



Department of  
Education

**Shaping the future**

# Margaret River Senior 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Margaret River Senior High School is located approximately 270 kilometres south of Perth, in the Southwest Education Region.

The School has an Index of Community and Socio-Educational Advantage rating of 1043 (decile 3).

It currently enrolls 1223 students from Years 7 to 12. The school became an Independent Public School in 2012.

Margaret River Senior High School is supported by a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of Margaret River Senior High School was conducted in Term 1, 2019. 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 2019 Public School Review report served as a catalyst, offering a strong foundation and clear guidance for the school's improvement agenda and self-assessment process.
- The Principal submitted a school self-assessment that provided a detailed summary of the school's operations and its improvement agenda.
- The Electronic School Assessment Tool (ESAT) submission and validation day visit was perceived as integral components of the school's continuous self-assessment process.
- A cross-section of staff contributed a range of evidence to the ESAT submission pertaining to school practices and performance across each domain.
- An overview document was submitted outlining the school's judgement of its performance and planned improvements for each domain of the Standard.

The following recommendations are made:

- Enhance staff and stakeholder understanding of the Standard through engagement in reflection about school performance within the context of the school's self-assessment procedures and review cycle.
- Ensure, in future ESAT submissions, that evidence provided validates the judgements made with these two questions guiding selection: Why do you think this piece of evidence supports your judgement? Why do you think this evidence meets the Standard?
- Carry out a final review and refinement of entries and supporting evidence to ensure coherence and clarity of messaging in future ESAT submissions.

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### Relationships and partnerships

A strong relational approach, underscored by values of respect, care and trust, defines Margaret River Senior High School. The leadership team are acknowledged by the community for being approachable, supportive and responsive.

### Commendations

The review team validate the following:

- Partnerships have expanded beyond the school and local community, extending to sister schools in Taiwan and Indonesia, enriching the learning opportunities for students and adding significant value to their educational experiences.
- Fostering positive and supportive relationships among students, staff and families is an ongoing priority for the school.
- Community representatives conveyed satisfaction with the transparent communication practices and deliberate efforts of staff to be approachable and accessible, thereby raising trust and positive relationships with parents.
- School Board members understand their governance role and reflect a passionate sense of engagement and investment in the school's ongoing improvement and community reputation.
- The school collaborates and partners with various agencies and industry to enrich student learning and extend opportunities beyond the classroom. These include partnerships with the Rotary Club of Margaret River, South Regional TAFE<sup>1</sup>, Muresk Institute and several local businesses.

### Recommendations

The review team support the following:

- Continue to seek and engage Registered Training Organisations to assist with traineeships and apprenticeships and to expand pathway opportunities for students.
- Consider incorporating opinion survey information into future Public School Review submissions. Use the results as evidence of the school's effectiveness and engagement with its stakeholders.

### Learning environment

Leaders and staff demonstrate unwavering dedication to the wellbeing of every student. They have implemented organisational structures that foster a positive learning environment and are steadfast in their commitment to developing every child's academic progress and social and emotional wellbeing.

### Commendations

The review team validate the following:

- Restructuring of the Student Services team has boosted early identification of students at risk, enhanced attendance and streamlined case management significantly.
- Feedback collected from graduating Year 12 students is used to inform the prioritisation of learning areas.
- The Student Recognition policy has enhanced the proactive approach of staff in recognising positive student behaviours and effectively communicating these with students and the school community.
- Collaborative meetings are regularly convened with both teaching and specialised staff, such as the learning support coordinator, school psychologist, and the student service manager to discuss individual student plans. These discussions ensure that necessary information and support regarding differentiation are provided to effectively address each student's needs.

### Recommendations

The review team support the following:

- Further embed the school's response to intervention approaches to ensure targeted support in line with student's needs.
- Continue seeking student and staff feedback with the intention of involving them in decision making processes and identifying issues within the school.

## Leadership

The Principal and united leadership team have empowered staff through consultation and shared decision making. Fostering shared ownership of a rigorous improvement agenda is creating conditions conducive to quality teaching and student success.

### Commendations

The review team validate the following:

- The leadership team engaged in DiSC<sup>2</sup> profiling, heightening self-awareness and informing ongoing development of the team.
- Change management is considered, adjusting expectations and provision of supports to individuals as necessary.
- Emerging leaders receive robust support and encouragement. New leaders participate in professional learning and associated action learning.
- Performance management processes provide formal opportunities for self-reflection and support leadership development for identified aspirants.
- School planning aligns with the needs of students, demonstrated by the utilisation of data to inform and drive improvement initiatives.
- Establishing Professional Learning Communities (PLC) represents a positive stride toward expanding the distributed leadership approach.

### Recommendations

The review team support the following:

- Strengthen the focus on the PLC initiative with strategic and deliberate measures. Invest in professional learning to foster shared understanding, maximising cohesion and alignment. Clearly defining the purpose and objectives for driving collaborative learning, data analysis and student progress.
- Further enhance data triangulation processes to more effectively identify the subsequent steps required for improvement across all learning areas.

## Use of resources

Financial and workforce priorities are well managed, ensuring that school resourcing and facility management are executed with agility to adapt and respond to the evolving needs of the school community.

### Commendations

The review team validate the following:

- The managers corporate services have effectively restored reserve accounts to healthy levels after significant expenditures in recent years.
- Resources are targeted to meet identified needs across the school, such as the appointment of a learning support coordinator.
- Workforce risk management planning is effectively reducing staffing concerns.
- Refinements made to recruitment processes have ensured that suitable staff are better aligned to the role and the specific needs of the school.

### Recommendation

The review team support the following:

- Continue to work with the School Board to support the priority of the school's physical environmental needs.

## Teaching quality

Schools where teachers collectively assume personal responsibility to implement a consistent school-wide pedagogy, grounded in shared beliefs around effective teaching and learning, tend to be successful. Margaret River Senior High School is making significant strides toward realising this goal.

### Commendations

The review team validate the following:

- Efforts are underway to model the pedagogical structure and implement it consistently across the entire school.
- The mathematics department staff are utilising video as a tool to facilitate self-reflection and mentoring to identify and target improvements in their teaching pedagogy.
- Data reflection processes exist across the school, identifying areas of strength, potential areas of focus and opportunities to improve. These processes are particularly relevant this year as a new business plan emerges.

### Recommendations

The review team support the following:

- Progress the Margaret River Senior High School Teaching and Learning Framework to ensure teacher efficacy and align expectations consistently across the school.
- Develop consistent, whole-school observation and feedback systems to support staff understanding and use of the Teaching and Learning Framework.
- Ensure learning area operational plans align to the business plan, with clear targets, strategies, funding allocations, resources and measures.

## Student achievement and progress

The importance of evidence-informed decision making is well recognised by staff. System and school-based data is reviewed and analysed to celebrate successes, inform levels of achievement and determine targets for ongoing improvement.

### Commendations

The review team validate the following:

- Progressive Achievement Tests and NAPLAN<sup>3</sup> results are used to validate staff judgements of achievement against the School Curriculum and Standards Authority Judging Standards.
- The school demonstrated a strong commitment on fostering inventions for NAPLAN improvement.
- There is a strong emphasis on ensuring that counselling services and pathways for students entering senior school, align with their aspirations and future directions.
- Analysis of data is supported through the Elastik, Stile and Mathspace platforms, assisting staff to identify deficits and gaps in learning and to provide targeted lessons.
- Opportunities for learning area leaders to share their success across the senior leadership group are evident.

### Recommendations

The review team support the following:

- Continue with practices requiring analysis of grade distribution versus like schools' data to improve alignment.
- Continue building positive relationships with local feeder primary schools to establish unified platforms of practice that improve NAPLAN results, facilitate transitions, and enhance student support through data-driven insights.

## Reviewers

Darren Greaves  
**Director, Public School Review**

Everal Eaton  
**Principal, Harrisdale 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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Technical and Further Education
- 2 Dominance, influence, steadiness and conscientiousness
- 3 National Assessment Program – Literacy and Numeracy