



Department of
Education

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Public education
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Margaret River Senior High School

Public School Review

February 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Margaret River Senior High School, an Independent Public School since 2012, is an integral part of the Augusta – Margaret River community. Situated in the Southwest Education Region, the town is well known as a tourist destination both locally and internationally. Founded in 1952, the school has grown in recent years from an enrolment of approximately 600 to the current enrolment of 1026.

With an Index of Community and Socio-Educational Advantage (ICSEA) rating of 1032, the school currently enrolls students from Years 7 to 12 covering the full spectrum of socio-economic backgrounds.

A relatively stable and experienced staff delivers a comprehensive curriculum as well as a number of specialist programs, including being the only school in Western Australia to offer a specialist surfing program.

School self-assessment validation

The Principal submitted a succinct school self-assessment.

The following aspects are confirmed:

- The evidence presented through the ESAT¹ was enhanced through the validation visit.
- Genuine collaboration and high levels of staff engagement in the analysis of data and the strategic approach to self-assessment were evident.
- There is clear alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and improvement was evident in supporting ongoing school performance.
- Planning intentions were clearly articulated during the school validation visit.

The following recommendation is made:

- Establish a detailed self-assessment schedule aligned to the ESAT to enhance the evidence provided.

Relationships and partnerships

The Principal leads an emphasis on building strong and sustainable relationships and partnerships. Parents and community are well informed and play a key role in planning for the future. A culture of respect and trust is evident between staff, students and the community.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school has systematically developed a positive reputation in the local community. A suite of communication strategies has supported this. • The School Board and the P&C² have a clear understanding of their role and are strong advocates for the school and its achievements. • Partnerships with the community through the arts, sport, agriculture and the student mentoring program have strengthened an existing positive school culture. • The school adds significant value to the outcomes for students in vocational education and training. • Links with international sister schools are embedded and support curriculum development, professional learning and cultural awareness.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Provide School Board training to build the capacity of members to continue their strategic support of the school. • Continue the commitment to increase parent engagement and communication through the utilisation of SEQTA³ and Connect.

Learning environment

A caring learning environment has been established through a focus on student wellbeing. The school values of 'Respect, Responsibility, Resilience' are embedded and foster a positive, well-ordered, school-wide culture. An ethos of 'belonging' is promoted through the inclusive and respectful relationships shared between staff and students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student health and wellbeing is supported through targeted initiatives including: Rock and Water; Boys at Risk; Teen Mental Health First Aid; and Man Up. • The student services team support staff and students through a proactive, evidence-based approach creating the foundation for a safe and orderly learning environment. • Attendance is at expected levels with a focus on continuing to identify strategies to improve regular attendance, particularly in the senior school. • An effective case conference process is evident providing students at educational risk with appropriate and timely intervention and support strategies. • The school is committed to implementing a consistent approach to behaviour support with positive incentives and encouragements.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • As a cross-curricula engagement strategy, the school continue to develop the provision of an integrated STEM⁴ approach.

Leadership

Through a collaborative approach, school leaders present a cohesive and well-defined agenda of school improvement. School planning reflects context. A stable and experienced leadership team is committed to meeting the social, emotional and academic needs of all students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • HOLAs⁵ lead a culture of evidence based improvement planning across the school through actively engaging their staff in reflective practice. • The Principal's leadership style is valued by staff and the community. • Staff appreciate the honest, consultative approach of the school leaders. • The school provides targeted, authentic leadership opportunities for staff which strongly supports the improvement agenda.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Build staff capacity through the continued strategic development of Level 3 classroom teachers as school leaders. • Maintain the momentum of school improvement with a future focus on interconnectedness across learning areas. • Student leadership is a key priority and developing student leaders an ongoing commitment. • Focus on the strategic implementation of the <i>Aboriginal Cultural Standards Framework</i>.

Use of resources

The school has been proactive in strategically planning for the impact the steadily increasing student population has had on resourcing. The school deploys funding with a clear intent to support plans for raising standards of student engagement and achievement.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The major capital upgrade will complement the school's strategic direction particularly in the curriculum areas of STEM and agriculture. • The school leaders and the human resources coordinator manage workforce planning strategically ensuring targeted initiative funding is linked to the school priorities and student needs. • The school board is well informed and endorses the school's planned use of resources. • Resourcing currently supports essential personnel and programs, with the school to establish a cyclic review process to ensure programs maintain their relevance.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Implement the ICT⁶ plan to ensure the strategic acquisition of resources to maximise classroom technology. • Continue to enhance the digital literacy of staff.

Teaching quality

The school has highly experienced teachers who are committed to improvement through meeting the needs of all their students. Care should be taken to ensure there is strong intra-learning area collaboration towards a common pedagogy.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student performance data are used effectively in learning areas to inform a differentiated curriculum. • Teachers feel supported by the leadership team and recognise the significant impact teaching quality has on student progress and achievement. • The development of a lower school assessment policy has ensured a consistent and standardised approach. • Professional learning has been identified as an important factor in maintaining high standards of teacher quality.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Conduct a full review of the existing performance management process including peer observation to respond to the quality teaching survey. • Adopt a consolidated approach to support effective classroom practice. • Continue to develop a whole-school differentiated approach to professional learning that is targeted and informs strategic intent and considers school context.

Student achievement and progress

The school has a strong record of students consistently performing well in the ATAR⁷ and vocational education. Acknowledging the changing demographics of the student population, the school is well placed to strategically address the academic needs of all students with a rich variety of curriculum and vocational pathway offerings.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A comprehensive Year 10 course selection process, a robust tracking system, combined with the consistent use of maximising feedback data in senior school, continue to support strong student achievement in the ATAR. • The senior school engagement program is successful in meeting the needs of senior school students and reflects positive outcomes post school. • The learning support coordinator provides SAER⁸ with a targeted approach to improving literacy. Future considerations will include the impact of these strategies. • Vocational education and training opportunities are well supported through a wide range of course offerings.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to develop the Engagement and Enrichment program. • To strengthen the capacity of students' performance in practical areas, the literacy committee to consider a 'writing for purpose' strategy. • A decline in expected progress and achievement in NAPLAN⁹ numeracy and reading supports a need to review and develop actions towards improved student outcomes.

Reviewers

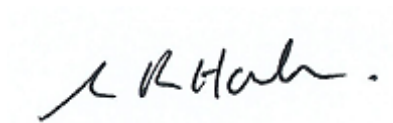
Joanne Harris
Director, Public School Review

Mitchell Mackay
Principal, John Curtin College of the Arts
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Electronic School Assessment Tool
- 2 Parents and Citizens' Association
- 3 SEQTA – A teaching and learning management system
- 4 Science, technology, engineering and mathematics
- 5 Head of learning area
- 6 Information and communications technology
- 7 Australian Tertiary Admission Rank
- 8 Students at educational risk
- 9 National Assessment Program – Literacy and Numeracy