



Department of
Education

Shaping the future

Lake Grace District 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. It will also inform the Principal Professional Review.

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

Lake Grace District High School is located approximately 322 kilometres from Perth in the Wheatbelt Education Region.

The town is the commercial centre of the Shire of Lake Grace and the school was established in 1962. Lake Grace District High School became an Independent Public School in 2010.

Currently there are 127 students enrolled from Kindergarten to Year 12. Students in Year 11 and Year 12 are able to complete their studies on-site through the School of Isolated and Distance Education. The school has an Index of Socio-Education Advantage of 989 (decile 6).

Community support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

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 Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard and co-ordinated and submitted by the outgoing Principal.
- Validation visit meetings strengthened the review team's understanding of the evidence provided in the ESAT submission. Throughout meetings, participants delivered strong and consistent messages that expanded on statements made within each domain.
- The previous Principal and deputy principal travelled from their new substantive appointments to provide input during the validation visit to support the school's current leadership and staff.

The following recommendations are made:

- Explore ways to ensure the ESAT captures a clear and cohesive narrative that is supported by evidence that showcases judgments and reinforces and celebrates the school's proactive engagement in continual whole-school improvement.
- Consider additional whole-school self-assessment tools, that enhance and moderate judgements made against the Standard, and compare and validate performance with the wider educational community.

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Relationships and partnerships

School leaders have worked hard to improve and foster respectful and positive relationships within the school and the wider community.

Commendations

The review team validate the following:

- Collaborative Learning Committees provide opportunities for staff to plan and discuss student progress and lead initiatives that impact on their phase of learning.
- Multiple modes of communication have enhanced the relationship with the community. In response to feedback from the community public and private Facebook pages, new LED¹ signage, a School Stream 'app' and SMS² messaging supports improved community engagement.
- Longitudinal school survey data shows a significant positive trend in perception from stakeholders, across all areas. The school improvement agenda has prioritised the importance of strong and sustainable community engagement to develop effective partnerships.
- The School Board collaborates with an active P&C to support school needs through fundraising. Transparent and collaborative practices, informed by the 'Accountability Checklist', empowers Board members in governance responsibilities and promotes a more connected community voice.

Recommendations

The review team support the following:

- Maintain momentum of positive engagement with the community by continuing high levels of consultation and communication. Consider one-year National School Opinion Survey cycles to further monitor progress and community perceptions
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- Continue to build on effective and timely communication to add value to relationships and to ensure staff, parent, School Board and community information is transparently shared. Ensure all perspectives are considered to inform contextual understanding and inclusive decision making.

Learning environment

Underpinned by genuine care for students, school processes and approaches provide the conditions for students to engage and learn in a safe, supportive learning environment.

Commendations

The review team validate the following:

- The Lake Grace District High School Engagement and Wellbeing Plan provides expectations about student behaviour and the restorative approach required to ensure a safe and supportive school environment.
- Students at educational risk (SAER) are supported by the learning support coordinator (LSC) who guides teachers and oversees targeted IEPs³ to track interventions and report on student progress.
- Upgrades to the internal and external environment have revitalised classrooms and learning spaces with new interactive whiteboards, carpets, and furniture. Class sets of iPads and laptops further enhance access to technology as a tool for learning.

Recommendations

The review team support the following:

- Document all SAER processes to ensure clarity of expected teacher practice, tracking of interventions and communication with colleagues and parents.
- Re-energise opportunities for student voice by ensuring established and new initiatives are scheduled and prioritised to grow authentic empowerment.
- Enhance Aboriginal cultural learning opportunities through staff engagement with the ACSF⁴. This will develop greater cultural responsiveness and understanding of Aboriginal histories by students, staff and the wider community.

Leadership

Transformational leadership of the school in recent years has targeted re-engagement with the local community and driven an improvement agenda to grow connected practice across the school.

Commendations

The review team validate the following:

- Extensive consultation with staff, students, parents, and wider community informs the 2020 – 2022 Business Plan, which sets the strategic direction of the school. Endorsement by the School Board reinforces the school's accountability to implement and monitor its intentions and commitments.
- Change across many areas of school operation, in recent years, has been delivered in a timely, informed and inclusive manner. A targeted process, with multiple opportunities for staff and community voice, has driven the case for improvement and informed implementation of agreed actions.
- Strategic and operational planning guides classroom practice and is aligned to the business plan.
- Opportunities for staff to lead initiatives, projects, activities, and events are provided and align to areas of interest and performance development goals. Learning area leaders drive committees and support teachers in each phase of learning.
- Leadership is building accountability to whole-school practice. Staff contributions are sought, acknowledging the focus on improving communication, role clarity and engagement in meaningful performance and development conversations that support both school and professional growth.

Recommendations

The review team support the following:

- New leadership to strategically continue and further build on the improved connectedness with parents and the broader community through open and transparent communication.
- Lead and embed staff accountability to agreed whole-school processes and programs.
- Explore using the Western Australian Future Leaders Framework to drive inclusive identification and support of aspirant leaders to ensure they grow their leadership attributes, knowledge, and skills.

Use of resources

Planning, management, and monitoring processes for the use of resources are aligned to school operations. There is clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Resource decisions are evidence-based, targeted and align to school planning. Human resources are deployed to support teachers, IEPs and student needs. Student characteristics and targeted initiative funding is strategically aligned to the intended purpose.
- Proactive, successful grant submissions have driven the school's capacity to enhance the learning environment. Infrastructure renewal and targeted initiatives have supported science learning, National Aborigines and Islanders Day Observance Committee (NAIDOC) awareness, breakfast club establishment and primary and secondary sporting engagement.
- The provision of professional learning in the MacqLit and MiniLit programs support staff interventions to improve student achievement, progress and wellbeing.

Recommendation

The review team support the following:

- Determine the viability and staffing cost of supporting Year 11 and Year 12 students at the school.

Teaching quality

Staff demonstrate a commitment to the collaborative development of a school-wide approach to pedagogy and implementation of whole-school teaching and learning programs.

Commendations

The review team validate the following:

- A pedagogical framework represents the shared beliefs of staff about teaching and learning. School-wide practice is gaining momentum as staff build their knowledge of effective, evidence-based practice.
- Evidence-based, whole-school approaches to teaching are being implemented. Talk for Writing, Seven Steps to Writing Success and Progressive Achievement Tests seek to connect practice across all year levels, with further identification of additional programs being investigated.
- Collaborative Learning Committees afford opportunities for staff to work within their phases of learning, enabling discussions on student performance and wellbeing. Development of scope and sequence documents across all learning area is continuing.
- Targeted professional learning is enhancing the quality of teacher practice across the school with intent to continually improve student achievement and progress.

Recommendations

The review team support the following:

- Continue to implement and embed the school's pedagogical framework and agreed whole-school programs and processes to ensure cohesive and consistent teaching and learning.
- Progress implementation of a formal peer observation and feedback process to drive quality teaching and the use of high impact teaching strategies.

Student achievement and progress

School leaders and staff demonstrate a collective commitment to improving student achievement and progress.

Commendations

The review team validate the following:

- A plan for the collection and analysis of student performance data is provided in the school's Assessment Schedule. NAPLAN⁵ results are analysed by staff at an individual, sub-group and cohort level and shared with School Board members.
- 2021 NAPLAN results show above like school achievement in Numeracy and Reading across Year 3, Year 5 and Year 7 and Writing, Spelling, and Grammar and Punctuation in Year 3 and Year 7.
- High achievement and progress was achieved in NAPLAN results for Numeracy and Reading from Year 3 to Year 5 and Year 5 to Year 7 and for Writing across Year 5 to Year 7.
- Below level early childhood students are identified and an IEP, that identifies the differentiated teaching required to close learning gaps, is written. Interventions are targeted and support to teachers provided through engagement with the LSC and the introduction of MiniLit and MacqLit programs.

Recommendations

The review team support the following:

- Resource time for Collaborative Learning Committees to interrogate learning area data to share with teachers to expand knowledge of their class student data, 'Names, Number, Needs'.
- Build staff data literacy to effectively inform planning for school, class and individual students. Embed the use of data analysis to strengthen teaching quality through a disciplined dialogue approach so teaching impact on student achievement and progress is known.

Reviewers

Steve Dickson
Director, Public School Review

Leah Boehme
Principal, Mukinbudin 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.

The timeframe for the next review process focusing on the Leadership domain only, will be during or after Term 1, 2023.

The next Public School Review, inclusive of all domains, will be scheduled during or after Term 1, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Light Emitting Diode
- 2 Short Message Service
- 3 Individual Education Plans
- 4 Aboriginal Cultural Standards Framework
- 5 National Assessment Program – Literacy and Numeracy