



Department of
Education

Shaping the future

Ravensthorpe 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Ravensthorpe District High School opened in 1901 and is located in the Goldfields Education Region, approximately 509 kilometres south-east of Perth.

The school has an Index of Community Socio-Educational Advantage of 977 (decile 6).

Currently 113 students are enrolled from Kindergarten to Year 12.

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

The first Public School Review of Ravensthorpe District High School was conducted in Term 4, 2018. This 2023 PSR report provides a current point of reference for the next cycle of school improvement.

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 leadership team led the self-assessment process in preparation for the Public School Review.
- Opportunities for staff ownership and contribution to the process were provided through staff and team meetings.
- Staff engaged openly and enthusiastically throughout the validation day visit, further enhancing the Electronic School Assessment Tool (ESAT) submission.
- Aligned to the targets of the strategic plan, the Principal undertakes ongoing school self-assessment processes demonstrating a comprehensive understanding of the school's current performance and direction for improvement.

The following recommendations are made:

- Strengthen whole-school understanding and explicitly use the Standard to drive reflective practices in preparation of the school review.
- For future ESAT submissions, consider the use of annotations and the inclusion of succinct analysis of evidence focused on 'how the school is going' rather than 'what the school is doing'.
- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, to further support the implementation of ongoing cycles of self-assessment.

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Relationships and partnerships

The leadership team understands the importance of building and fostering a strong collegial culture founded on mutual respect, trust, transparency and support amongst staff, students and families.

Commendations

The review team validate the following:

- Staff are positive and they value opportunities to work in collaboration. Within cluster and team meetings, staff commit to team norms and engage purposefully and effectively.
- Over the past few years, the school has strengthened its relationship and engagement with a range of local groups and organisations and is now viewed as working in partnership and central to the community.
- A Communication Policy is guiding and promoting open, respectful communication and positive relationships. There are established processes and a commitment to ensuring families are well informed.
- Strong partnerships have been established with a number of community groups and workplaces providing meaningful learning opportunities for the students.

Recommendations

The review team support the following:

- Strengthen School Council governance structures and processes and ensure all members have engaged in training and induction.
- Continue to reflect on and enhance communication processes. Ensure parents are provided with regular information regarding their child's academic and social learning progress and achievements.

Learning environment

Underpinned by whole-school policy, planning, structures and supports, the school demonstrates a strong commitment to ensuring the conditions are in place for all students to thrive.

Commendations

The review team validate the following:

- Improving student attendance is a high priority. The development of a Student Attendance Policy is supporting the implementation of structured processes, procedures and shared expectations.
- Through a Positive Behaviour Support (PBS) school approach, expectations of Care, Ambition and Respect have been established.
- A policy for managing student behaviour outlines expectations, rights and responsibilities, with the Good Standing Policy in place to support and encourage students to meet high expectations.
- Students at educational risk (SAER) are supported through documented plans and intervention approaches across the school.

Recommendations

The review team support the following:

- Develop and implement a SAER Policy. Establish a student services model that outlines and supports tiers of intervention required to address the academic, engagement and wellbeing needs of students.
- Review the current Student Behaviour Policy to ensure clarity and alignment of classroom management strategies (CMS) and PBS agreed strategies.
- To support the implementation of PBS and a consistent approach in the management of student behaviour, engage staff with CMS professional learning.

Leadership

The leadership team demonstrates a unified purpose and articulates a vision for school improvement. Whole-school planning processes are established, and staff demonstrate a commitment to the journey.

Commendations

The review team validate the following:

- The Principal has brought a strategic lens to the organisational structure and operation of the school. Working with staff to implement a distributed leadership model, the Principal encourages school-wide, shared responsibility for decision making and support.
- Aligned to the strategic plan, curriculum and operational plans outline targets and strategies guiding ongoing review and planning processes.
- Defined leadership roles are aligned to school priorities with opportunities to lead through curriculum and team leadership roles.
- Aligned to the domains of the Standard, a leadership action plan articulates the direction and focus for ongoing school improvement.
- The school is committed to strengthening processes that provide both primary and secondary students with a genuine voice in school decision making.

Recommendations

The review team support the following:

- Continue to lead the implementation of the Aboriginal Cultural Awareness Plan and Reconciliation Action Plan to create and embed a culturally responsive learning environment.
- Continue with plans to embed whole-school processes and expectations across all phases of the school.

Use of resources

Financial planning and cost centre managers are in place to ensure transparency in resource allocations relate specifically to the improvement of student outcomes and school improvement.

Commendations

The review team validate the following:

- Providing sound financial oversight, the Finance Committee are kept informed of the school's financial management processes with meetings each term.
- Areas of concern relating to the school's assets and resources replacement schedule have been identified by the Principal and manager of corporate services and processes have been put in place to address.
- Targeted initiatives and student characteristics funding is directed to achieve the outcomes and meet the obligations of the Funding Agreement for Schools.
- Responsive to staffing challenges, including teacher transiency, the leadership team have implemented comprehensive induction processes to ensure a shared understanding of school operations and curriculum expectations are articulated and supported.

Recommendations

The review team support the following:

- Formalise workforce planning outlining priorities, identified gaps and strategies to address these.
- Develop a School Improvement Plan aligned to intentions to manage asset replacement.

Teaching quality

Staff articulate the shared belief that students' success will be maximised through consistency of teaching pedagogy. There is unwavering focus on improvement through the development of teaching expertise.

Commendations

The review team validate the following:

- The school has developed an instructional model with staff demonstrating an understanding of the importance of consistency in the delivery of teaching programs.
- Implementation of Talk for Writing (T4W), Sounds-Write and Heggerty in the primary years has resulted in a consistency in the expectations and delivery of the curriculum, and positive learning outcomes for students.
- Teaching staff and education assistants monitor intervention approaches and use data to inform identification, focus and impact of supports.
- Staff meetings and collaborative structures provide opportunities to build their understandings, discuss student performance, review teaching plans and teaching strategies.
- Staff feedback processes, including peer observations, are highly valued in the primary years. A negotiated focus aligned to the instructional framework is supporting staff connection and growth.

Recommendations

The review team support the following:

- Continue to build the data literacy of all staff, with a focus on data informed teaching and learning cycles.
- Whilst acknowledging the impacts of staff transiency, focus on strengthening and embedding the understanding and implementation of the whole-school instructional model, clearly articulating the connection between primary and secondary practice.
- Continue to prioritise and plan for moderation processes within the school and with the network.

Student achievement and progress

With strengths noted in some areas, the school is consolidating its approach to the collection and analysis of systemic and school based student data across the school.

Commendations

The review team validate the following:

- All staff participate in the review of NAPLAN¹ and Progressive Achievement Test student progress data and are supported to use the information to guide school and classroom planning.
- A case management approach with interventions in place is supporting an increase in students passing Online Literacy and Numeracy Assessment components.
- The whole-school assessment schedule clearly outlines assessment expectations. The recent introduction of a whole-school tracker has enabled staff to collate data and identify improvement in student achievement and progress.
- Teachers understand the importance of consistent judgements and clear communication of student progress to parents.
- As evidenced through the implementation of T4W in the primary years, the school is committed to using data to inform decision making processes.

Recommendations

The review team support the following:

- Continue to embed decision making processes that are data informed, across all phases of school and curriculum areas.
- Aligned to school targets, continue to embed the use of the data tracking tool.

Reviewers

Rebecca Bope
Director, Public School Review

Karl Moll
**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.

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy