone for the unwavering focus on striving for excellence through quality teaching. The Principal strategically and expertly leads a professional, innovative and evolving team culture, centred on the best interest of students, through collaboration, consultation and evidence-based decision making.

Commendations

The review team validate the following:

- The executive team are visible, supportive and 'lead without title'. A united approach of setting high expectations has provided intrinsic motivation for staff to do their best and this is recognised by students, families and the community.
- A distributed leadership structure is evident throughout the school with collaboration, shared decision making and change management processes driving the school improvement agenda.
- Comprehensive strategic and operational plans, along with clear policies and procedures that are linked to Department priorities, articulate the vision, shared beliefs, priorities and targets, provide clear direction for staff. Data driven, change is managed in a strategic and informed manner.
- Staff engage in regular performance management and development processes with emphasis on self-reflection and improvement. Teach Well engagement and internal coaches build on teacher strength while promoting a culture of reflection and improvement.

Recommendation

The review team support the following:

- Proceed with the intent to identify leaders at all levels to enable the establishment of a Level 3 classroom teacher aspirant group.

Use of resources

The Principal, managers corporate services and the Finance Committee have developed processes and procedures for highly effective resource management aligned to the school business plan priorities and student needs.

Commendations

The review team validate the following:

- The Principal, both managers corporate services and the Finance Committee meet regularly to provide sound oversight of school financial management in line with Department expectations. Decision making processes are transparent with staff voice and student needs pertinent.
- Aligned to planning and priorities, the school ensures the allocation of resourcing to professional learning, programs and initiatives are evidence-based and data informed.
- Targeted initiatives and student characteristics funding ensure students receive the support they require with competent education assistants leading intervention.
- Comprehensive workforce planning and recruitment processes align resource deployment to student needs with a focus on attracting and retaining staff through a positive school culture.
- Support from a highly active P&C and generous community donations provide additional funding for students at risk to access resources and programs.

Teaching quality

The school's focus on low variance and high quality teaching and learning in both primary and secondary contexts, is underpinned by staff who share a strong moral purpose, a drive for personal excellence and a desire to ensure every student reaches their potential.

Commendations

The review team validate the following:

- Underpinned by shared beliefs about how students learn, embedded by pedagogical and quality teaching frameworks linked to the Western Australian Curriculum, High Impact Teaching Strategies are a priority.
- A comprehensive whole-school English plan incorporates evidence-based programs and provides considerable guidance and connected practice for staff to implement daily reviews, Spelling Mastery, Sounds-Write and Talk for Writing.
- The School Improvement and Accountability cycle is embedded using the assess, plan and act model. Staff demonstrate strong data literacy that informs classroom and individual planning, incorporating differentiation, intervention and case management processes.
- Secondary students are engaged in a range of programs linked to the Western Australian College of Agriculture – Morawa and Central Regional TAFE, which enables completion of certificates and workplace learning.

Recommendation

The review team support the following:

- Continue to embed the Quality Teaching Strategy across the school.

Student achievement and progress

Staff demonstrate high expectations for student achievement and progress, embedding whole-school processes to analyse data and inform plans for improvement. Rich data sources drive decisions regarding case management, intervention, and evidence-based program delivery.

Commendations

The review team validate the following:

- A comprehensive assessment and reporting schedule outlines the data collection and analysis process used by staff to assess and report on student achievement and progress.
- An extensive range of school and system data is collected and analysed by staff who demonstrate strong data literacy using lines of enquiries to interrogate results.
- A strong focus of data collection in the early years, incorporating Kindergarten Assessment Tool, Screen of Communication Skills and On-entry testing while considering Australian Early Development Centre trends, guides intervention and informs program delivery.
- Staff are provided with opportunities to moderate within the school and across the Southern Alliance of Instruction Network ensuring consistency, transparency and accuracy of grade allocation.
- The English as an Additional Language or Dialect Progress Map is used to monitor and assess students' English language development and progress.
- Behaviour and attendance data is rigorously interrogated and used to develop comprehensive plans with students and families as well as provide opportunities for staff to address complex needs.

Recommendation

The review team support the following:

- Continue to embed high quality teaching in the area of spelling to support students literacy needs.

Reviewers

Natalie Tarr
Director, Public School Review

Mark Brookes
Principal, Roleystone Community College
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 scheduled review. This notification will be provided in 2028.



Melesha Sands
Deputy Director General, Schools

References

1 Technical and Further Education