



Department of
Education

Shaping the future

Kellerberrin 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Kellerberrin District High School is located in a farming town approximately 205 kilometres east of Perth, within the Wheatbelt Education Region.

The school was established in 1905 and became an Independent Public School in 2015. It is steeped in generational history with school facilities upgraded regularly and complemented by well-kept grounds a nature play area, fort and shade structures.

Currently, there are 93 students enrolled from Kindergarten to Year 10. Kellerberrin District High School has an Index of Socio-Educational Advantage of 894 (decile 10).

Community support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

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:

- Leaders and staff demonstrated considerable knowledge of self-assessment processes and a commitment to ongoing school improvement.
- The school used the Standard domain foci and elaborations to guide the evidence selected for the Electronic School Assessment Tool (ESAT) submission.
- A broad range of staff participated in the review process through a consultative and collaborative approach, which was reflected in the knowledgeable responses during meetings with the review team.
- Staff, students, families and community members participated enthusiastically in discussions with the reviewers, demonstrating a genuine understanding of, and commitment to, their school.
- Staff indicated that the Public School Review process was a positive experience that supported their focus on improved student outcomes.

The following recommendation is made:

- Continue to cyclically review each of the School Improvement and Accountability Framework domains, guided by the Standard and domain foci, as part of the regular school's performance review process.

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Relationships and partnerships

The Principal and staff have been unrelenting since the commencement of 2021 in creating an environment that is welcoming, culturally inclusive and highly personable. The school's commitment to a 'listening' ethos has led to adjustments in communication with parents by engaging them through a variety of communication options.

Commendations

The review team validate the following:

- The School Board, together with representatives of the P&C, have strongly endorsed the school's vision, direction and progress towards achieving community confidence and trust as a local school of choice.
- The relational engagement between all members of staff is founded on high levels of collective efficacy, respect and a mutual commitment to student success.
- The School Board and P&C provide unflinching support and public advocacy for the school as a result of their trust in the school leadership. They have also given authenticity to the school's commitment to building awareness of local Aboriginal history and connection to their culture.
- The leadership team has been relentless in its determination to ensure that the staff and community work in partnership to consolidate the shared conviction that 'every child can succeed'.
- A successful partnership between the school and the School of Isolated and Distance Education (SIDE), including the implementation of VET¹ courses, has resulted in increased retention of students into Year 7.

Recommendation

The review team support the following:

- Build on the positive impact of the School Board's role in advocating for the school by continuing to advance its understanding of, and commitment to, its governance responsibilities.

Learning environment

The values of 'Be Engaged, Be Respectful, Be Safe and Build Resilience' at Kellerberrin District High School directly align with the Director General's mantra; every student, every classroom, every day.

Commendations

The review team validate the following:

- Students at risk are supported and monitored through a comprehensive approach, including engagement of external services in combination with internal teaching and education assistant staff expertise.
- The school psychologist strongly endorses the school's practices and procedures, which enables it to be clear about the actions to be undertaken to meet the needs of vulnerable students.
- Behaviour management using Positive Behaviour Support approaches, is consistent and acknowledged as effective by both parents and students. This is augmented through the creation of spaces for learning that are student focused.
- Teaching staff and education assistants monitor intervention programs and share feedback on student progress, modelling genuine, supportive relationships with each other.
- The health and wellbeing of students and staff is enhanced through the inclusion of a Breakfast Club, and vibrant activities such as Funky Friday music, Monday Makers and Challenges and Choices.

Recommendations

The review team support the following:

- Initiate professional learning to implement MiniLit for Pre-primary to Year 2. Monitor the impact on subsequent year groups.
- Continue to progress the development of a Reconciliation Action Plan.

Leadership

The leadership team has delivered a highly structured and collaborative instructional leadership approach. This has resulted in whole-of-staff buy-in and a sense of staff empowerment. Staff embrace their responsibility and accountability to contribute meaningfully to the school's improvement strategy.

Commendations

The review team validate the following:

- The Principal has created a spirit of collective leadership across the staff. This has led to the development of a robust improvement strategy, which is designed to build sustainable conditions for long-term growth and improvement.
- Community representatives expressed their genuine admiration for the way staff have embraced their professional responsibilities and obligations to meet the needs of all students.
- Throughout the course of the review, staff expressed their appreciation for the manner in which the leadership team have ensured they feel valued and respected for their contribution to the ongoing school improvement journey.
- As a result of the leadership team's approach, staff proactively/willingly seek opportunities to work together productively. This was endorsed by comments from newly appointed staff, who described how welcomed and valued they were made to feel upon commencing at the school.
- Students are supported and provided with opportunities to develop leadership skills. This was exemplified by the articulate manner in which they described their respect for teachers and support staff.

Recommendation

The review team support the following:

- Consolidate existing performance management processes for teachers, encompassing peer and administration observations. Align teaching and support staff performance management methodologies.

Use of resources

Guided by the school business plan, the Principal and manager corporate services deliver open and transparent management and decision making processes. Through their engagement, the School Board, Finance Committee and staff more broadly, are developing a shared understanding of the complex nature of budget management and resource allocations.

Commendations

The review team validate the following:

- The manager corporate services is committed to achieving strong alignment between budget management and school improvement planning.
- The partnership between the Principal and manager corporate services is characterised by complementary knowledge and skills. They apply a strategic intent to the necessary operational imperatives, which ensures the school functions effectively and efficiently.
- The evidence-based identification of students at educational risk ensures that Targeted Initiative funding is deployed to the maximum benefit for those students requiring additional support.
- The school has adopted a strong position on workforce planning, which is characterised by high levels of consultation, transparency and consistency in decision making. All decisions are underpinned by an unequivocal focus on the needs of students.
- Strategic financial management has afforded the opportunity for the school to build reserves to accommodate grounds improvement planning, ICT² upgrades and the maintenance of Visible Learning.

Recommendation

The review team support the following:

- Continue to provide the School Board with information relating to budget management to consolidate their understanding of how the school is meeting its planning priorities.

Teaching quality

High levels of teacher efficacy are reflected through a shared commitment to accountability and responsibility for every child's success. This has created a strong, collaborative and reflective culture delivering an impactful, low variation, connected practice across all phases of learning.

Commendations

The review team validate the following:

- The school's pedagogy is embedded across the school through a united belief in the importance of achieving continuity and consistency of curriculum design and delivery across all phases of learning.
- Adoption of Visible Learning as the key pedagogical framework has led to significantly higher levels of progressive sequencing of curriculum delivery across all years.
- The relationship between teachers and education assistants has elevated the capacity for the school to meet the needs of all students, particularly those with identified additional learning needs.
- The school has a high level of understanding and acceptance of the value of aligning data with professional judgement and personal insight. This means there is quality differentiation in classrooms to meet the specific needs of individual students.
- An innovative and enterprising SIDE Design and Technology program (Woodwork) has led to improved levels of secondary student engagement in literacy and numeracy programs.

Recommendation

The review team support the following:

- Continue to explore opportunities for academic extension and enrichment for identified students.

Student achievement and progress

Driven by the underlying belief that student success is everyone's responsibility, rigorous attention is given to maintaining a shared belief in the value of assessing, monitoring and reviewing student performance.

Commendations

The review team validate the following:

- The school's fearless interrogation of student performance data has led to an emphasis on building greater levels of data literacy, including the granular Student Achievement Information System gap analysis of individual student performance.
- The school acknowledges areas requiring improvement and has taken appropriate steps, including the implementation of MacqLit and Spelling Mastery. Student success is marked by maximising individual student potential and current tracking of student progress is showing positive trends.
- As a small school, it has recognised the importance of ensuring that all grade allocations are supported by discoverable evidence. Close attention has been given to using moderation tools to strengthen teacher accuracy and consistency of alignment between assessment data and grade allocations.
- Evidence-based programs and associated assessments are routinely monitored and evaluated to confirm their contemporary relevance and impact.
- The whole-school Assessment Schedule prescribes the administration and analysis of assessments, shining a light on the 'names, numbers and needs' mantra for defining explicit intervention strategies.

Recommendations

The review team support the following:

- Review the school assessment policy through the lens of Year 7 to Year 10, ensuring it meets their needs and reflects high expectations.
- Establish effective, consistent tracking tools and databases that ensure student performance and students at educational risk data is available to all staff and used in handover.

Reviewers

Rod Lowther
Director, Public School Review

Sarah Perrett
Principal, Nannup District High School
Peer reviewer

Endorsement

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

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Information and communications technology