



Department of
Education

Shaping the future

Kojonup 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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 support 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Kojonup District High School is located in the South West Education Region approximately 265 kilometres south east of Perth.

The school has an Index of Community Socio-Educational Advantage of 965 (decile 7).

Kojonup District High School currently enrolls 225 students from Kindergarten to Year 10.

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

The first Public School Review of Kojonup District High School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

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 assessment summary in the Electronic School's Assessment Tool submission provided an open and honest account of school operations and valuable insights into the school's context and complexities.
- In preparation for the school review, staff engaged with the Standard and reflected on school performance aligned to the domains.
- The review was valued by leaders as a vehicle to identify strengths and areas for improvement to inform planning.
- During the validation day visit a wide selection of staff, students, and community members together with leaders contributed authentically to discussions offering insights on school operations and evidence adding value to the submission.

The following recommendation is made:

- Continue to embed ongoing cycles of school self-assessment including the rigorous analysis of data to inform decision making.

Relationships and partnerships

Building positive student, staff and family relationships sits at the heart of the school's mission to build the conditions for student success. Opportunities are created for older and younger students to work together, building a strong sense of connection and belonging for students.

Commendations

The review team validate the following:

- Staff engage in collaboration on both a formal and informal basis and are invested in sharing practice and engaging in discussions focused on teaching and learning.
- Leaders are committed to fostering a unified 'one school' environment by establishing strong, practical connections between secondary and primary, benefiting both students and staff.
- Parents are welcomed into the school and actively participate in classroom volunteering, sports carnivals, school events, and various committees.
- The AIEO¹ has developed positive relationships with Aboriginal families and children and has developed links with local organisation The Kodja Place, leading to rich cultural learning experiences and events.
- The School Board have engaged in training to build the understanding of their governance role and are strong advocates for the school. The P&C engage in extensive fundraising including a highly valued art event generating funds to support school projects and initiatives.
- External partnerships with Rotary Club of Kojonup, Renew Op Shop and local businesses are well developed and provide increased educational opportunities for students including workplace learning.

Recommendations

The review team support the following:

- Continue to build the visibility and connections of the School Board in the community.
- Continue to build community links through the identification of new partnership opportunities.

Learning environment

The school's inclusive and student-centred environment is further enhanced by the school farm which provides rich opportunities for student learning and engagement through certificate courses, a vegetable garden and nature play.

Commendations

The review team validate the following:

- The school has worked to promote the importance of positive school attendance and has initiated monitoring processes and targeted strategies to support improvement.
- Initiatives to support student wellbeing include mindfulness education and the implementation of Zones of Regulation, as well as targeted support provided by the school chaplain and student services officer focused on relationships, wellbeing, and school engagement.
- With a focus on fidelity, the school has implemented Positive Behaviour Support (PBS), including a behaviour matrix across areas of respect, pride, safety, and resilience. A successful reward system enables students to spend reward points at a PBS shop.
- Aboriginal cultural responsiveness is evident in the development of a yarning circle, 6 seasons garden and the collaborative development of a Reconciliation Action Plan (RAP). Additionally, the school has Aboriginal representation on the School Board and works to build connections with local Aboriginal Elders.
- A student services team has embraced a case management approach which ensures careful oversight of students at educational risk in collaboration with the school psychologist, and key stakeholders. Individual education plans and engagement with KOLP² ensures students requiring support and intervention are identified early.

Recommendations

The review team support the following:

- Continue to build Aboriginal cultural responsiveness through reflection on the ACSF³, the continued RAP journey and focus on embedding Aboriginal cultures and histories across the curriculum.
- Progress plans to collect and use data to inform decision making to support positive student behaviour.

Leadership

Highly valued by staff, the Principal is leading a robust improvement agenda, driven by a clear vision and belief in working collaboratively with the school community to set the conditions for student success.

Commendations

The review team validate the following:

- A clear distributed leadership structure has been established including 4 professional learning communities (PLCs) aligned to key strategic priorities. Leaders' strengths are identified and capability is built through professional learning and support.
- Based on data and evidence, the school's improvement agenda is driven by strategic and operational planning with operational plans developed and implemented by the PLCs.
- A number of skilled teacher leaders across the school are providing support for staff to develop their instructional skills and capacity to implement whole-school programs.
- Performance management and development processes are sound and linked to system and school initiatives.

Recommendations

The review team support the following:

- Continue to develop opportunities for staff to receive feedback on their instruction through observation and coaching.
- Led by the teaching and learning PLC and executive team, progress the implementation of the teaching and learning framework aligned to Teaching for Impact to ensure low variance practices across the school.

Use of resources

The school has worked to establish clear systems and processes to ensure financial management practices are in line with Department expectations. The allocation of resources is considered and focused on students' changing needs.

Commendations

The review team validate the following:

- Developed by the manager corporate services and Principal in collaboration with the Finance Committee, the school budget is aligned to key school and farm priorities.
- Ongoing input and advice are provided by the school's Agricultural Advisory Committee on farm management on both a formal and informal basis.
- The Finance Committee's transparent processes ensure sound oversight of financial management decision making. Staff knowledge of financial management is enhanced through professional learning and a handbook.
- Information and communications technology resources and infrastructure are well managed, with additional support provided by a network support officer.
- Workforce planning is a priority with clear recruitment strategies and succession planning in place to support the sustainability of current and future staffing.
- Resourcing has been allocated to fund allied professionals to lead intervention and support students with additional needs. Targeted initiative funding has been allocated for a school chaplain.

Recommendation

The review team support the following:

- Continue to review the school farm budget aligned to school priorities to ensure a balanced and targeted budget, in line with school requirements.

Teaching quality

Informed by the belief that effective teaching is essential to ensure student success, a committed and skilled teaching team are working collaboratively to implement school-wide programs, explicit teaching and consistent pedagogical practices.

Commendations

The review team validate the following:

- Based on research, the school has collaboratively developed a teaching and learning framework outlining shared beliefs and agreed pedagogical practices.
- The early years team have implemented a range of programs to support student literacy development including Heggerty Phonemic Awareness and Sounds-Write.
- Access to professional learning for staff is evident across school-wide programs and practices, including support for staff to implement daily reviews into literacy and numeracy blocks as part of the school's commitment to explicit teaching.
- Teachers engage with data to inform classroom planning including DIBELS⁴, Brightpath, On-entry Assessment, KOLP and Progressive Achievement Tests.
- The school has implemented intervention for literacy through MultiLit leading to evidence of student progress.

Recommendations

The review team support the following:

- Continue to develop staff understanding of differentiation practices and provide support for the identification of student needs and implementation of adjustments.
- Progress plans to develop a whole-school approach to numeracy.
- Further develop structured staff collaboration with a focus on teaching, learning and student achievement.

Student achievement and progress

The school is committed to collecting a range of data to inform planning and decision making. With evidence of positive NAPLAN⁵ performance for Year 3 students, the school is motivated to continue its improvement journey to ensure strong success across all year levels.

Commendations

The review team validate the following:

- Year 3 NAPLAN achievement in 2024 was above like schools for spelling and significantly above like schools in reading, numeracy, writing and grammar and punctuation.
- The school has developed and implemented an assessment and reporting schedule outlining Kindergarten to Year 10 (K-10) assessment to be undertaken.
- A recently introduced data platform is focused on providing staff with a tool to inform planning for teaching and learning. Teachers also engage with a school data wall to track student performance from K-10.
- The introduction of the Certificate 2 is supporting secondary student pathway planning.

Recommendations

The review team support the following:

- Engage in rigorous analysis of literacy and numeracy data in the secondary school to identify areas for improvement. Review and implement classroom teaching programs aligned to students' needs. Build staff capacity to deliver programs and monitor their impact on student achievement and progress.
- Develop staff data literacy and proficiency in the interpretation and use of data to identify learning gaps, track student progress and implement interventions to support the learning needs of students.

Reviewers

Kim McCollum
Director, Public School Review

Gareth Smith
Principal, Waroona 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 next review process focusing on the student achievement and progress domain only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Kindergarten Oral Language Program
- 3 Aboriginal Cultural Standards Framework
- 4 Dynamic Indicators of Basic Early Literacy Skills
- 5 National Assessment Program – Literacy and Numeracy