



Kellerberrin District High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Kellerberrin District High School is located approximately 205 kilometres east of Perth, within the Wheatbelt Education Region and is part of the traditional lands of the Ballardong Noongar people.

The school was established in 1905 and became an Independent Public School in 2015.

Currently, there are 110 students enrolled from Kindergarten to Year 10. Kellerberrin District High School has an Index of Socio-Educational Advantage of 913 (decile 9).

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

The first Public School Review of Kellerberrin District High School was conducted in Term 3, 2021. This 2025 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 purposefully structured, reflective and celebratory school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Preparation for the Public School Review was intentional and grounded in collaboration, with brainstorming and gallery walks framing staff engagement in evidence selection, and the Principal responsible for bringing together the narrative.
- The Electronic School Assessment Tool submission provided a holistic reflection of the school's strengths and areas of growth against the Standard and the domain foci, framed by synthesised analysis of impact and evidence selection.
- The Public School Review was viewed positively as an opportunity to reflect on the impact of the school's dedication to a rigorous school improvement agenda, giving cause to celebrate the clarity, consistency and fidelity with which improvements have been implemented and are propelling the school forward.
- Privileging self-assessment to drive continuous improvement is evident. The engagement of staff and School Board members in collaborative reflection has led to a strong sense of unity of purpose, a deep understanding of the improvement agenda, and subsequently collective responsibility for student success.
- Staff shared a high level of understanding of the value of their involvement in self-assessment processes and avowed judgements about the effectiveness of the school's operations, seeking affirmation and challenge from the process to support continued improvement.
- Proud students provided valuable insights into their relationships with staff. Sharing their experiences at the school, and opportunities they have been given, added much to the positive tone of the validation process.
- Committed School Board and P&C members provided genuine reflections in support of the school's self-assessment and added value to the validation process, describing their individual and collective appreciation of the school and its student-centred operation and driven leadership.

Relationships and partnerships

High quality relationships underpin the effectiveness of school improvement processes. This fortifies the foundation for ensuring consistent actions are embedded with an authentic and unrelenting commitment to the core business of teaching and learning.

Commendations

The review team validate the following:

- As custodians of the school's culture, all actions are intentional at Kellerberrin District High School. A strong, collaborative culture is evident, with staff engagement in reflective practices sharply focused on the continual development of teaching practice for enhanced student outcomes.
- Professional learning communities are the foundation for intentional collaboration and are pivotal in creating and sustaining the progressive school culture built on trust and respect. Teacher-driven professional learning communities focus on solving challenges collaboratively and building collective teacher efficacy.
- The school invests in mutually beneficial partnerships that offer long-term benefits for students and the broader community, by mobilising community strengths and encouraging parent engagement. Staff visibility in the community further builds relational trust and the school's reputation.
- Communication practices and self-reflection processes build shared understanding and trust across the community and inform continuous improvement. Multiple communication and feedback modalities ensure internal and external clarity, with cultural sensitivity and support guided by a highly regarded AIEO¹.
- The School Board plays a vital role in school governance and supports the school's clear focus on continuous improvement. The Board's governance strengthens the school's strategic direction, reflects community perspectives and maintains community confidence.

Recommendation

The review team support the following:

- Implement the Keller Way Communication Protocols to provide expectations and clarity regarding the type, frequency and platforms for communication.

Learning environment

The school prioritises the provision of an inclusive and caring learning environment with high expectations. It has built an inspiring atmosphere where students are provided with agency to flourish both collectively and individually through clearly articulated processes for support, common language and consistent routines.

Commendations

The review team validate the following:

- The school is aspirational in their expectations for all students and transforming the learning environment has been a core focus of the school improvement agenda, founded on the Keller Way and behaviour curriculum. Emphasis is placed on maintaining an environment that is calm and predictable, fostering a positive and inclusive culture to enhance student engagement, and ensuring 'time to teach'.
- An embedded approach to pastoral care and behaviour, with targeted support for students at educational risk, founded on multi-tiered systems of support, underpins a positive school culture. The interconnectedness of strategies reflects a whole-school commitment to continuous improvement and successful outcomes for all students, with early identification aided by the Keller Djinda program.
- Student wellbeing is prioritised through data-informed programs and collaborative practices. Wellbeing learning programs and initiatives are in place to support the social and emotional developmental needs of students and their readiness to learn, including yarnning circles, walk and talks, craft club, and a student wellbeing officer.
- The integration of Noongar language and embedding of Aboriginal perspectives across the curriculum has fostered a sense of belonging and respect for culture across the school community. The AIEO has been integral to ensuring the cultural responsiveness of the school.

Recommendations

The review team support the following:

- Embed the behaviour curriculum and implement measures to regularly monitor and evaluate its impact.
- Formalise classroom environment expectations through collaboratively developed guidelines.

Leadership
<p>The Principal strategically leads a professional and high performing team culture. School leaders' expectations influence team dynamics and individual development. High standards of communication, initiative, problem solving and integrity foster a culture of high expectations and accountability.</p>
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • High expectations and standards are the foundation of the Kellerberrin District High School culture. Expectations are embedded into staff practice with professionalism and passion, and collective adherence to these expectations drives team success. • The critical enablers of sustainable change are in place. A strategic and sequenced improvement agenda linked to evidence and aligned to student achievement, founded on collaboration, trust and collective teacher efficacy, is propelling the school forward. • The school's manager corporate services (MCS), deputy principal, Fogarty leadership team, and impact coach are pivotal in actualising the school's vision. They ensure teaching practices are contemporary, student-centred and effective, through aligned and coherent strategic planning and collaborative efforts. • The methodology of change processes is deliberate and purposeful and underpinned by a transformation framework. Change is guided by data analysis, ensuring that implemented changes yield the desired improvements. Articulation of the school's direction targets continual and aspirational improvement. • Paraprofessional staff are highly valued for their impact on student achievement, and the respect teachers have for them is palpable. Opportunities for professional development are proactively sought to enhance their ability to lead the implementation of whole-school intervention programs.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Ensure the sustainable resourcing of the coaching model to support the engagement of staff in regular cycles of observation, feedback and reflection to maintain a focus on continuous improvement. • Clarify and embed the role of middle leaders to drive school improvement and ensure the sustainability of distributed leadership.
Use of resources
<p>Consultative planning and review processes ensure that resources are directed in a balanced manner, ensuring the sustainability of established educational programs and activities and the pursuit of innovative teaching and learning opportunities.</p>
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The astute financial acumen and passionate drive of the MCS to ensure responsive deployment of resources, providing all students with the best possible learning opportunities, is commendable. • The school effectively invests in the appointment of education assistants. Student characteristics and targeted initiative funding is prioritised for both optimising the learning environment and building staff capacity for the implementation of whole-school approaches. • Asset management and replacement plans are strategic and sustainable, with a focus on investment in, and renewal of, resources evidenced by reserve and associated improvement plans. • Annual budgeting processes are consultative and allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Board. Supplementary funding sourced from contributions generously made by the P&C also value add to the school's ability to provide a creative and critical thinking learning environment for students.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain data collection measures to monitor and evaluate the impact of resource allocation on student achievement and progress.

Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of whole-school instructional practices.

Commendations

The review team validate the following:

- Propelled by a strong sense of collective responsibility and the continual pursuit of improvement, the expectation of high quality instruction is abetted by comprehensive support. This is underpinned by shared beliefs, common language and clear expectations about how staff collaborate to engage students and optimise social, emotional and academic growth and development.
- Prioritising collective teacher efficacy and sharing of practice is evident in the resulting impact on student achievement seen in the consistently high NAPLAN² results, at or above like schools. The school is committed to ensuring all students demonstrate year-on-year progress.
- Staff demonstrate an evolving commitment and confidence to participate in discourse about the merits and worth of a range of data that is collected to understand and deliver learning programs, aided by tracking tools and associated processes.
- Operating in a multiage model, a high degree of differentiation is required and delivered.
- As highly regarded members of staff, education assistants work skilfully alongside teachers to support student learning. Intervention is aided by the provision of targeted programs such as MiniLit, MacqLit, MultiLit writing and SpellEx, and differentiation for academic extension is facilitated in classrooms.

Recommendation

The review team support the following:

- Monitor the implementation fidelity of adopted whole-school programs to ensure low variance practice and maintain high quality curriculum delivery across all phases of learning, aligned to the Keller Way Teaching and Learning Playbook.

Student achievement and progress

There is a united resolve by staff to ensure every child can and will make continued, sustained progress. Systemic and school-based data is collected and triangulated to identify areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- The school recognises the need to be responsive to longitudinal student achievement and progress data and is committed to the implementation of data-informed explicit teaching and learning to address gaps in the learning of students.
- Student performance, and by extension, school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning. Evidenced by the commitment to a rigorous and sustainable curriculum for multi-age grouping in secondary.
- Consistent judgements based on the Western Australian Curriculum and School Curriculum and Standards Authority Judging Standards are a priority. So too are moderation processes and practices to ensure consistency and accuracy in assessing student achievement.
- Formal events such as the Learning Journey, complemented by progress and semester reports, are combined with regular opportunities for parents to receive feedback and discuss their child's progress.

Recommendation

The review team support the following:

- Further develop staff capacity to respond to longitudinal whole-school, cohort and individual data to identify learning gaps, implement targeted interventions and evaluate the impact of programs and instructional approaches on student achievement and progress.

Reviewers	
Kate Wilson Director, Public School Review	Leanne Prior Principal, Mount Barker 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 next scheduled review. This notification will be provided in 2028.



Sally Panizza
A/Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 National Assessment Program – Literacy and Numeracy