



Department of
Education

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Jurien Bay District High School

Public School Review

March 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Situated on the Turquoise Coast and surrounded by national parks, Jurien Bay District High School is located 220 kilometres north of Perth and 200 kilometres south of Geraldton, within the Midwest Education Region. Opening in 1992, the school was granted Independent Public School Status in 2012.

Students attend from the local area; Leeman, Green Head, Cervantes, and the surrounding farming areas. There are currently 305 students enrolled from Kindergarten to Year 12. It has an Index of Community Socio-Educational Advantage of 961 (decile 7).

Jurien Bay District High School receives support from the Parents and Citizens' Association (P&C) and School Board. The Board provides input regarding school policies and the strategic direction of the school.

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 Electronic School Assessment Tool submission provided an understanding of the current school context.
- Members of the executive team used an ongoing and embedded focus on self-assessment, planning and reflection to prepare for the Public School Review.
- Parents representing the School Board and P&C engaged openly in the validation visit, providing insights to enhance the review process.
- There was alignment between the performance evidence and the broad range of actions planned for the future.
- The school visit yielded information that added value to the school self-assessment and assisted with validation.
- Opportunities for staff contribution were provided at staff meetings in conjunction with ongoing self-assessment processes.

The following recommendation is made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels and use performance evidence to inform planned intentions.

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Relationships and partnerships

The school leadership demonstrates a commitment to fostering positive relationships. It is building a school culture that reflects a strong sense of trust and shared optimism for the future direction of the school.

Commendations

The review team validate the following:

- The School Board and P&C are actively engaged in the school improvement journey and are strong advocates for the school.
- Staff work in a collegial manner, with teaching and school support staff collaboratively working towards the achievement of the school objectives.
- Relationships between students, staff and parents are positive and there is a sense of trust and mutual respect.
- Teachers actively seek to get to know their students and build positive relationships with families.
- The school has multiple avenues for communication and there are high rates of parent participation in school events and activities.

Recommendation

The review team support the following:

- Further strengthen cultural understanding and appreciation of Aboriginal culture through engagement with the Aboriginal Cultural Standards Framework.

Learning environment

The school has an inclusive ethos and provides a safe and caring learning environment for students and staff. The emergence of a common set of values and expectations for staff and students strengthens the levels of mutual trust and respect.

Commendations

The review team validate the following:

- An emphasis is placed on providing classroom displays that promote consistency in whole-school practices and support students in their learning.
- Recent expansion of the learning support coordinator's role ensures students with special needs are provided with timely and individualised intervention programs.
- The foundation of Positive Behaviour Support (PBS) has been established with students being able to clearly articulate the school's values of Respect, Responsibility and Commitment.
- Student councillors are actively engaged in enhancing students' experiences through participation in school initiatives such as the breakfast club.
- The establishment of Café 15 supports students with disabilities in developing life skills.

Recommendations

The review team support the following:

- Continue to foster student voice within the school to strengthen engagement and leadership skills.
- Persist with the implementation of PBS to ensure consistency of practice and expectations across the school.

Leadership

Strong and cohesive leadership, with a conscious intent to ensure transparency of decision making, is consolidating shared ownership of the school vision.

Commendations

The review team validate the following:

- The stability and commitment of the leadership team has built the community's confidence in the school and its programs.
- The School Board engages in constructive and robust discussion contributing to the formulation of school plans and policy to drive school improvement.
- School decision making processes are open and transparent and parent concerns are addressed in a respectful and timely fashion.
- The school leadership team has established a culture of high expectations and high standards, and supports staff to deliver high quality programs.
- Performance management links to the school business plan and is supported through classroom observation and feedback.

Recommendations

The review team support the following:

- Reflect on induction processes with new staff to further refine current practice.
- Further explore opportunities to engage staff in peer observation processes to support self-reflection and professional learning.

Use of resources

Resources are managed strategically through formalised procedures for the Principal, manager corporate services and Finance Committee. The strong collaborative relationship between the Principal and manager corporate services ensures there is a direct link between budget decisions and the school's business plan.

Commendations

The review team validate the following:

- Decisions are made to maximise learning opportunities, taking into account the needs of students, the context of the school and future directions.
- Financial planning processes and decisions are shared with staff to build an understanding of the link between the business plan and physical, human and financial resource allocations.
- Resourcing is linked to priorities within the school business plan. There is a commitment to ongoing improvement, quality of educational programs and maximising options and educational pathways for secondary students.
- Targeted initiatives and student characteristics funding is directed to meet the outcomes and obligations of the Funding Agreement for Schools.
- The manager corporate services and learning support coordinator meet regularly to review education assistants' programs, making adjustments to ensure student needs are met.

Teaching quality

Staff demonstrate an enthusiasm for their core business of teaching and learning. This is being strengthened by the articulation of shared beliefs and expectations about how they engage with students in order to optimise progress, achievement and development of the whole child.

Commendations

The review team validate the following:

- Common understanding of teaching practice based on the iSTAR pedagogical framework and cooperative learning is evident across both the primary and secondary school.
- There is a continued focus on establishing whole-school approaches to provide continuity of curriculum delivery for students. The intent of which is to bridge the gap in learning programs across the primary and secondary phases of schooling.
- There is evidence of differentiation and targeting of individual student needs, with realistic goals and regular timeframes for review.
- Teaching and learning is enhanced through a focus on ICT¹ capabilities, with primary school staff trained and focused on using programs with content creation applications.
- The school has expanded its offering in Australian Tertiary Admission Rank subjects such as English and mathematics through face-to-face teaching, to maximise opportunities and pathway choices for students.

Recommendations

The review team support the following:

- Strengthen cooperative learning strategies in the secondary school to foster student engagement in learning.
- Explore opportunities for moderation to support teacher judgement and planning.
- Continue to pursue a common understanding and acceptance by staff of teaching and learning practices to provide a seamless transition for primary students into the high school setting.

Student achievement and progress

The school gathers and analyses school-based and systemic data to determine the efficacy of teaching and learning programs.

Commendations

The review team validate the following:

- NAPLAN² and Western Australian Certificate of Education data indicate ongoing improvement and progress for students over a sustained period.
- Online Literacy and Numeracy Assessment data are used to guide individual intervention programs to support student achievement.
- ABLE WA³ and Special Educational Need planning is being utilised to monitor progress and achievement of students at educational risk.
- Staff participate in regular analysis of whole-school data to guide teaching and prioritise resourcing.

Recommendation

The review team support the following:

- Review and implement a whole-school approach for the assessment of mathematics.

Reviewers

Lou Zeid
Director, Public School Review

Scott Tapper
Principal, Lake Grace 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 1, 2024.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy
- 3 Abilities Based Learning Education, Western Australia