



Department of  
Education

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Public education  
**A world of opportunities**

# Nannup District High School

## Public School Review

March 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.
✓	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Established in 1961, Nannup District High School is situated within the Southwest Education Region, within the timber and farming community of Nannup. The school is located on the Blackwood River, approximately 280 kilometres south of Perth, at the crossroads of Vasse and Brockman Highways.

The ESAT<sup>1</sup> submission and school-based validation phase of the review process was facilitated and prepared by an acting Principal who commenced her appointment at the beginning of the 2019 school year.

Currently enrolling 143 students from Kindergarten to Year 10, the school has an Index of Community and Socio-Educational Advantage (ICSEA) rating of 999.

Nannup District High School gained Independent Public School status in 2019 and is supported by their Parents and Citizens' Association (P&C) and School Board.

## School self-assessment validation

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The acting Principal compiled a school self-assessment submission based on the evidence, information and time available.

The following aspects are confirmed:

- The school's self-assessment was the trigger for conversations with staff, parents and community representatives.
- Staff engagement in the school's self-assessment submission process was limited.
- A shared understanding of current levels of achievement and progress was not evident.
- There was insufficient alignment between performance evidence, judgements made and strategies for improvement.

The following recommendations are made:

- Embark on a process of developing a culture of continuous school improvement.
- Use the guidelines and information provided in the ESAT to develop an ongoing self-assessment school ethos.

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Relationships and partnerships	
<p>The emphasis on maintaining positive school-community relations is built on existing close links that staff have with the local community. However, underdeveloped communication and feedback processes limit the professional engagement between staff. Further, it diminishes opportunities for the community to become actively involved in school improvement discussions.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• Staff and parents describe the school as providing a caring, safe and orderly learning environment.</li><li>• Relationships amongst the staff are convivial and supportive.</li><li>• The school maintains strong links with the local shire, particularly in the implementation of bushfire risk planning strategies.</li><li>• The School Board recognises the importance of its governance role.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Training available through the Department of Education to be provided to the School Board.</li><li>• Develop a website that ensures open and transparent information can be shared about the school and its performance.</li><li>• Promote the importance of improving student achievement (high performance) in parallel with the pursuit of a high care environment.</li><li>• Explore partnerships with neighbouring high schools to ensure students (Year 9) are given a clear understanding of their pathway options.</li></ul>

Learning environment	
<p>The safe and caring environment is cited by parents as the reason they enrol their children at the Nannup District High School. Planning to ensure school-wide, consistent implementation of procedures relating to students at educational risk and behaviour management, is necessary.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• Parents acknowledge the quality of support provided to students at educational risk by education assistants.</li><li>• Levels of student attendance are within reasonable limits.</li><li>• The implementation of the PBS<sup>2</sup> program has some momentum.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Establish clear guidelines for the identification, planning and monitoring of students at risk and their individual education plans.</li><li>• Review student adjustment funding to ensure that it is used in the manner for which it was allocated to the school.</li><li>• Establish a timeline for the full enactment of the PBS program and ensure that all staff understand and accept their obligation for school-wide implementation.</li></ul>

Leadership	
Fundamental to student success is the provision of a motivating and inspiring vision based on high standards and expectations. Efforts to develop such a vision have been tentative.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school is a strong contributor to the local community and is keen to have a positive influence on community activities and programs.</li> <li>• The school leadership understands the need to establish the conditions for building and maintaining a high performance school culture.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a self-assessing, reflective culture based on the fundamental proposition, that for a school to progress, it must understand and accept its responsibility to maintain a focus on continuous improvement.</li> <li>• Ensure the full range of information and evidence required to make an authentic assessment of the school's performance is available to staff.</li> <li>• Prioritise structured classroom observations to ensure teachers receive high quality feedback on their performance.</li> <li>• Maintain regular oversight of the deployment of resources to ensure strategic direction aligns with operational intent.</li> <li>• The principal to seek advice from network colleagues experienced in leading and managing secondary programs.</li> <li>• Review performance management practices.</li> <li>• Define the roles and responsibilities of the school leadership team to ensure there is sufficient time allocated to strategic planning and operational oversight.</li> <li>• Identify and develop staff leadership aspirants.</li> </ul>

Use of resources	
Schools are obligated, under the Funding Agreement for Schools, to use available resources to meet the learning needs of all students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A finance committee composed of staff from all phases of learning, with an intent to include a board member, has been established.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consideration be given to requesting a full audit of the school's financial and budgetary processes.</li> <li>• Clarify the role and responsibilities of the manager corporate services.</li> <li>• Develop a workforce plan starting with a review of the deployment of staff.</li> <li>• The school to engage in a full review of existing programs, plans and procedures to determine which to retain and which to retire.</li> </ul>

## Teaching quality

Professional development of staff should include learning opportunities with a focus on creating an ethos of continuous school improvement. Developing a school-wide belief about how students learn best should be a priority.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Sentiments expressed by staff indicate a well-intentioned and caring approach to working with students.</li> <li>• A primary phase of learning mathematics program has been introduced to achieve consistency and continuity of delivery across all years.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a whole-school understanding and acceptance about what constitutes effective teaching practice.</li> <li>• Create an expectation of professional obligations and responsibilities essential for the implementation of agreed whole-school programs.</li> <li>• Initiate steps to consolidate staff understanding of the Western Australian Curriculum.</li> <li>• Improve the scope and sequencing of curriculum content and delivery across all phases of learning.</li> <li>• Establish curriculum leaders in literacy and numeracy.</li> <li>• Set times for structured, collaborative meetings with specific agendas focussing on sharing ideas and research into teacher 'best practices'.</li> <li>• Develop explicit student (individual and cohort) achievement targets-based, system data, to be regularly reviewed and reported on.</li> </ul>

## Student achievement and progress

High priority should be given to monitoring student performance and informed discussions about their progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The achievement and progress in reading (Year 3 to 5) trending positively since 2016, is to be commended.</li> <li>• Smaller but notable trends in Year 5 writing and grammar and punctuation are evident; similarly with Year 7 and 9 writing.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• The principal to seek support from Statewide Services for professional learning to upskill staff in understanding and analysing student achievement data.</li> <li>• Build the capacity of teachers to use differentiation as a key teaching practice to better meet the needs of individual students.</li> <li>• Use 2019 NAPLAN<sup>3</sup> and SIAS<sup>4</sup> data as part of the process of upskilling and informing staff of the importance of identifying areas for student improvement.</li> <li>• Review the number of assessment options used by the school with a view to retaining only those which provide the necessary information to support class and whole-school planning.</li> </ul>

## Reviewers

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Rod Lowther  
**Director, Public School Review**

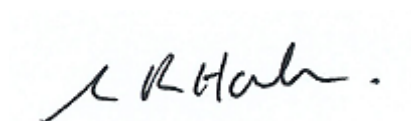
Melanie Hancock  
**Principal, Northampton District High School**  
**Peer Reviewer**

## Endorsement

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Based on this report, I endorse your school performance rating of 'needs improvement'.

Your next school review is scheduled for 2022.

A handwritten signature in black ink, appearing to read 'Lindsay Hale', with a small dot at the end.

Lindsay Hale  
**Executive Director, Public Schools**

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## References

- 1 Electronic School Assessment Tool
- 2 Positive Behaviour Support
- 3 National Assessment Program – Literacy and Numeracy
- 4 Student Achievement Information System