

Kellerberrin District High School

Principal: Louise Davidson

Date of Initial Review: October, 2016

Date of 24 Month Review: April, 2019

Improved student performance

Finding 1

Standards of student achievement are below expected levels. Insufficient attention has been given to building the capacity of staff to interrogate deeply and use systemic data to set challenging school-wide targets and drive effective classroom planning.

Recommendation

The school should:

- Maintain the current focus on improved achievement in standards of literacy and numeracy across all years.
- Continue to develop the strategic alignment between student performance data and effective classroom practice.
- Ensure a focus on both progress and achievement when setting targets at the whole-school, operational and classroom levels.
- Continue to build connected whole-school practice through embedding the agreed evidence-based intervention strategies.
- Continue to use data to drive staff disciplined dialogue that informs classroom planning and interventions.

Improved practice (program delivery, processes, structures)

Finding 2

A hesitant leadership style has meant an unrelenting focus on quality instructional practices in the classroom is not evident. As a consequence, attempts to develop, shape and support quality teaching practices across the school have been at best sporadic and at worst non-existent.

Recommendation

The school should:

- Continue to promote the leadership narrative of an “unrelenting focus on improving student outcomes” to sustain commitment and support for the school’s keys direction.
- Maintain the focus on developing an agreed whole-school pedagogy to build teacher’s understanding of effective sizes, visible learning, success criteria and learning intentions, to create a culture of high expectations.
- Continue to develop staff’s instructional competence through targeted capacity building, professional learning and the authentic engagement in school-wide improvement initiatives.
- Continue to build the capacity of the school’s leaders, both teacher leaders and administrators, to lead the improvement agenda.
- Maintain the current collective momentum in implementing school-wide initiatives through the established distributed leadership structures.

Finding 3

Understanding of the Department's Employee Performance policy is limited. Engagement with the Australian Institute for Teaching and School Leadership Standards has been ineffective. Consequently, mechanisms for providing staff with quality feedback about their performance and practice are inadequate.

Recommendation

The school should:

- Continue to embed school-wide approaches through the diligent application and oversight of performance management processes.
- Align the school's agreed pedagogy (once developed) to classroom observations to provide teachers with targeted feedback on their craft and build consistency of school-wide practice.
- Continue to build a shared responsibility for school improvement through the strategic alignment with performance development processes.
- Continue to develop a culture of effective teaching and learning, through ensuring staff reflections against the AITSL standards and Business and Operational plans, inform their performance management agreements.

Finding 4

Change management processes do not exist. Therefore, efforts to introduce change are insufficiently strategic, and inadequate follow up and follow through provides no means of evaluating their impact

Recommendation

The school should:

- Maintain the focus on establishing the pre-conditions for change (V. Zbar) to support the implementation of school-wide initiatives.
- Continue engaging staff in processes of planning, review and policy formulation to build school-wide acceptance and ownership of new initiatives.
- Continue to communicate whole-school directions, expectations and change initiatives through established in-school and community communication channels.
- Ensure agreed whole-school approaches are embedded through an appropriate balance of support and accountability.

Finding 5

Business and operational plans lack the coherence and structural integrity necessary to provide clear direction to staff. Processes for setting improvement targets are underdeveloped and are without a credible evidence base.

Recommendation

The school should:

- Continue to build acceptance and commitment through the deliberate engagement of staff and the Board in strategic planning processes.
- Maintain the strong and deliberate links between strategic and operational plans through aligned strategies and connected targets.
- Continue to use the school's self-assessment schedule to build a reflective ethos, to monitor school effectiveness and to underpin school-wide decision making.
- Continue to build staff capacity to interrogate data to facilitate effective target setting at the whole-school, operational and classroom levels.

Finding 6

A comprehensive, school-wide approach to effective case management that delivers targeted provisions for students at educational risk is not evident. Students with the potential for high academic ability have limited opportunities to excel due to the absence of targeted extension programs.

Recommendation

The school should:

- Continue to support staff to implement the agreed school-wide students at educational risk (SAER) strategy. Maintain an integrated approach to SAER through ongoing, interagency support.
- Maintain the focus on appropriate and targeted intervention through the continued use of the Response to Intervention model and the ongoing development of the school's SAER database.
- Ensure the revised middle school structure is monitored for impact.
- Maintain the focus on supporting high performing students through classroom target setting and focussed differentiation to meet set targets.
- Continue to build the influence of student voice through the Student Leadership Team initiative.

Finding 7

Current attendance rates and high levels of unauthorised attendance are alarming. Processes for targeting serious non-attendance are ineffectual. Efforts to alert parents to the risks posed by poor attendance have had minimal impact on attendance rates.

Recommendation

The school should:

- Maintain an improved focus on attendance through continued implementation of the school-wide strategy.
- Continue to collect, analyse and respond to attendance data to support school-wide decision making.
- Continue to emphasise high levels of classroom engagement as a central strategy to improving rates of attendance.
- Maintain positive messaging to the community about the value of regular attendance and continue to recognise and celebrate positive attendance for students.
- Maintain the positive trend of regular and unauthorised attendances through continued diligence in the monitoring and follow up of absences.

Finding 8

Internal relationships appear positive but are strained. There is mounting frustration with aspects of the school's leadership. Management tensions between staff are exacerbated when lines of responsibility and authority are not clear. Relationships between the school and the community are delicate.

Recommendation

The school should:

- Maintain the focus on building school-wide relational trust as a central pre-condition for sustained improvement.
- Maintain the current focus of building a culture of school-wide reflection as part of "Keller Way" in establishing and sustaining a unified team and a positive learning environment.
- Continue to foster disciplined dialogue in Phase of Learning Team Meetings to promote a more collaborative and effective culture.

- Ensure the ongoing monitoring of staff and parent satisfaction levels through required opinion surveys.
- Continue to foster high levels of personal responsibility and professional obligation through established collaborative structures.

Finding 9

The development of an effective school governance framework is hindered by a lack of genuine, strategic engagement of the School Board.

Recommendation

The school should:

- Continue to support members of the School Board to fulfil their governance role through ongoing training, information and support.
- Continue to build trust and commitment to the school improvement agenda through authentic consultation and engagement of the Board.
- Continue to promote transparency and build advocacy through targeted strategies such as engaging the Board in a disciplined dialogue and inviting members to school development days.
- Continue to seek feedback from the Board and wider community and ensure responses are both timely and appropriate.

Finding 10

The day to day management of resources is sound. However, the deployment of student characteristics funding has minimal strategic intent. This limits the school's ability to deploy resources to maximise learning opportunities for students at significant educational risk.

Recommendation

The school should:

- Continue to ensure that plans for raising the standard of student achievement inform budgetary processes.
- Maintain current practices of planning and review in strategically allocating student characteristics funding.
- Continue to build on staff understanding of the links between data analysis, improvement planning and resource allocation/deployment.
- Continue to build the capacity of the Finance Committee to ensure consistency of practice and appropriate oversight of school resourcing.

Sustainability of Improvement:

In relation to the *Sustainability of Improvement* the panel's recommendation regarding all ERG Review Findings is that there has been significant growth in all areas. While many processes and strategies have been embedded, the school continues to build a culture of connection and commitment to school-side initiatives to ensure sustainable improvement. The panel has high confidence that the school has established essential structures and systems to ensure future success.

Monitoring/ Support: (complete only if required)

Type of Monitoring/ Support	Provided by	Timeline
Ongoing monitoring through the: School Performance Monitoring System;	Regional Executive Director	Ongoing
Principal Performance Review process.	Regional Executive Director	Annually
RED provides ongoing advice and support in 2019.	Regional Executive Director	2019

Recommendation

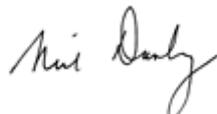
The panel commends the school for their endeavours over the past two years in implementing the ERG improvement agenda. Through an honest and rigorous self-assessment and through the hard work and unified commitment of the leaders and staff, the school demonstrates significant improvement in its structures and planning. There is a clear awareness that there is much ongoing work to focus on, but strong planning, a shared collectively responsibility and whole school processes, will ensure that the full implementation and embedding of this very positive work will result in continued improvement in student learning and performance. The current unity of focus and commitment to improved teaching and learning, needs to be continued to accomplish this.

The Director General is to be informed that Kellerberrin District High School has met expectations regarding improvement in relation to all findings.

The panel recommends monitoring and support of the school for 2019 to ensure student performance data provides further endorsement of improvement.

Neil Darby

Regional Executive Director:



15/04/2019

Jim Bell

Director, Schools Review:



15/04/2019