



Department of  
Education

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Public education  
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# Gingin District High School

## Public School Review

June 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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

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Gingin District High School is located in a rural area approximately 85 kilometres north of Perth, within the North Metropolitan Education Region. Originally opened in 1964 as Gingin School, it became Gingin District High School in 1981. In 2020, the school became an Independent Public School.

Students attend from a wide geographical area, including Lancelin, Guilderton, Muchea, Regans Ford and parts of the Shire of Chittering.

The school has an Index of Community Socio-Educational Advantage of 967 (decile 7). Currently, there are 246 students enrolled from Kindergarten to Year 10.

The Parents and Citizens' Association (P&C) assists with the provision of resources through fundraising and offers a parent and community perspective regarding school matters. The School Board supports the school in making decisions on financial planning, student performance and setting school priorities.

## School self-assessment validation

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The Principal submitted a school self-assessment with a range of evidence.

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

- The Principal provided several workshops for staff on school development days to share information about the Public School Review process.
- During the validation visit, a range of leaders, school staff and community members engaged in open discussion and offered elaborations and insights on school operations and performance.
- The school's Electronic School Assessment Tool (ESAT) submission included limited information and analysis in the area of Teaching Quality, restricting the validation process attempts to align the school's performance to the Standard.

The following recommendations are made:

- In future ESAT submissions, consider the selection of credible evidence for each domain that best supports claims about school performance against the Standard.
- Build understanding of the Standard and expand opportunities for staff to use it to reflect on school performance.
- Prioritise the development of whole-staff collaboration and authentic engagement in the analysis of data to inform school self-assessment and improvement processes.
- Ensure that School Board members have opportunities to engage in reflection relating to school self-assessment, including having input into the review, selection and analyses of evidence for future ESAT submissions.

## Public School Review

### Relationships and partnerships

The school recognises the importance of positive relationships with staff, students, families and community members and has identified this as a priority area for development.

#### Commendations

The review team validate the following:

- The School Board is invested in the school's ongoing progress and is keen to collaborate with the Principal to ensure effective school governance.
- Staff and community members express a strong sense of care for the school and desire for cohesion, positive communication and constructive relationships. Students value their positive relationships with staff and other students.
- The recent introduction of parent information sessions is valued by parents and community members.

#### Recommendations

The review team support the following:

- Strengthen staff cohesion through authentic collaboration, consultation, shared decision making and consistent messaging of expectations.
- Prioritise quality communication processes with parents and school community members through open discussion and feedback on school improvement initiatives, in combination with input into the school's future directions.
- Structure School Board meetings to strengthen its governance role, prioritising discussion on school planning, budget management and student achievement and progress.

### Learning environment

The school's physical environment is enhanced with well-maintained gardens and play areas. The implementation of Positive Behaviour Support (PBS) has contributed to the collaboratively developed expectations: Care, Respect, Try, and be Responsible.

#### Commendations

The review team validate the following:

- Staff have accessed professional learning in CMS<sup>1</sup> to support positive student behaviour management.
- Targeted wellbeing programs, such as Brave and DRUMBEAT, are led by the chaplain and valued by both students and staff.
- The Student Services team provides support to staff, resources for individual students and monitors students at risk.

#### Recommendations

The review team support the following:

- Access PBS Tier 2 training to promote strategies for students with increased support needs.
- Ensure Individual Behaviour Management Plans and Individual Education Plans are quality assured for consistency and actioned for all students with special educational needs and identified students at educational risk.
- Ensure there is whole-of-staff 'buy in' to PBS to enable school-wide implementation of consistent behaviour management processes. Ensure that referral processes are clearly defined and understood.
- Advance the work of the wellbeing team to support a whole-school approach to staff and student wellbeing, including embedding Trauma-Informed Practice.
- Increase parent and community understanding and awareness of the behaviour management policy and procedures, and ensure opportunities for input/feedback.

## Leadership

School leaders have a collective desire to progress school improvement processes and acknowledge the importance of having a clear shared vision.

### Commendations

The review team validate the following:

- A range of enthusiastic and capable teacher leaders are keen to assume leadership roles and work in collaboration with others to progress strategic goals.
- School committees including; mathematics, literacy, PBS, ICT<sup>2</sup> and wellbeing, have representation from teaching staff and allied professionals.

### Recommendations

The review team support the following:

- Ensure the School Board and school community are involved in the collaborative development of the next business plan.
- The Executive Team to engage external leadership support to progress the development of a cohesive culture, featuring strong instructional leadership with clearly defined instructional strategies and structures to support consistent whole-school practices.
- Develop annual operational plans for literacy, numeracy, ICT and wellbeing. Include yearly student success targets, strategies and projected resourcing implications.
- Clarify distributed leadership roles in order to operationalise strategic goals. Focus on building an understanding of leadership responsibilities and accountability.
- Implement a comprehensive, differentiated professional learning plan in line with staff needs.

## Use of resources

There is a commitment to build the skills and understandings of staff in the complexities of managing the school's finances and workforce. Opportunities for professional learning are provided to staff by the manager corporate services.

### Commendations

The review team validate the following:

- The Finance Committee meets regularly and is comprised of teaching staff, Executive Team members, and a community member from the School Board.
- Comprehensive financial reports are a standing item for the School Board agenda.
- Additional funding initiatives have been applied for horticulture, emergency services and STEM<sup>3</sup>.
- Targeted initiatives funding is allocated for students with special needs, an early childhood education assistant and the chaplain.

### Recommendations

The review team support the following:

- Clearly align the school budget to school plans and include projected resource costings in annual operational plans for school priority areas.
- Develop a workforce plan that identifies short, medium and long-term workforce priorities.
- Explore options for the expansion of secondary curriculum offerings to reflect student and community aspirations.
- Continue to resource student support that ensures genuine curriculum differentiation for all students.

## Teaching quality

Teaching staff have reasonable expectations that there is clarity and consistency in the implementation of whole-school pedagogical practices. The impact of work would be further enhanced with the expectation that they engage in genuine collaborative processes focused on teaching practice.

### Commendations

The review team validate the following:

- A Curriculum Committee has developed a pedagogical statement that is understood and accepted by staff. It is in the early stages of implementation, with the next step being a focus on staff engagement and development of observable behaviours.
- The mathematics team has developed a plan that will benefit from the addition of clearly defined, whole-school practices and expectations for teaching mathematics across the school.
- The ICT team have developed a plan with evidence of shared staff understanding and engagement.

### Recommendations

The review team support the following:

- Develop a whole-school approach to English and mathematics, with pedagogical practices that are understood and implemented through annual operational plans.
- Reduce variability of teacher quality through: targeted professional learning; collaboration; coaching; mentoring; and observation and feedback.
- Develop strong curriculum teams that embrace student achievement data to inform shared decision making on the implementation of consistent teaching practices across the phases of learning.

## Student achievement and progress

The effective use of data to track student progress and inform class and whole-school decision making, has been acknowledged by the school as an area requiring further development.

### Commendations

The review team validate the following:

- The school has developed assessment grids for ICT and mathematics.
- Appropriate steps have been taken to ensure teachers strengthen their instruction of problem solving skills for students.
- Progressive Achievement Tests in mathematics have recently been implemented to support the tracking of student progress.

### Recommendations

The review team support the following:

- Develop a whole-school assessment schedule. Collect and analyse data at the individual, cohort and whole-school level to inform classroom planning and decision making.
- Build staff capacity to use data at a classroom level to determine the effectiveness of teaching strategies and make adjustments accordingly to meet the differentiated needs of students.
- Establish school moderation processes in reading, writing and mathematics.
- Progress intentions to embed Progressive Achievement Tests and Brightpath.
- Progress intentions to implement interventions for students at educational risk, such as MultiLit.

## Reviewers

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Kim McCollum  
Director, Public School Review

Danielle Roache  
Principal, Boddington District High School  
Peer Reviewer

## Endorsement

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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 school review process, inclusive of all domains, will be Term 2, 2022.



Melesha Sands  
Deputy Director General, Schools

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## References

- 1 Classroom Management Strategies
- 2 Information and communications technology
- 3 Science, technology, engineering, mathematics