



Department of
Education

Shaping the future

Narrogin Senior 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

Narrogin Senior High School is approximately 193 kilometres south-east of Perth in the Wheatbelt Education Region.

The school opened in 1950 and became an Independent Public School in 2020.

Narrogin Senior High School has an Index of Community Socio-Educational Advantage of 953 (decile 8).

As the only senior high school in a 100 kilometre radius, Narrogin Senior High School enrolls students from a wide area. Typically, students enrol in Years 7 and 8, however, there is a significant intake into Year 11 with students able to board at the Narrogin Residential College.

Currently there are 601 students enrolled from Year 7 to Year 12.

Support for the school from the community is demonstrated through the work of the School Board and Parents and Citizens' Association.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Principal and leadership team used the Public School Review Process to evaluate the school's progress in key areas of desired improvement.
- Coordinated by the Principal, the work of self-assessment was divided and assigned to heads of learning area and other members of the senior leadership team.
- Staff leading each domain were tasked with uploading evidence, analysis and planned actions to the Electronic School Assessment Tool (ESAT).
- Entries were aligned to demonstrate meeting the Public School Review Standard for the foci within each Domain.
- Domain leaders provided further clarification during the validation visit as to how the school was meeting the Standard.
- The input of student leaders, Board and P&C members, external partners and agencies, contributed to the validation of evidence submitted in the ESAT.

The following recommendations are made:

- When selecting evidence to defend the judgements made against the Standard, limit examples to those that have impacted current practice, data and the actions of the school and its leaders.
- When assessing the impact of evidence that has been submitted, favour comments that demonstrate how the actions of the school have led to an improvement or how the planned actions of the school will inevitably result in improvements for students.
- Articulate the planned actions under each entry to clarify the strategy and operations the school deems appropriate to meet students' needs.
- In future reviews consider broadening the participation of teaching staff and parents in both self-assessment and in the agenda for the validation meetings and include the voice of staff from non-MESH¹ learning areas.

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Relationships and partnerships

A focus on positive relationships, led by the 24 members of the staff professional learning team, is indicative of the school's commitment to remaining an inclusive and uniquely local institution for the town and surrounds.

Commendations

The review team validate the following:

- Students report high levels of satisfaction with their school. They value the investment of their teachers and support staff in providing opportunities for them and enjoy a wide range of course and program pathways.
- Multiple avenues for staff to communicate with one another, families and students are embedded. Stakeholders confirm that responsive student-focused dialogue is leading to better outcomes for students.
- Industry and business partners report that there are strong partnerships through programs such as group training and workplace learning to provide positive participation outcomes for students.
- Parents commit to their child's education with the school through promotion of students' achievements and programs in the wider community.
- The Board is focused on complementing the transparent way in which the school is led. Board members participate in rigorous analysis of school results, finances and strategic direction.
- The P&C continues its proud tradition of working alongside the school with a core group of parents and family members partnering with school leaders and staff on key projects.

Recommendations

The review team support the following:

- Continue to strengthen ties with local and neighbouring rural schools to assist in high school transition.
- Maintain a focus on providing opportunities for families to engage in school activities.
- Continue to build on positive staff relationships and collaborations with strategies such as the Professional Learning Teams (PLT).

Learning environment

Adopting Positive Behaviour Support (PBS) in 2005, the school has an established tradition of restorative and positively framed behaviour expectations supported by a collaboratively developed behaviour matrix.

Commendations

The review team validate the following:

- The Narrogin Educational Enrichment Program (NEEP) for student engagement runs across multiple year groups. It provides specialist tuition in areas such as resilience, self-regulation through targeted teaching.
- Student behaviour data is used to inform the focus of a dedicated team of PBS staff members inclusive of the Principal, providing an avenue for the voice of students in the way behaviour is managed.
- A program of home visits and mutually beneficial collaborations with external agencies are assisting the school to promote positive participation and attendance among students and families.
- The partnerships with Shooting Stars and Clontarf add value to the engagement of Aboriginal students. The presence of these two programs in the school connects staff with deeper cultural learning opportunities.
- A committed student services team, with a coordinator, allied professionals and student support officers covering all year groups, triage and manage the wellbeing and mental health needs of students.

Recommendations

The review team support the following:

- Commit to the provision of a culturally responsive learning environment through a self-assessment of the school's progress on the Aboriginal Cultural Standards Framework.
- Provide student agency opportunities such as the initiatives aligned to the design of school wide lessons in the PBS program. Promote the consistent use of the Vivo rewards system among staff.

Leadership

The opportunity to add new members to the middle leadership team, alongside a newly appointed executive team, has triggered the setting of ambitious goals through engagement in the Fogarty EDvance School Improvement Program.

Commendations

The review team validate the following:

- The partnership with the Fogarty Foundation has provided clarity to leadership team members on the school's strategic direction. Staff have prioritised developing strategies to meet agreed goals.
- A focus on what is best for students and their learning, guides the leadership team in decision-making.
- Staff are provided with the opportunity to develop their leadership skills while being mentored during short term leadership position opportunities. Membership of the Fogarty lead team is a further avenue to leadership development for staff.
- Opportunities for teaching staff to apply for the Department's Level 3 Teacher application process each year are supported by the executive team.
- Staff conduct a self-reflection on their teaching practice each term. This is reinforced through a formalised process of peer observations aligned to focus themes evident in the school's pedagogical framework.

Recommendations

The review team support the following:

- Formalise a process for the identification and development of aspirant leaders.
- Continue to work towards meeting the targets and milestones contained in the Narrogin SHS Fogarty EDvance School Improvement Plan.

Use of resources

With extensive experience in private industry, the Manager Corporate Services (MCS) encourages staff to develop their skills through professional learning and places a priority on minimising waste in finance and resource management.

Commendations

The review team validate the following:

- The relationship of MCS and Principal provides an effective balance between the strategic and operational direction of the school and the securing additional funds and prudent allocation of resources.
- Through the Finance Committee staff are provided a voice in the school's financial management. Open processes for the submission of strategically aligned budget and special initiative requests, are known to all staff.
- The published acquittal of programs and resources, alongside the student characteristic elements of the one-line budget provides surety to staff and the community that targeted monies are directed appropriately.
- Determining that the existing BYOD² program does not meet student needs, the school's provision of contemporary devices and information and communication technology network support ensures access to technology for all students.
- Learning areas and cost centres are allocated 100% of their determined budget through student centred funding model supplements, reflecting the prioritisation of student learning in resource deployment.

Recommendations

The review team support the following:

- Ensure the consistency of staff adherence to financial processes across all learning areas.
- Continue to plan for the maintenance of a mixture of local experience and the addition of external teaching perspectives in the recruitment of staff. This will support sustainability of student results and programs.

Teaching quality

The pedagogical framework, developed by staff and aligned to the Victorian High Impact Teaching Strategies is in use by teaching staff. This is underpinned by a PLT to develop their use of agreed techniques.

Commendations

The review team validate the following:

- Members of the Teaching and Learning PLT provide leadership to their colleagues in the implementation of HITS through regular whole-staff collaborative meetings and development days.
- Staff from the mathematics learning area have completed the Teach Well Masterclass Series to strengthen their high impact teaching practice.
- The chance to conduct action research on school wide teaching approaches by staff as relief teachers throughout 2022 has been an unexpected learning opportunity from the management of COVID-19.
- An induction process for new teaching staff prioritises familiarisation with the pedagogical framework and the teaching expectations of teachers throughout the school on arrival.
- The frequent review of data using the SAIS³, SCSA⁴ and ACARA⁵ databases is conducted by learning areas to inform and support the evidence base for teaching practices.
- A learning support coordinator works with staff to develop plans for individual students to improve their outcomes and engagement with the curriculum using the RTP SEN⁶ planning tool,

Recommendations

The review team support the following:

- Explore platforms for students to provide formal feedback to their teachers on teaching practice.
- Ensure the fidelity of implementation of agreed teaching approaches and practices throughout the school.
- Promote staff evaluation of the efficacy of their teaching in the elements of the pedagogical framework.

Student achievement and progress

The school has a high Year 12 ATAR⁷ participation rate and subsequent rate of University participation. In 2022 Year 7 and 9 students have achieved above like schools in the Numeracy NAPLAN⁸ assessments.

Commendations

The review team validate the following:

- Students and families are provided with timely feedback on levels of achievement and progress by staff through the provision of task mark reports and through formal and informal academic reporting events.
- The progress and achievements of students are closely monitored longitudinally by leadership staff ensuring that students have equitable access to appropriate and extension/intervention pathways.
- Use of the MacqLit program by a skilled lead education assistant with cohorts of identified students ensures intervention for those requiring support for their literacy learning. On exit from this program high proportions of students transition successfully to mainstream literacy studies.
- A high percentage of Year 12 students who undertake English ATAR can use the course as their best or second best subject in the calculation of their tertiary admission rank.
- Recent interruptions to the NAPLAN program have been covered through the use of PAT⁹ testing. Staff are adept at drawing meaning from student literacy and numeracy data using these platforms.

Recommendations

The review team support the following:

- Develop a school wide literacy and numeracy plan for use by all staff incorporating the expertise and knowledge of students held by local primary school staff.
- Place a renewed emphasis on the data being achieved by students in non-MESH subjects to draw links between achievements in these areas and their potential senior school pathways.
- Ensure the maintenance of the current disciplined dialogue employed by leadership, support and teaching staff during the upcoming engagement with the Ed Companion platform is being resourced by the network.

Reviewers

Rohan Smith
Director, Public School Review

Joanne Willesee
Principal, Hammond Park Secondary College
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 4, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Mathematics, English, science and humanities and social sciences (HASS)
- 2 Bring your own device
- 3 Student Achievement Information System
- 4 School Curriculum and Standards Authority
- 5 Australian Curriculum, Assessment and Reporting Authority
- 6 Reporting to Parents Special Education Need
- 7 Australian Tertiary Admission Rank
- 8 National Assessment Program – Literacy and Numeracy
- 9 Progressive Achievement Tests