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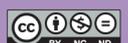


Department of
Education

Shaping the future

Katanning Senior High School

Public School Review



Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Katanning Senior High School is approximately 277 kilometres south-east of Perth. It is located in the Wheatbelt Education Region, in the Great Southern region of Western Australia.

The school currently enrolls 355 students from Year 7 to Year 12 and has an Index of Community Socio-Educational Advantage of 891 (decile 9).

Opening in 1950, Katanning Senior High School gained Independent Public School status in 2015.

Katanning Senior High School has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Katanning Senior High School was conducted in Term 3, 2022. This 2026 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 and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission delivered an in-depth account of the school context, reflecting 'point in time' performance in addressing the ongoing improvement agenda.
- A well-structured executive summary for each domain of the Standard provided the review team with a clear narrative of the school's performance and demonstrated strong links between the analysis of evidence and planned actions for improvement.
- Collaborative processes, guided by the school executive team, were evident, leading to consideration of the impact of school operations on student achievement.
- A cross-section of staff contributed to the development of the ESAT submission, providing a variety of evidence related to school performance and practice in each of the domains.
- The school's leadership team reported the Public School Review was a positive experience that extended their understanding of the school's performance and enabled them to celebrate their progress and achievements while continuing to identify areas for improvement.
- A growing culture of reflective school self-assessment as the foundation for effective planning and continuous improvement was evident at the strategic and operational levels.
- Planning intentions described in the school's submission were elaborated on during the validation phase.
- A significant representation of staff, students, parents and community members engaged in discussions with the review team, contributing authentic reflections in support of the school's self-assessment.

The following recommendation is made:

- Refine and clarify the evidence presented in future submissions to ensure it coherently supports the school's improvement narrative.

Relationships and partnerships

The school maintains cohesive relationships with its community, prioritising positive connections between staff, students and families to foster mutual support and enhance student success.

Commendations

The review team validate the following:

- Timely and informative communication is delivered using platforms including Compass and Connect, with consistent messaging aligned to the values of Respect, Achievement, Perseverance and Tolerance.
- A focus on developing a culture of shared responsibility has seen a shift from cooperative to collaborative approaches. Formal learning area meetings, common DOTT¹, Monday Muster, and early close meetings, where staff share expertise, enact the strategic plan expectations and review student data.
- The well-respected leadership team is united in its moral purpose, providing a motivating influence for staff to be professionally accountable to each other and the community of families they serve, fostering a culture of trust, collaboration and shared responsibility.
- Student, staff, parent and community feedback is sought through the Tell Them From Me surveys. Record levels of parent engagement were recorded in 2025 with distinct growth in positive responses.
- Partnerships have been maintained with a range of community groups and service organisations, such as South Regional TAFE², Ausgold Limited, Curtin University and Kojanup District High School, all enhancing the image and reputation of the school and supporting student learning and vocational pathways.
- The invested School Board actively promotes the school, understands their governance role and has input into school direction, evidenced by engagement in the development of the new Business Plan.
- Staff have a strong commitment to cultural responsiveness. Links within the school and the community are evident and supported through Clontarf Foundation, Deadly Sista Girlz and Follow the Dream programs, and the highly valued on-Country experiences provided by the Badgebup Aboriginal Corporation.
- An active P&C contributes significantly to the school community by fundraising and organising events.

Recommendation

The review team support the following:

- Continue to advance and strengthen strategic relationships with community, family and business partners.

Learning environment

A learning environment designed to maximise student engagement and inclusion is a whole-school priority, underpinned by a shared vision to provide a caring, supportive and safe school environment.

Commendations

The review team validate the following:

- The PBS program is an embedded and visible feature of the school's culture. Alongside the good standing policy, it offers valued incentives that enhance students' sense of belonging and connection to the school.
- Under the guidance of a well-organised student services team, students in need of additional support are identified and provided with targeted students at educational risk interventions, including ongoing monitoring, case conferences and robust special educational needs planning.
- The inclusive learning centre with breakout rooms and differentiated programs provides a nurturing, safe for students with complex needs. Experienced and valued education assistants deliver targeted support.
- The Follow the Dream program creates a culturally safe and academically enriching environment for senior students, supported by a cultural studies curriculum delivered in Years 7 and 8.
- The social and emotional needs of students are being addressed through the Open Parachute program and will be further strengthened by the 2026 rollout of Being Well Matters.
- Student voice is valued; the active Student Leadership Group meets regularly and is active in leading activities that promote a positive and engaging school environment.

Recommendations

The review team support the following:

- Strengthen the school advocacy program focusing on supporting student social and emotional wellbeing.
- Audit current multi-tiered system of support practices, embedding adjustments to cater for all students.

Leadership

Led by the Principal, a strong and cohesive leadership team has a collective desire to improve, with high levels of professional trust evident both within the leadership cohort and between leadership and staff.

Commendations

The review team validate the following:

- Leadership structures including the senior leadership team, clarity of roles and responsibilities, induction of middle leaders, reflective processes and professional learning, guide staff to understand and participate in the school's future direction, delivering consistency and professional accountability.
- An emerging and well-structured committee framework, including Data, ICT³, PBS⁴ and Curriculum committees, play a pivotal role in supporting and advancing the school's improvement agenda.
- The leadership team utilises a distributed leadership model, along with tools and resources gained from the Fogarty EDvance program to support and inform the school's strategic planning processes.
- Change is managed in a timely, informed and inclusive manner. A new strategic plan to provide direction and clarity for the next 3 years is being established with a focus on evidence-based planning, collaboration and ownership for decision making, leading to a strong sense of optimism for the future.
- Performance development processes are valued with opportunities for staff to self-reflect, establish goals and determine required supports and opportunities for professional growth.

Recommendations

The review team support the following:

- Strengthen staff capability in explicit direct instruction and high impact teaching strategies through the ongoing work of the Whole School Instructional Model (WSIM) team, leveraging targeted coaching and structured peer observation practices.
- Review learning area operational plans and ensure alignment with Business Plan (2026-2028) priorities.

Use of resources

The Principal and valued manager corporate services effectively deploy financial, human and physical resources to best meet student needs. Significant funds have been invested to support the school improvement agenda, particularly the effective allocation of staff.

Commendations

The review team validate the following:

- Clear processes are in place to support financial management. Procedures, including a staff handbook, have been developed and shared with cost centre managers, who are well versed in their roles and responsibilities.
- Targeted initiative and student characteristics funding support a range of differentiated programs and strategies, including the inclusive learning centre, SIDE⁵ support and the chaplaincy program.
- Inclusive of Fogarty EDvance, and aligned to school priorities, substantial funding is prioritised to support quality professional learning, building staff capacity in knowledge and instruction.
- The Finance Committee, together with the School Board, provide oversight of school finances and have a sound understanding of their roles and responsibilities.
- Aligned to planning, resourcing is allocated for asset replacement, development of infrastructure, technical support and implementation of ICT, with leasing of hardware ensuring students use current technologies.
- The physical environment is well-maintained, providing a safe, attractive, engaging space for students.

Recommendations

The review team support the following:

- Refine annual learning area budget templates to explicitly link to Business Plan (2026-2028) priorities.
- Develop a workforce plan that considers sustainability of school operations and programs aligned to the future needs of the school, enrolment trends and work intentions of current staff.

Teaching quality

With a focus on creating the preconditions of trust, collaboration and collective efficacy, the school acknowledges the importance of consistent whole-school approaches to progress student performance.

Commendations

The review team validate the following:

- Shared beliefs and clear expectations about effective teaching and learning are developing.
- Through deliberate planning, increased middle leadership capacity and renewed attention to instructional coherence, a culture is emerging where quality teaching practices are more visible, aligned and anchored in shared and consistent expectations.
- Staff have shared ownership for the success of all students. Collaboration is centred on planning and sharing strategies with disciplined dialogue regarding student achievement data emerging.
- Tools such as Education Perfect and artificial intelligence are fostering differentiation, which is further strengthened by an established student pathway model which will continue to be reviewed and monitored.
- Integrated science and technology in Years 7-10 is supported through a STEM⁶ project-based approach that cultivates creative and critical thinking and includes the Synergy Schools Solar Challenge and CAD⁷.
- Aligned to school priorities, targeted professional learning including Teach Well provides staff with the necessary support to confidently implement whole-school programs and instructional approaches.

Recommendations

The review team support the following:

- Embed sustainable approaches in data collection and analysis to guide teaching plans and programs, while strengthening consistent moderation practices, assessment design and grade alignment.
- Establish robust accountability practices ensuring consistency and fidelity in the implementation of the WSIM.

Student achievement and progress

The school demonstrates a clear commitment to data and evidence-based decision making and has been responsive to longitudinal student achievement and progress data, laying the foundation for an evidence informed approach.

Commendations

The review team validate the following:

- A range of systemic and school-based data including Elastik, PAT⁸ mathematics and reading, NAPLAN⁹, OLNA¹⁰ and Student Achievement Information System are used to make judgements on student progress and inform targeted intervention.
- Longitudinal NAPLAN data indicates performance above like schools in Year 7 reading and numeracy and Year 9 numeracy, reading and writing.
- The implementation of a robust WACE¹¹ tracking process for senior secondary school supports a rigorous case management model that ensures early intervention and clear pathway alignment.
- Complemented by the positive impact of the UniReady course, ATAR¹² participation rates are increasing.
- Offering a wide range of certificate courses VET¹³ pathways are well established. Achievement has risen with 72 per cent of students attaining a Certificate II and 42 per cent of students attaining a Certificate III.
- Targeted support programs in Year 9 has contributed to students prequalifying and attaining OLNA.
- A specialised intervention Year 7 class provides explicit small-group instruction with individualised curriculum support delivered across all MESH¹⁴ subjects ensures students achieve progress and are continually monitored for improvement.

Recommendations

The review team support the following:

- Introduce self-assessment templates based on the disciplined dialogue process to guide staff reflections in learning areas and ensure regular review of student progress.
- Embed a data-driven focus by setting and monitoring clear expectations for the purposeful use of data, to improve student attainment in numeracy and support a coordinated and strategic approach.

Reviewers	
Joanne Harris Director, Public School Review	Shane Easton Principal, Armadale 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Lisa Criddle
A/Deputy Director General, Schools

References

- 1 Duties other than teaching
- 2 Technical and Further Education
- 3 Information and communications technology
- 4 Positive behaviour support
- 5 School of Isolated and Distance Education
- 6 Science, technology, engineering and mathematics
- 7 Computer-aided design
- 8 Progressive Achievement Tests
- 9 National Assessment Program – Literacy and Numeracy
- 10 Online Literacy and Numeracy Assessment
- 11 Western Australian Certificate of Education
- 12 Australian Tertiary Admission Rank
- 13 Vocational Education and Training
- 14 Mathematics, English, science, humanities and social sciences