



Department of  
Education

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Public education  
**A world of opportunities**

# Cape Naturaliste College

Independent Public School

## Public School Review

April 2018

## PUBLIC SCHOOL REVIEW

### Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability Unit. A review gives assurance to the Minister for Education and Training, Director General and local school community that a school is operating effectively and delivering high quality education to its students. It also gives feedback to the principal and staff to assist in improving the school's performance.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information is verified by the review team that gathers and analyses data before and during a school visit. This forms the basis for the School Review Report. The report is provided to the Regional Executive Director, principal and school chair of the school board/council, and is available to any interested party.

### Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the chair); or, the principal's Statement of Expectations and the Funding Agreement for Schools.

### School performance statement

The public school review team has reviewed the school's performance in relation to the learning environment, teaching quality, leadership, relationships and partnerships, use of resources, and student achievement and progress.

Cape Naturaliste College performance rating: **HIGHLY EFFECTIVE**

<b>Outstanding</b>
The school is providing an outstanding learning program resulting in an extended period of exceptional student achievement and progress. The leadership has established a high performance-high care culture for students and staff complemented by positive relationships among all members of the school community.
<b>Highly Effective</b>
✓ The school is providing a highly effective learning program resulting in very good student achievement and progress. The high quality of leadership and teaching required to enable effective instructional practices, a positive learning environment and engaging relationships is embedded.
<b>Effective</b>
The school's learning program is resulting in trends in student achievement and progress that are mainly positive. The quality of leadership and teaching required to support effective instructional practices, a positive learning environment and engaging relationships is evident.
<b>Needs Improvement</b>
The school's learning program is resulting in student achievement and progress below the expected standard. It is evident the school has the capacity to implement plans that incorporate targeted improvement strategies.
<b>Requires Intervention</b>
Without direct intervention and system support, it is evident that the school will continue to be unable to improve student achievement and progress.



## Context

Cape Naturaliste College is located in the south west township of Vasse, 15 kilometres south west of Busselton and 233 kilometres south west of Perth. Students travel to the College from Dunsborough, Vasse and West Busselton. The College opened in 2008 and attained Independent Public School status in 2012.

With an Index of Community and Socio-Educational Advantage rating of 1000, the College currently caters for 771 students from Years 7 to Year 12.

## School self-assessment validation

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

The review team determined that:

- a wide range of credible data was selected for analysis;
- staff engagement in the school assessment process was highly collaborative;
- analysis was thorough and wide-ranging;
- there was clear alignment between the performance evidence, judgements made about priorities for improvement and strategies to be actioned; and
- a culture of reflection and continuous improvement was evident.

## School performance review

### Learning environment

The shared belief that 'every student is every person's responsibility' underpins a positive learning environment. Strong systems of support and processes of regular review complement established and attractive facilities that underscore a welcoming learning environment for students.

Effectiveness	<p>The review team confirms the following:</p> <ul style="list-style-type: none"><li>• An inclusive culture is evident through the school's commitment to working with parents to support all students. Parents describe the staff as having an exceptional respect for students.</li><li>• The wraparound strategy for Year 7 students reflects a welcoming and caring environment.</li><li>• Differentiation is evident in a multi-faceted approach including streaming, individualised learning, moderation, multiple intelligences, deep data analysis and targeted program selection.</li><li>• A student services team of youth workers, year co-ordinators, psychologists, learning support co-ordinators, school nurse and chaplain support staff to address the needs of students at risk.</li><li>• Targeted case management supports students with educational, emotional or behavioural needs.</li></ul>
Improvements	<p>The review team identifies the following:</p> <ul style="list-style-type: none"><li>• Attendance rates are similar to like schools; however, the school has identified an increase in rates of unauthorised attendance as an area requiring attention.</li></ul>

## Teaching quality

There is a school-wide commitment to quality teaching, which drives an unrelenting focus on improving teacher practice. A sophisticated program of support and oversight assists staff to understand and adopt agreed evidenced-based approaches, ensuring consistency and coherence of teacher practice.

Effectiveness	<p>The review team confirms the following:</p> <ul style="list-style-type: none"><li>• Teachers hold high expectations for student achievement, galvanised by an agreed set of beliefs (Pillars) about teaching and learning, which are implemented systematically.</li><li>• An explicit model of teaching has been embedded. Comprehensive research informs a school-based action learning program where staff trial and feedback on the impact of instructional tactics, supported by Level 3 and Senior Teachers.</li><li>• Staff collaborate within departmental teams and use student performance data to drive discussions about individual and cohort progress.</li></ul>
Improvements	<p>The review team identifies the following:</p> <ul style="list-style-type: none"><li>• Information and communication technology (ICT) is identified as a priority within the school's plans. However, limitations with bandwidth have compromised efforts to use ICT to enhance the quality of learning programs.</li></ul>

## Leadership

The leaders actively build strong, professional relations. They adopt inclusive leadership practices and appreciate the value of the leadership of others. Quality, school-wide leadership provides the strong foundation on which the school has built both credibility and the reputation for excellence.

Effectiveness	<p>The review team confirms the following:</p> <ul style="list-style-type: none"><li>• Leaders present as a unified team with a balance of skills, experience and attention to detail.</li><li>• An appreciation of the concept of 'leadership at all levels' ensures staff have both the opportunity and confidence to contribute to the school's overall goals.</li><li>• Robust performance management includes classroom observations, linked to the explicit teaching model and offers staff timely and constructive feedback.</li><li>• Consultation processes deliberately communicate the 'why' and 'how'.</li><li>• Change is managed strategically with provision of genuine direction and support.</li><li>• Instructional leadership qualities evident in the leaders, middle managers and staff are reinforced through the classroom observation model.</li></ul>
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## Relationships and partnerships

The school's leaders actively seek to build organisational trust. They value stakeholder feedback and use this to enhance the quality of communications and relationships. The school operates from a basis of strong relationships resulting in an embracing and inclusive culture.

Effectiveness	<p>The review team confirms the following:</p> <ul style="list-style-type: none"> <li>• A shared and common moral purpose unites the staff as a cohesive and collaborative team.</li> <li>• High levels of mutual trust and respect define the working environment for staff.</li> <li>• Student surveys indicate very high levels of satisfaction. An impressive student council is active in school life.</li> <li>• Communications strategies are well established. 'Connect' is used widely and regarded highly.</li> <li>• The school board brings a wealth of experience from a broad cross-section of the community including parents, community representatives, business and local government. Members are well informed and are strong advocates for the school.</li> <li>• Professional learning is a priority and staff are encouraged to seek out appropriate and relevant opportunities at the State, national and even international level.</li> <li>• A climate of self-reflection is modelled by the Principal who employs a 360° feedback tool.</li> </ul>
Improvements	<p>The review team identifies the following:</p> <ul style="list-style-type: none"> <li>• Continue the implementation of Aboriginal Cultural Standards Framework.</li> </ul>

## Use of resources

The school employs open and transparent resource management practices. This underpins efforts to ensure resources are strategically used to maximise learning opportunities for all students. Well-established processes ensure the strategic alignment of the school's resources to the plans for raising the standard of student achievement.

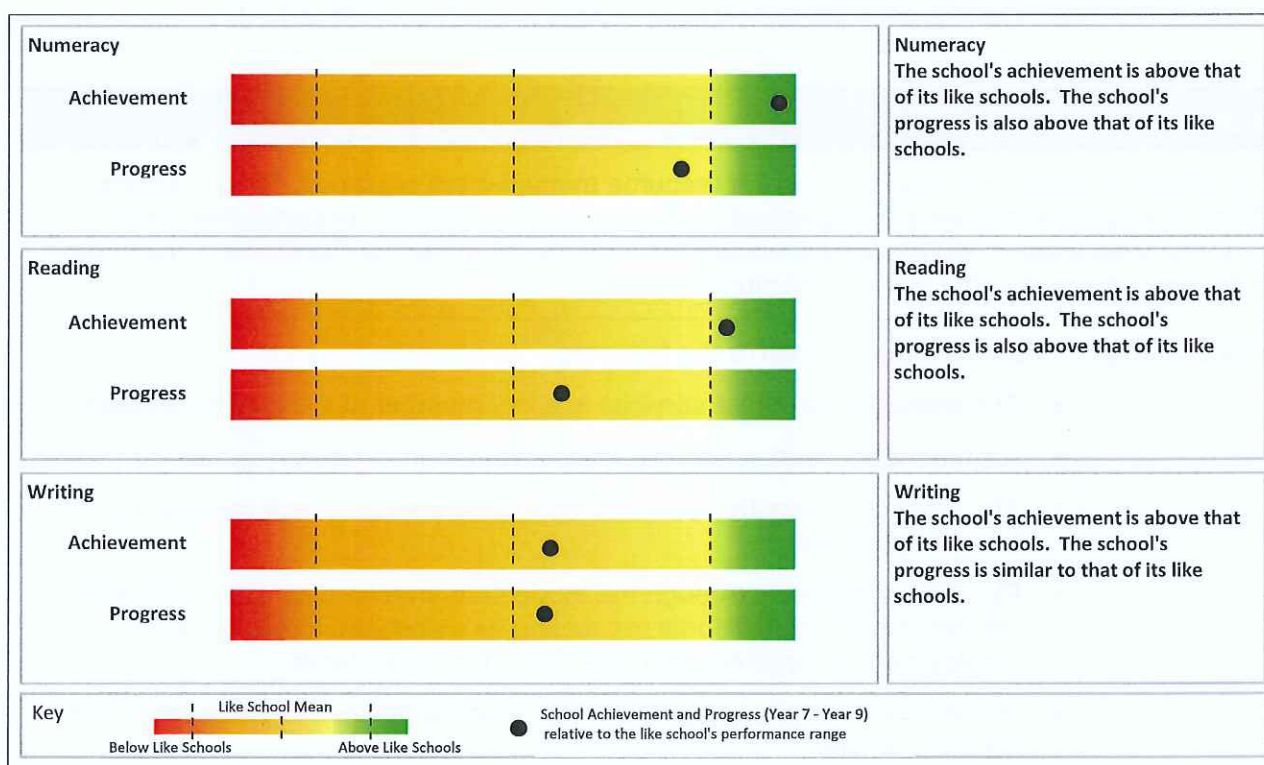
Effectiveness	<p>The review team confirms the following:</p> <ul style="list-style-type: none"> <li>• The manager corporate services is a key member of the leadership team.</li> <li>• Alignment between school planning and resourcing is very good.</li> <li>• The Finance Committee provides appropriate scrutiny and oversight to budget approvals.</li> <li>• Flexibilities available through the student-centred funding model are well-utilised to provide additional resourcing as evidenced through the employment of targeted, specialist Education Assistants.</li> <li>• Workforce funding to support staffing needs is planned in accordance with school priorities.</li> </ul>
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## Student achievement and progress

There is an appreciation of the value of student data that underpins an awareness of standards of achievement. This positions the school well to sustain positive performance and address areas of concern. Student performance data indicate achievement from 'As Expected' to 'Well Above Expected'.

Effectiveness	<p>The review team confirms the following:</p> <ul style="list-style-type: none"> <li>• Strong progress has been made by students from Years 7 and 9 in all areas assessed in National Assessment Program – Literacy and Numeracy (NAPLAN).</li> <li>• The performance of senior secondary students is 'Well Above Expected'. In part, this can be attributed to the effective use of data and targeted pathway planning from Year 8, together with a dedicated focus on supporting students' social and emotional wellbeing.</li> <li>• Student performance tracking guides discussions about progress, grading and moderation.</li> <li>• Data driven feedback mechanisms provide leaders with insights into the health of each department.</li> <li>• The performance of students undertaking vocational education training courses has been 'Above Expected', endorsed by a 100 per cent attainment rate.</li> </ul>
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Figure 1: Progress and achievement of students (stable cohort) from Years 7 to Year 9: Cape Naturaliste College and like Western Australian public schools in numeracy, reading and writing, NAPLAN 2015–17



NB: School cohorts of less than ten with anomalous data were excluded from the like school data.

## Reviewers

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JIM BELL  
Director, Public School Accountability  
Lead Reviewer

ARMANDO GIGLIA  
Principal, Butler College  
Peer Reviewer

## Endorsement

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Based on this report, I endorse the school performance rating of highly effective. Further, that the school has met the expectations of the Delivery and Performance Agreement.

The next school review is scheduled for 2021.



STEPHEN BAXTER  
A/Deputy Director General, Public Schools



## **Appendix: Analysis of Department management requirements**

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The Department's overall quality assurance measures include performing system-wide checks relating to essential school management and administrative functions.

Complementary to the school review process, a central office desktop analysis confirms the following for Cape Naturaliste College:

- ☒ Timely School Control Self-assessment questionnaire annual submission
- ☒ School expenditure 96/10 threshold met
- ☒ Nationally Co-ordinated Criminal History Checks routinely undertaken
- ☒ Compliance with School Curriculum and Standards Authority Pre-Primary to Year 12 Teaching, Assessing and Reporting Policy requirements
- ☒ Timely submission of the annual School Report