



Department of
Education

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Karratha Senior High School

Public School Review

March 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Karratha Senior High School opened in 1972 and is located 1,500 kilometres north-east of Perth in the Pilbara Education Region. The school's new campus was opened on its current site in 2013. It is co-located with the North Regional Technical and Further Education (NRTAFE) and Leisureplex, the hub of recreation activities within the City of Karratha.

In partnership with the NRTAFE, students have the opportunity in senior school to gain a pre-apprenticeship qualification as part of a program designed for students aiming towards future employment in the mining sector.

Student numbers have increased significantly in recent years, from 983 in 2016 to 1345 currently enrolled from Year 7 to Year 12.

The school has an Index of Community Socio-Educational Advantage of 944 (decile 8).

Becoming an Independent Public School (IPS) in 2015, the school is assisted in monitoring and reviewing school performance and supporting school initiatives by the School Board.

The Parents and Citizens' Association (P&C) is comprised of a core group of committed parents. The group operates in partnership with the school in fundraising substantial resources, particularly through the canteen.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The process of preparing for the Public School Review provided an opportunity to reflect on school performance and what has been accomplished since the IPS review in 2017, to influence plans for the future.
- The Electronic School Assessment Tool (ESAT) submission provided a summary of the current school context.
- Public School Review processes were in keeping with developing procedures for self-assessment and improvement at the school and individual levels.
- Opportunities for staff contribution were provided to identify evidence to support each domain and areas of celebration.
- A range of evidence regarding school practices and performance was selected for analysis.
- A cross section of school leaders, teachers, support staff and parent and community representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendation is made:

- Use the ESAT as a repository for performance evidence as part of the ongoing school-self assessment process.

Public School Review

Relationships and partnerships

Mutually beneficial partnerships have been established and fostered with a range of school, community and regional organisations. These support staff and students, and increase employment and further study opportunities beyond high school.

Commendations

The review team validate the following:

- Effective use of a range of communication platforms has resulted in operations being promoted actively and articulated clearly to the school community.
- Engaging partnerships with local primary schools and support from agencies and organisations have engendered positive relationships with families and the community.
- The School Board advocates strongly for the school with the local community, businesses and industry and engages in disciplined dialogue regarding governance responsibilities.
- Established partnerships with tertiary institutions enable opportunities for targeted information regarding university options. This includes the Pilbara University Centre, which provides bridging courses and study opportunities in Karratha.

Recommendation

The review team support the following:

- Enhance the focus on student voice to help inform future decisions and actions regarding improving students' health, wellbeing and learning.

Learning environment

The learning environment is focused on the academic, emotional and physical development of each student. Of paramount importance is the creation of opportunities for students to develop a sense of belonging, positive self-image and resilience.

Commendations

The review team validate the following:

- Specialised support programs for Aboriginal students including the Stars Foundation, Clontarf Academy and Gumala Mirnuwarni, optimise learning and engagement.
- Staff have identified and provided quality flexible learning options including VPP¹, BPEA² and RPLE³, as support strategies to engage or re-engage students at educational risk.
- Staff are supported to 'strengthen expectations across the school community to improve student behaviour and engagement' through in-school professional learning in CMS⁴.
- Student health and wellbeing is enhanced through student services personnel and a range of support initiatives including: wellbeing events; Breakfast Club; and mentoring activities.

Recommendations

The review team support the following:

- Continue to engage deeply with the ACSF⁵ towards cultural responsiveness.
- Explore the Positive Behaviour Support framework implementation to: embed expectations; create norms; revise current strategies; and identify required actions.

Leadership

The strategic intent of the school is founded on the motto 'Towards Tomorrow' and urges students to be committed to creating a successful future for themselves. Plans are intended to have teachers nurture each student in order for them to achieve their personal potential.

Commendations

The review team validate the following:

- Implementation of a process for the development of leaders through the Aspirant Leadership Group has supported staff seeking to enhance leadership skills and knowledge.
- A collective commitment to the long-term improvement of the school guides strategic planning. Business plan targets are aligned with the school self-assessment.
- Shared leadership and management is a school focus, with a culture of accountability and future-proofing developing, derived from flexibility and collective experience.
- Staff engagement in PM&D⁶ processes aligned to the AITSL⁷ Australian Professional Standards for Teachers with classroom observations and a growth coaching approach, is developing.

Recommendations

The review team support the following:

- Develop middle level leaders through a targeted and sustainable model of leadership growth.
- Use participation in the Fogarty EDvance program to streamline planning aligned to an evidence base and 'moral purpose'.

Use of resources

Resource deployment decisions are made with the needs of students as the driving force. The strategic alignment of financial, physical and human resource allocation ensures appropriate consideration of current students and future directions in this context.

Commendations

The review team validate the following:

- Human resource support is targeted to improved student achievement and progress. Education assistants work effectively with students who attract disability resourcing.
- Resources are managed strategically through formalised procedures for the Principal, MCS⁸ and Finance Committee to optimise oversight of resource allocation.
- Efficient asset and replacement processes have been implemented to ensure longer term resource planning is effective and aligned with school strategic planning.
- Targeted resourcing enhances the school focus to provide support for a broad range of academic opportunities and pathways.
- A major capital works program guides a strategic approach to the refurbishment of school infrastructure and construction of new facilities as a result of increasing student numbers.

Recommendation

The review team support the following:

- Provide professional learning to staff to build understanding of, and capacity in, decision making regarding resource deployment.

Teaching quality

Staff demonstrate commitment to the priority of high quality teaching through alignment to the whole-school instructional model. They share beliefs and expectations about what they consider to be their core business of teaching and learning.

Commendations

The review team validate the following:

- Founded on the success of professional learning communities, the school-based Professional Educator's Network was launched to provide access to, and engagement in, effective professional development and growth for staff.
- Successful implementation of the STEM⁹ program, reflective of science content, has resulted in the school becoming a mentor in the STEM Enterprise Pioneer School project.
- Involvement in the Teacher in Placement program provides mutual benefits in giving staff an opportunity to gain first-hand experience in the technology, standard practices and skills required in the resource sector and bringing industry application to classroom practice.
- A broad range of VET¹⁰ opportunities are provided by the school in conjunction with the co-located NRTAFE to optimise student employment options for the future.

Recommendation

The review team support the following:

- Provide professional learning for teachers to develop skills in the use of digital technology to optimise student outcomes.

Student achievement and progress

Staff are developing an understanding and appreciation of the value of evidence-based decision making. Students' performance against school targets and longitudinal data are analysed by staff to inform planning for improvement.

Commendations

The review team validate the following:

- School means were similar to or above the like school mean in National Assessment Program – Literacy and Numeracy (NAPLAN) assessments in Year 7 in 2019.
- Average scaled scores for senior school courses in 2020, were within or above the expected range in all but two courses.
- The attainment rate has exceeded or been comparable with like schools consistently since 2016 and exceeded the public school attainment rate in 2016 and 2018 respectively.
- Literacy and numeracy progress between Year 9 NAPLAN and the Year 12 Online Literacy and Numeracy Assessment is significant.
- Vocational pathways ensure student engagement and success. High numbers of students complete Certificate II or III Australian Qualifications Framework qualifications.

Recommendation

The review team support the following:

- Develop a database to capture and monitor relevant student achievement information to demonstrate progress and inform school, class and individual pathway planning.

Reviewers

Brett Hunt
Director, Public School Review

Mathew Burt
Principal, Broome Senior 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.

Your next school review is scheduled for Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Vocational Pathway Program
- 2 Big Picture Education Academy
- 3 Restorative Program Learning and Engagement
- 4 Classroom Management Strategies
- 5 Aboriginal Cultural Standards Framework
- 6 Performance management and development
- 7 Australian Institute for Teaching and School Leadership
- 8 Manager corporate services
- 9 Science, technology, engineering, mathematics
- 10 Vocational Education and Training