



# Newton Moore 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](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Newton Moore Senior High School is located in South Bunbury, approximately 175 kilometres south of Perth, in the Southwest Education Region.

Established in 1966, the school became an Independent Public School in 2012.

Currently, there are 485 students enrolled at the school from Year 7 to Year 12. The school has an Index of Community Socio-Educational Advantage of 901 (decile 9).

Newton Moore Senior High School is a Registered Training Organisation which offers senior students access to nationally recognised qualifications.

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

The first Public School Review of Newton Moore Senior High School was conducted in Term 4, 2021. This 2025 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 transparent and extensive school self-assessment.

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

- The review process was viewed by the executive leadership team as a valuable opportunity to validate progress, energise the shared commitment to improve and showcase a new way of working at the school, focused on building a culture of trust between the community, staff, parents and students.
- The school's preparation for the Public School Review by the executive leadership team was intentionally collaborative, with meeting time used to gather, analyse and upload evidence and commentary into the Electronic School Assessment Tool (ESAT). The school's self-assessment reflected an open, honest and transparent account of the school's performance.
- All elements of the ESAT submission were openly shared with the senior leadership team and staff, reinforcing a culture of transparency and collective responsibility and ensuring that judgements were informed by broad engagement across the school.
- Validation meetings provided an honest account of school operations and valuable insights into the school's context and complexities.
- Discussions with sincere and proud students provided valuable insights into their relationships with staff. Sharing their experiences at the school, opportunities they have been given, and favourable changes they have observed, added much to the positive tone of the validation process.
- Committed School Board members, parents and community partners provided honest and genuine reflections in support of the school's self-assessment and change journey. This added value to the validation process, describing their individual and collective dedication to the school and its current direction.

The following recommendation is made:

- For future ESAT submissions, place a greater emphasis on evidence analysis, making clear links between ESAT commentary and attached documents.

## Relationships and partnerships

A deliberate focus on cultivating collaborative, respectful and trusting relationships among staff, students, parents and the wider community drive a positive school culture where student success is central.

### Commendations

The review team validate the following:

- Transparent, inclusive and solutions-focused leadership has strengthened internal and external relationships, resulting in increasing levels of trust, collaboration and confidence in the school's direction.
- Intentional use of guest speakers from community organisations, industry and local businesses has enriched learning experiences, reinforcing connections between classroom learning and real-world application, and fostered stronger educational engagement between students, families, staff and the community.
- A strategic and proactive approach to building the capacity and profile of the School Board, supported by targeted training, transparent data sharing and active involvement in school events, ensures members provide effective governance and confidently promote the school as ambassadors within the community.
- A clear marketing plan and dedicated marketing administrator is strengthening school promotion and the visibility of the school's programs, facilities and future pathway opportunities within the wider community.
- The school's commitment to improving relationships with Aboriginal parents and community is evident through the active review of the Reconciliation Action Plan, engagement with Aboriginal Elders, and the on-Country professional learning day in partnership with Gnaala Karla Booja Aboriginal Corporation.

### Recommendations

The review team support the following:

- Seek and analyse staff, student and parent feedback, using the insights to strengthen stakeholder engagement, inform the school's strategic direction and guide ongoing improvement planning.
- Enhance the use of digital platforms and communication channels to ensure stakeholders receive clear, consistent, and accessible information, promoting the school profile and highlighting student achievements.
- Expand opportunities for authentic community engagement by hosting targeted events and open days that promote trust, transparency and stronger connections with families and the wider community.

## Learning environment

A strong culture of care, reinforced by individualised and targeted learning supports, ensures students feel safe, supported and ready to engage in their learning.

### Commendations

The review team validate the following:

- A proactive and multi-layered approach to student wellbeing, encompassing chaplain mentoring, responsive student services and explicit social skills teaching and interventions, fosters resilience and inclusion across the school.
- The use of the Zones of Regulation framework, aligned with feeder primary schools, provides a consistent language and approach to emotional regulation, supporting a smooth transition and continuity of care for students entering secondary schooling.
- Targeted learning support for students with additional needs is effectively delivered through a dedicated homeroom, personalised education profiles, and programs informed by ABLEWA<sup>1</sup> assessments, ensuring individual growth and engagement.
- Aboriginal students are well supported through the coordinated work of skilled Aboriginal Islander Education Officers and valued partnerships with the Clontarf Academy, Stars Foundation and Follow the Dream programs, which collectively build confidence, aspiration and leadership capacity.
- Staff wellbeing is prioritised through the establishment of the Health and Wellbeing Committee, social initiatives and collaborative opportunities that promote a connected and supportive working environment.

### Recommendation

The review team support the following:

- Review the PBS<sup>2</sup> program, including the behaviour expectations matrix and reward system, in collaboration with staff, students and parents to strengthen consistency of PBS practices across the school.

## Leadership

The leadership team's commitment to inclusive and transparent decision making, underpinned by authentic consultation and clear feedback loops, has strengthened trust, collaboration and confidence across the school community.

### Commendations

The review team validate the following:

- The collaborative development of the 2026–2029 Business Plan, informed by authentic staff consultation, has resulted in a shared vision and strong sense of ownership for the school's strategic direction.
- Intentional investment in leadership development, including engagement with the Western Australian Future Leaders Framework, formalised mentoring and transparent selection processes, builds staff capacity and provides aspirant leaders with opportunities to enhance their capability and influence.
- Staff feedback is actively sought, valued and discussed by the leadership team, with visible evidence of responsiveness and follow-through contributing to a culture of openness and shared accountability.
- Leadership is effectively distributed through heads of learning areas (HOLAs), wellbeing coordinators and newly appointed working group leaders, fostering ownership and collective responsibility for school improvement.

### Recommendations

The review team support the following:

- Establish and embed a coherent leadership and organisational structure that clearly defines executive and senior leader roles and responsibilities, supporting instructional leadership and strategic decision making.
- Solidify and communicate processes and expectations, ensuring alignment between the business plan, working groups and learning area teams, that guide classroom practice and drive continuous improvement.
- Develop and implement a performance development process, supported by professional learning, that aligns individual staff goals with school priorities and supports reflective professional practice.

## Use of resources

Strategic financial planning, transparent governance and intentional workforce management ensure resources are effectively allocated to support student learning, staff capacity building and the school's long-term strategic priorities.

### Commendations

The review team validate the following:

- Financial decision making is strategic, with oversight from the Finance Committee and School Board, and prioritises student needs through targeted investment in staffing, infrastructure and professional learning.
- Budgeting timelines, policies and procedures are clearly communicated to staff through the Financial Management Guide and supported by professional learning on the School Resourcing System delivered by the manager corporate services.
- Workforce planning processes are intentional and well organised, supported by the appointment of a dedicated human resources officer. Forward planning for long service leave, recruitment and relief deployment ensures continuity in teaching and learning and has contributed to improved staff satisfaction and retention.
- Financial planning and resource allocation are clearly aligned to the school's strategic priorities, with future-focused initiatives such as the planned annual investment in Chromebooks for Year 7 students from 2026 ensuring equitable access to technology to support learning.

### Recommendation

The review team support the following:

- Embed sustainable workforce practices by allocating funding to allow for flexible staffing models and support leadership development and succession planning.

## Teaching quality

A deep understanding of each student, supported by strong relationships and a collective commitment to professional growth, ensures every learner is known, valued and supported to achieve their best.

### Commendations

The review team validate the following:

- A commitment to consistent and connected classroom practices is a focus across the school and is supported through the implementation of the Moore Instructional Model, with visible lesson structures, brain breaks and starters supporting student engagement and improved outcomes.
- A culture of reflection and professional growth is evident through CAT<sup>3</sup> conferencing, walkthroughs and opportunities for peer observation, enabling staff to receive regular, strengths-based feedback on classroom management strategies and refine practice across all learning environments.
- Specialist programs in science, engineering, sport and music offer engaging, curriculum-aligned opportunities that extend student learning beyond the classroom.
- The Year 10 Engaging Knights for Life program provides a purposeful, project-based approach that strengthens literacy, numeracy and work readiness skills. A focus on belonging, teamwork and communication supports engagement and successful transition into senior schooling.

### Recommendations

The review team support the following:

- Collaboratively review and enhance the Achieving Moore Model to ensure clear alignment with Teaching for Impact and strengthen the consistency of instructional practice across all classrooms.
- Increase opportunities for learning area team collaboration, led by HOLAs, with a focus on analysing student performance data to inform strategic planning at whole-school, cohort and classroom levels.

## Student achievement and progress

Student success is strengthened through purposeful use of data, targeted intervention and coordinated support systems that ensure individual needs are identified early and addressed through intentional, evidence-based practices.

### Commendations

The review team validate the following:

- Class profiles have been developed across all learning areas to identify individual and cohort learning needs in literacy and numeracy through the analysis of NAPLAN<sup>4</sup> and OLNA<sup>5</sup> data.
- Cohort-based attendance tracking and the expanded attendance support officer role have strengthened the school's ability to monitor and respond to student engagement trends. Early identification, family meetings and coordinated support promote improved attendance and sustained connection to school.
- Diagnostic assessment is used purposefully to inform teaching, with Year 6 mathematics testing guiding the redesign of the Year 7 course outline to address identified needs, strengthen student confidence and establish clear routines and expectations for success.
- Annual and longitudinal NAPLAN cohort analysis identifies common literacy gaps, informing targeted teaching in all learning areas, intervention support and dedicated OLNA support classes in Year 10.
- A strategic approach to pathways is supported by the analysis of key secondary metrics, structured career development programs and targeted transition processes, including the Year 10 Parent Night and Year 11 Induction Day, enabling informed decision making and strengthening engagement for students and families.

### Recommendation

The review team support the following:

- Embed an annual cycle of Progressive Achievement Tests to provide additional data that identifies student learning needs, guides targeted classroom and intervention planning and tracks progress and achievement.

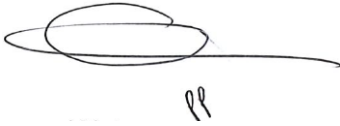
| Reviewers                                                |                                                                                   |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| Danielle Roache<br><b>Director, Public School Review</b> | Mark Carton<br><b>Principal, Balga Senior High School</b><br><b>Peer Reviewer</b> |

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the relationships and partnerships and leadership domains only, is scheduled for Term 4, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Vicki McKeown  
**A/ Deputy Director General, Schools**

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## References

- 1 Abilities Based Learning Education, Western Australia
- 2 Positive Behaviour Support
- 3 Conference Accredited Training
- 4 National Assessment Program – Literacy and Numeracy
- 5 Online Literacy and Numeracy Assessment