Department of
Education

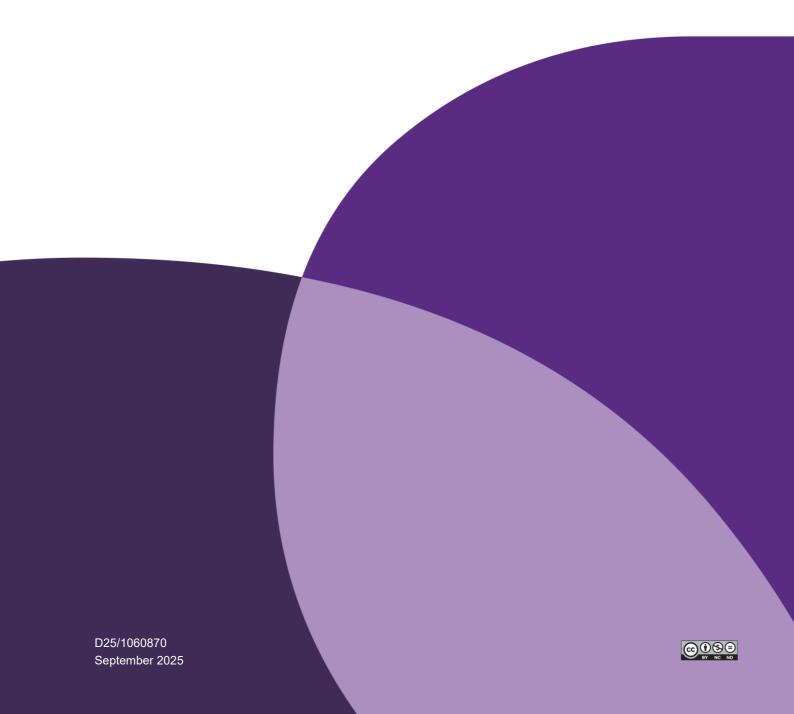GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Pemberton District 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

Pemberton District High School is located in the Southwest Education Region, approximately 160 kilometres south of Bunbury and 325 kilometres south of Perth.

Established in 1914, the school became an Independent Public School in 2017.

The school has an Index of Community Socio-Educational Advantage of 985 (decile 5).

Currently, 132 students are enrolled from Kindergarten to Year 10.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Pemberton District High School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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:

- A strong internal locus of control was evident throughout the school's self-assessment process, modelled by the leadership team and embraced by the wider school community. This collective approach of working together to reflect on school performance and identifying local solutions demonstrates the school's capacity to engage with its self-assessment and achieve outstanding outcomes for students.

- The Electronic School Assessment Tool (ESAT) submission provided a detailed overview of practice against the Standard and the domain foci, with analysis of evidence and its impact supporting the judgements made about the school's progress.

- The Principal provided additional support for staff to engage in the review process through an efficient, collaborative and authentic approach towards the school's self-assessment process.

- It was clear from the validation visit that preparation for the Public School Review was viewed by the school community as an opportunity to strengthen pride in the work accomplished in the school, celebrate achievements, develop staff capacity in the school improvement process and deepen the community's collective understanding of school direction and ongoing development.

- Delightful and enthusiastic primary and secondary student leaders contributed positively to discussions during the validation visit, enriching the school's ESAT submission and providing valuable contextual insights for the review team.

- Highly committed Board and P&C members, parents, and community partners provided thoughtful and genuine reflections that supported the school's self-assessment and added significant value to the validation process.

The following recommendation is made:

- Reduce the volume of evidence submitted in the ESAT to focus on the most relevant and impactful materials that clearly demonstrate school improvement progress.

Relationships and partnerships

Strong, respectful, and purposeful relationships among parents, staff, students, and the wider community enhance educational opportunities and foster deep community support. A strong sense of pride is evident within this close-knit school community, which is united in its commitment to improving student outcomes.

Commendations

The review team validate the following:

- The school fosters a family-like atmosphere, with older students mentoring younger peers and diversity being celebrated. Strong alignment between primary and secondary programs, coupled with high staff collaboration, reduces student anxiety and ensures a smooth transition between school phases.
- Parents describe staff as accessible, dedicated, and committed to supporting their children. Staff maintain strong relationships with families and open, productive communication to nurture student growth.
- The school serves as a community hub, hosting and supporting events such as Emergency Services Week, the Anzac[1] Day service, the Senior Citizens Christmas Lunch, and annual Community Week activities, strengthening community connections and collaboration.
- An engaged and supportive P&C and School Board contribute to school initiatives, fundraise for resources, support families, and provide effective governance, enhancing outcomes for the school community.

Recommendations

The review team support the following:

- Collect and analyse longitudinal feedback from staff, students, and parents to celebrate school strengths, identify areas for improvement, and inform strategic school planning.
- Develop a targeted marketing strategy that highlights school achievements, new initiatives, and niche learning programs to effectively attract and retain students.

Learning environment

Inclusive, respectful, and collaborative practices underpin a welcoming school culture. By fostering trust, the school creates the conditions to optimise learning opportunities for all students.

Commendations

The review team validate the following:

- The stability of staff and school leadership supports personalised learning opportunities, with students recognising the genuine care and support provided by staff.
- Led by a skilled coordinator, the Positive Behaviour Support framework effectively enhances school culture. Comprehensive induction, explicit teaching of behaviour expectations, and consistent positive reinforcement and rewards have created a safe, inclusive, and supportive environment for all students.
- Participation in the regional Complex Behaviour Support Coordinator initiative strengthens multi-tiered support, case management for at-risk students and wellbeing initiatives, positioning the school as a model of best practice.
- Allied professionals are regarded as highly skilled and collaborative partners, providing extensive support to deliver impactful interventions across both primary and secondary classrooms.
- Strong student voice, supported by mutual and respectful relationships with staff, ensures students have meaningful opportunities to contribute to school operations and improvement initiatives.

Recommendations

The review team support the following:

- Utilise the Aboriginal Cultural Standards Framework to collaborate with the community and strengthen the school's cultural responsiveness.
- In partnership with parents develop a targeted strategy to improve attendance of at-risk and disengaged students.

Leadership

School leadership is defined by a shared vision of inclusion and a strong commitment to empowering and supporting staff through clear directions and expectations. This approach fosters a culture of trust, respect, and collaboration across the school community.

Commendations

The review team validate the following:

- School leadership is highly visible, fully engaged, and collectively accountable, demonstrating a strong commitment to supporting staff in providing high quality learning opportunities. Their responsiveness to the needs of students, families, and the wider community is highly valued and exemplifies best practice.

- A visionary, strategic, and empowering leadership style is modelled to staff, fostering effective collaboration and enabling problem-solving to address student needs. By leveraging all available resources, leadership maximises the impact of teaching on student learning and achieves positive outcomes for the school community.

- The sustainable allocation of an additional leadership position has facilitated change management, extended support for staff, ensured program continuity, and contributed to improved student outcomes.

- Students describe the school leadership as caring and approachable, listening and responding to their needs, and creating the conditions necessary for successful learning.

Recommendations

The review team support the following:

- Utilise the Western Australian Future Leaders Framework to establish a sustainable model for identifying, developing, and supporting emerging school leaders.

- Explore and implement an instructional coaching model, supported by comprehensive documentation of the instructional framework, to strengthen staff induction, ensure program sustainability, and enhance instructional fidelity across classrooms.

Use of resources

Through strategic planning and effective resource allocation, staff are provided with additional opportunities to develop and deliver impactful learning programs that meet the needs of a diverse student population.

Commendations

The review team validate the following:

- Strong, positive, and professional relationships between the Principal, manager corporate services, and the leadership team create optimal conditions for effective financial governance, supporting a strategic and impactful school improvement agenda.

- Building on a long-standing history of efficient financial processes and compliance practices, staff have implemented evidence-based decision making processes that directly enhance school improvement.

- Effective management and utilisation of the school resources database enables staff to make informed decisions regarding the purchase and replacement of resources, ensuring programs are well-supported and resources are efficiently accessed.

- Strategic decisions regarding the leasing and purchase of ICT[2] resources allow the school to maintain up-to-date equipment and provide students with effective technology to support their learning. These financial decisions also create opportunities to fund and expand programs such as agriculture, and to upgrade playgrounds.

- Key workforce gaps have been identified, and in response to student needs a variety of strategies are being implemented to build sustainable programs.

Recommendation

The review team support the following:

- Explore innovative and alternative funding opportunities to supplement revenue beyond the P&C and student-centred funding model, ensuring the sustainability and growth of programs across the school.

Teaching quality

Committed and highly reflective staff take pride in their ability to differentiate and tailor learning programs to effectively meet the needs of individual students and student groups.

Commendations

The review team validate the following:

- Strategically planned professional learning opportunities have been developed over several years to build staff capacity, increase instructional fidelity, and continually enhance teaching quality.

- Learning is differentiated across multiple levels, with experienced allied professionals collaborating with teaching staff to deliver impactful interventions. Targeted support is deliberately provided to students in preparation for OLNA[3] and NAPLAN[4].

- Feedback on teaching quality and impact on learning is highly valued by all staff with Pivot surveys being conducted twice a year for students to contribute. Meaningful data is collected, reflected and acted upon to continually improve the quality of teaching across the school.

- Responding to student interests and community opportunities, the school has developed innovative learning pathways, including agriculture and outdoor education programs, fostering motivation, engagement, and the acquisition of skills relevant to future careers.

Recommendations

The review team support the following:

- Implement developmentally appropriate, consistent whole-school numeracy programs and instructional approaches to effectively meet the needs of all students.

- Explore innovative and sustainable opportunities for staff to engage in moderation of teacher judgements with professionals beyond the school, enhancing consistency and professional learning.

Student achievement and progress

Consistently achieving NAPLAN results at or above like schools in reading, writing, spelling, punctuation, and numeracy over several years reflects the dedication of staff to high quality teaching and learning.

Commendations

The review team validate the following:

- Comprehensive cohort tracking databases for maths, English, science, and humanities and social sciences (MESH subjects) provide high levels of staff accountability and support student learning outcomes.

- Regular gap analysis processes, supported by the leadership team using the Elastik platform, enable staff to review the effectiveness of their teaching programs and make targeted adjustments to their planning.

- Extensive tracking systems for students at educational risk ensure their progress and achievement are closely monitored and supported.

- A strong culture of data-informed decision making has been established, with regular opportunities for staff to analyse student data during school development days, trade-off meetings, and staff meetings.

Recommendations

The review team support the following:

- Investigate and develop a user-friendly and accessible database for staff to manage school-based assessments not included in the Elastik software system.

- Create additional disciplined dialogue templates to support staff in analysing student progress and achievement, enabling informed adjustments to program planning and delivery.

- Establish sustainable processes to maintain Tier 2 programs for students at educational risk.

OFFICIAL

Reviewers	
Matthew Osborne **Director, Public School Review**	Bronwyn Wright **Principal, Central Midlands 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.

Steven Watson
Deputy Director General, Schools

References
1   Australian and New Zealand Army Corps
2   Information and communications technology
3   Online Literacy and Numeracy Assessment
4   National Assessment Program – Literacy and Numeracy