



Department of
Education

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Shark Bay School

Public School Review

June 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

Shark Bay School is located in the coastal community of Denham, within the Midwest Education Region.

It is approximately 900 kilometres from Perth and more than 300 kilometres from the closest regional centre of Carnarvon and 400 kilometres from Geraldton.

Following changes in school leadership during Term 1 2019, the acting Principal, appointed at the beginning of Term 2, used the Public School Review process as an opportunity to provide a 'blueprint' for the next school planning period.

With an Index of Community Socio-Educational Advantage rating of 952 (decile 8), the school currently enrolls 88 students from Kindergarten to Year 12.

Secondary students access the majority of their curriculum through the School of Isolated and Distance Education (SIDE).

In 2007, the school moved into a new building with specialist facilities for early childhood, manual arts, home economics, science and art.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The individual entries provided the reviewers with a broad overview of areas of school performance.
- Most statements were complemented by a selection of evidence sources.
- A range of people including staff and parents engaged actively in the school validation visit.
- Discussions during the validation visit enhanced the thoughtful consideration given to school performance in the self-assessment submission.
- The Principal identified future priorities, noting the importance of developing a school-wide self-assessment culture.

The following recommendations are made:

- Establish a detailed self-assessment schedule aligned to the Electronic School Assessment Tool (ESAT) to enhance the evidence provided.
- Extend whole-school involvement and understanding in the development of clear links between areas identified for improvement, and the school's plans (operational and strategic) for raising the standard of student achievement.
- Continue to build staff capacity to analyse data, as part of developing a consistent culture of evidence-based planning.

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Relationships and partnerships	
<p>In the past, underdeveloped communication and feedback processes limited the professional engagement of staff. The need for more opportunities for the community to become actively involved in school improvement discussions is recognised and being addressed.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The acting Principal has created a renewed sense of confidence in staff regarding how they perform their roles and responsibilities. • The School Council chair expressed appreciation for the Principal's willingness to share information in relation to school performance. • Staff show an enthusiasm to communicate and engage positively with the local community. • The staff, teaching and non-teaching, share a common bond in building trusting relationships with students and each other. • The school has built partnerships with local community groups including the Borneo Exhibition Group, which provides a student scholarship to travel to Borneo to pay respects to Australian servicemen and women.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • The School Council to explore options for identifying and recruiting new community members as part of reinvigorating school governance. • The School Council to engage in the Department of Education training modules.

Learning environment	
<p>A caring and harmonious learning environment has been established through a focus on student social and emotional wellbeing. The school embraces diversity and is genuinely committed to catering for the needs of all students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Despite a significant level of transiency, the school has maintained an orderly learning environment. • Secondary students learn in harmony with primary students, with workplace learning opportunities to be found in working with the younger students. • Adjustments to behaviour and attendance management have been designed and delivered with the need in mind to have student and parent understanding and acceptance. • The deployment of educational aides and AIEO¹s forms an important element of the school's SAER² program.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consider the implementation of a whole-school values approach to behaviour management using a framework such as PBS³. • Develop a case management process for students with anxiety issues.

Leadership

In a short time, the Principal has built trust and established mutually respectful relationships through modelling personal traits of authenticity, diligence and moral purpose. Attention will now need to be given to developing a strategic approach to school improvement that is cohesive and well-defined.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The acting Principal has empowered staff through a willingness to listen, generating significant levels of mutual trust and respect. • During a period of leadership uncertainty in Term 1, staff showed leadership in ensuring the school maintained its focus on student needs. • The acting Principal's new ideas and experience complemented the MCS's local knowledge and credibility.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Build a set of policies, procedures and practices that ensure all staff, including temporary and relieving staff, maintain continuity of teaching practice. • Ensure all staff understand the roles and responsibilities of their positions, together with their professional obligations and accountabilities to each other. • Ensure timely and instructional feedback is available to all staff and improve existing performance management processes.

Use of resources

Resources are deployed in a targeted manner. The MCS is a valued member of the leadership team overseeing the effective day-to-day management of resources.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A positive and productive partnership exists between the school leadership and MCS. • The school understands and is agile in its response to managing a school budget where there is volatility in student enrolment. • The school understands the importance of maintaining strict alignment between its planning priorities and agreed budget allocations. • Whole membership of the Finance Committee offers all staff the opportunity to have input into the process of allocating resources. • Funds received for educational adjustments are used for students with documented plans.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a workforce management plan to reflect the school's strategic direction and budget imperatives. • Ensure all staff understand and accept the necessity for workforce planning decisions to reflect the needs of students. • Ensure budget and financial management decisions are open and transparent and aligned to the school's strategic planning priorities.

Teaching quality

Teachers are committed to their role in providing a learning program that is engaging for their students. However, following a period of irregular feedback from fragmented performance management processes, expectations for standards of teaching practice are unclear.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers understand the importance of curriculum continuity and delivery. • There is a solid foundation of teacher beliefs and values about how students learn upon which to build whole-school programs in literacy and numeracy. • Given the school's isolation, staff expressed a willingness to use online networks to explore ways to improve grade alignment with performance. • The school with its secondary 'tops' has an excellent relationship with the SIDE. • SIDE's workplace coordinator works with the school, local employers and students to facilitate employment opportunities for graduating students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Explore options for implementing whole-school literacy and numeracy programs. • Strengthen staff knowledge and understanding of methodologies relating to differentiation through the deconstruction of student performance data. • Develop an explicit set of performance management processes for staff to receive feedback based on structured class observations.

Student achievement and progress

By analysing student performance data, the school is aware of areas for improvement. There is acknowledgement of the need to address negative performance trends and ensure that decisions relating to program selection and implementation are evidence based.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The partnership with SIDE ensures students receive timely, moderated feedback on their achievement and progress. • The school recognises the importance of engaging with parents to ensure there are no surprises during reporting periods. • The early years team have a consistent approach to the selection and delivery of content based on diagnostic assessments.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consider involving parents in a writing moderation workshop. • Establish a comprehensive data management and assessment schedule to include analysis of fine grain data. • Widen the use of OEAP⁵ data to Years 1 and 2 as a means of diagnostic intervention, particularly for early years transient students. • Ensure students develop keyboard skills to maximise the potential of 21st century digital learning options.

Reviewers

Rod Lowther
Director, Public School Review

Rebecca Instance
Principal, Kelmscott Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Students at educational risk
- 3 Positive Behaviour Support
- 4 Manager corporate services
- 5 On-entry Assessment Program