



Department of
Education

Shaping the future

Cape Naturaliste College

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 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 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 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

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

Cape Naturaliste College is 15 kilometres south-west of Busselton and 233 kilometres south-west of Perth in the Southwest Education Region.

It was established in 2008 and became an Independent Public School in 2012.

The college has an Index of Community Socio-Educational Advantage of 1006 (decile 5).

There are currently 891 students enrolled, ranging from Year 7 to Year 12. Support for Cape Naturaliste College is demonstrated through the work of the College Board and Parents and Citizens' Association (P&C).

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 undertook a process of deep reflection on college values, strategy and the performance of students before commencing the self-review process with other staff.
- A broad range of staff contributed to the selection of evidence that was uploaded to the Electronic School Assessment Tool (ESAT).
- The ESAT submission gave a strong narrative about the strategic direction of the college and contributing authors were able to convey the improvement journey of recent years.
- Evidence presented in the ESAT demonstrated that the college's performance has met the Standard.
- Leaders, teachers, support staff, families and community members contributed enthusiastically to discussions in various meetings throughout the validation visit.
- Two well-spoken and informed groups of students conveyed their experiences to the review team.
- An innovative structure for meetings during the validation visit, including a cohort of recently appointed staff and experienced Level 3 staff, added further value to the school's submission during the morning break.

The following recommendations are made:

- Avoid the duplication of evidence submitted when it aligns to several domains in the Standard.
- Clearly articulate and refine planned actions for the upcoming review, limiting the number of actions, in order to determine the next strategic steps of the school's improvement journey.

Public School Review

Relationships and partnerships

Trust and building strong relationships are seen by staff as necessary pre-conditions to success in all aspects of the college. Leading by example, the Principal models a high care approach to nurturing trust among stakeholders.

Commendations

The review team validate the following:

- Families spoke of their broad support for the leadership and their vision for the school. They appreciate the way their children are treated with respect and have their individual needs met.
- Partnerships forged with community and cross-sectoral organisations are strong and serve to improve student outcomes. The relationship with Busselton Senior High School is collaborative and high in impact.
- Students consider that their opinions are valued and many spoke of the positive opportunities that they have accessed at the college. The opinions of students are pivotal in the consultation to determine and embed college values.
- A well organised P&C manages multiple sources of revenue and supports college ventures through the provision of resources, learning opportunities for students and contributions to new infrastructure.
- The Board plays a critical role in shaping the strategic direction of the college. Members report that they have an open and transparent dialogue with the college about finances, student achievement and college governance.
- The strength of staff collaboration is evident. This assists to set a tone for positive student/student and student/teacher relationships.

Recommendations

The review team support the following:

- Continue to source broad input from a range of community groups, including the local Aboriginal community, on the formation of the next business plan.
- Build on the strength of the cross-school cooperation that exists with neighbouring public secondary schools sharing programs, services and resources that are mutually beneficial.

Learning environment

A culture that constantly explores measures to support students is established. The community share the passion of the staff in creating a learning environment focused on assisting students to achieve success.

Commendations

The review team validate the following:

- A well-defined and accessible structure, underpinned by skilled teams of leaders and support staff, manages student wellbeing and pastoral care.
- Voluntary PLCs¹ determine college strategy on issues such as diversity and engagement (Success for All).
- An emotionally intelligent and respectful, restorative approach by staff and leaders to student behaviour management, ensures dignity for students and positive outcomes for future student behaviour.
- Student voice is harnessed by staff keen to support students in any capacity that they can. Focus groups are formed to ensure that student voice is captured from a cross-section of the cohort.
- Students with special educational needs are provided with one on one or group opportunities to have their needs met by a coordinated team of education assistants.
- A high-quality building program for the transition to a Year 7 to Year 12 college in recent years has ensured the establishment of a professional, functional and inspiring learning environment.

Recommendations

The review team support the following:

- Find opportunities to extend the student focus groups to include the voice of families in college planning.
- Continue to ensure that extra and targeted resources meet the needs of the intended students.

Leadership

A relational leadership team, warm in nature and unequivocally focused on meeting the needs of students, is valued by the community and staff and provides the basis of success.

Commendations

The review team validate the following:

- A clearly articulated business plan and accompanying 'circle document' represents a shift to a trust culture from one of prescription in strategic planning.
- The chance to lead PLCs has provided authentic leadership opportunities and career development for staff.
- Leaders are committed to the analysis and debate of all college performance data. A healthy, mature culture ensures that public sharing of data is viewed as an opportunity for growth.
- Reflection is used by leadership, to promote curiosity toward innovations and improvements, in the suite of measures used to improve student outcomes.
- The executive team is well connected to the broader staff cohort. The Principal leads the mentoring of all staff and models coaching, ably supported by a team of highly skilled deputy principals and manager corporate services (MCS).
- Families value the high-performance culture established by leaders throughout the college.

Use of resources

The MCS and Principal, motivated by a moral purpose to provide for the educational and social/emotional needs of students, always have a clear picture of the college's financial position.

Commendations

The review team validate the following:

- A heavily researched approach to the provision of information and communications technology has been delivered through advocacy for hardware, infrastructure and a streamlined and strategic approach to the purchase of devices and equipment.
- In recent years the college has delivered specialised facilities for programs such as music and media.
- A cost benefit analysis, to determine value for money when purchasing equipment, has been undertaken and guides cost centre managers when making purchases.
- An adept approach to timetabling has been resourced to ensure maximum engagement of students in the middle years including intervention programs targeted at disengaged students.
- People and high impact programs are key resources with workforce planning and financial allocations reflecting this.
- The college maintains a broad external view across the system to ensure that it is connected to current trends in resource practice.

Recommendations

The review team support the following:

- Explore the avenues for P&C consultation in delivery and contribution toward infrastructure projects.
- Continue the current policy of maintaining stage 1 (circa 2008) structures to the same standard as those in new buildings, preventing the development of a binary facility situation.

Teaching quality

An archer's 'Quiver' of teaching strategies, led by a teaching and learning coordinator and supported by a collaboratively developed 'Universal Design for Learning' drives the collected effectiveness of teachers.

Commendations

The review team validate the following:

- The 'Success for All' PLC develops a profile for every student's educational needs and determines ways that students 'can' engage in the mainstream curriculum, rather than focusing on what they 'can't' do.
- A dialogue and debate about the hallmarks of good teaching is both formal and informal throughout the college. Staff are proud and have faith in both their individual expertise and collective efficacy.
- All learning areas take ownership of student literacy and numeracy achievement and the mantra that some skill development approaches are 'necessary for some but beneficial for all' prevails.
- Common pedagogical techniques such as learning intentions and plenaries are used as part of the 'Quiver'.
- A school-wide plan for remote learning is in place, guided by the curriculum, best practice pedagogy and the feedback of families during previous disruptions to face to face learning.
- The emergence of culturally responsive classrooms and learning experiences is being supported by all staff through rigorous self-reflection against the Aboriginal Cultural Standards Framework.

Recommendation

The review team support the following:

- Ensure the continued consistency of teaching quality throughout the college using the pedagogical techniques contained in the 'Quiver'.

Student achievement and progress

Cape Naturaliste College students achieve consistently good outcomes. Staff are skilled in analysis of students' results to inform teaching practice and address gaps in their learning.

Commendations

The review team validate the following:

- 20 per cent of Year 12 students undertook ATAR² studies in 2021, achieving a median ATAR of 81.5. 89 per cent of students qualified for their WACE³ in 2021, consistent with the performance of contextually similar schools.
- NAPLAN⁴ data demonstrates good performance against both expectations and that of like schools. Numeracy results demonstrate consistently high levels of achievement and progress.
- Flexibility in timetabling and the deployment of staff is applied to ensure pathways for students maximise their post school destination options.
- An inclusive approach is taken to increase student access to ATAR studies. Students demonstrate knowledge of the pros and cons of senior school pathways in meeting their specific needs.
- An appetite is developing among staff for the delivery of specialist literacy intervention to support an emerging cohort of identified students with gaps in their literacy learning.
- A range of data analysis tools are employed to ensure that trends in data are identified and negated with program and teaching modification.

Recommendations

The review team support the following:

- Continue to provide relevant and motivating pathways for the progression of Year 9 and Year 10 students as they approach senior school and meet their needs with flexible Year 11 and Year 12 options.
- Develop a 3-5 year plan for the consolidation of results including accommodating the emerging learning needs of recently enrolled cohorts of students.

Reviewers

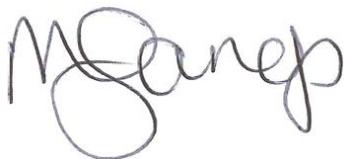
Rohan Smith
Director, Public School Review

Eleanor Hughes
Principal, Joseph Banks Secondary College
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 scheduled during or after Term 1, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Professional Learning Community
- 2 Australian Tertiary Admission Rank
- 3 Western Australian Certificate of Education
- 4 National Assessment Program – Literacy and Numeracy