



Department of
Education

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Public education
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North Albany Senior High School

Public School Review

September 2018



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

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 validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

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 school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

North Albany Senior High School is located in the city of Albany approximately 420 kilometres south-east of Perth. Opened in 1982, the school achieved Independent Public School status in 2015.

With an Index of Community and Socio-Educational Advantage rating of 960 (decile 7), the school currently enrolls 767 students from Years 7 to 12 of whom 11 per cent are Aboriginal. Providing a wide range of courses to suit the aspirations and needs of its students, the school has developed an enviable reputation as caring and supportive.

School self-assessment validation

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

The following aspects are confirmed:

- A wide range of credible evidence was selected for analysis.
- Staff engagement in the school assessment process was highly collaborative.
- Analysis was thorough.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and continuous improvement was evident.

The following recommendation is made:

- Continue to enhance achievement analysis through attention to like school comparisons.

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Relationships and partnerships	
Leaders have facilitated the growth of a collaborative and supportive culture within the school and with key stakeholders. Through respectful interactions, genuine commitment to the school motto 'care and diligence' has been engendered. The school functions within an environment where student needs are 'first and foremost'.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Effective partnerships have been established and fostered with the local community and external organisations. This has led to significant added value for students.• Avenues chosen to gain feedback about performance are comprehensive.• School board representatives are actively engaged in consultation regarding school direction.• Board members advocate strongly for the school and its achievements.• Respectful and engaging relationships are evident between staff and between staff and students.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• An ongoing focus on education and engagement with all sections of the community.

Learning environment	
The establishment of a desired learning environment has been enhanced by formalised student services structures. Processes for the management of attendance, behaviour, engagement and students at educational risk (SAER) are based on best practice.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Students at educational risk are identified, supported and monitored effectively.• Management of SAER is enhanced through extensive interagency support.• Student services personnel are highly collaborative and responsive to the changing needs of students.• Behavioural expectations founded on the Positive Behaviour Support framework are articulated clearly and managed consistently.• Attendance is at expected levels, with comprehensive analysis of data identifying strategies for improvement.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continued development of practices for monitoring, tracking and improving student attendance.

Leadership

Leaders have facilitated a journey of improvement founded on a strong commitment to a self-assessment cycle of plan, act, assess. Staff are supported strategically to ensure successful implementation of structures and programs aligned to school direction.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A shared and unifying vision underpins school direction.• Staff actively engage in reflective school improvement planning.• There is strong alignment between what is identified through review and what is then planned for and acted upon.• Leaders are committed to the improvement journey.• Professional learning is aligned to performance management processes.• A school-wide focus on improvement has been managed strategically, leading to a strong sense of optimism for the future.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Re-aligning the performance management process to emphasise professional development.• Continued development of curriculum and instructional leadership skills to focus on high level student academic performance.

Use of resources

The use of resources is aligned clearly to school management and operations. This, in turn, has a direct impact on creating the conditions for student success. Decision making and monitoring processes are transparent and accepted.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Resourcing is targeted to support essential personnel and programs.• Resource allocation decisions are evidence-based.• A strong connection is evident between the business plan and the one line budget.• There is a strong association between targeted expenditure and planning for students who attract additional funding.• A comprehensive workforce plan that considers existing and future human resourcing is in place.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Implementation of a process for learning area asset replacement plans to be incorporated within the annual school budget.• The continued focus on developing a broader understanding for all cost centre managers of financial management and budget planning.

Teaching quality

<p>There is a school-wide understanding of the need for quality teaching to underpin the school's future improvement journey. Agreed beliefs about teaching and learning are articulated in the business plan.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teacher collaboration is focussed on student achievement and progress with performance data used to inform planning and differentiation. • An agreed lesson design and framework for teaching is developing within learning areas. • A strong commitment to improvement is demonstrated by a genuine connection in curriculum planning. • Staff are developing a focus on information and communication technology to enhance the curriculum. • Year 7 program structures are demonstrating success.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Development of formalised learning area scope and sequences and curriculum pathways (Years 7-12).

Student achievement and progress

<p>The school considers and analyses a range of data in order to determine the most appropriate approaches for improvement. This process is accepted by staff to be a shared obligation, contributing to a belief in evidence-based decision making at the class and whole-school level.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student achievement data is at or above like school means in Year 7 and generally similar to like school means in Year 9. • Australian Tertiary Admission Rank performance is above the expected mean. • Vocational education and training (VET) achievement is strong, leading to an attainment rate above like schools. • Online Literacy and Numeracy Assessment improvement strategies are having a positive impact on student achievement.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Maintenance of the leadership profile for literacy and numeracy to support whole-school approaches. • Continued review of engagement strategies for senior school students with low level engagement in VET and general courses.

Reviewers

BRETT HUNT
Director, Public School Review

MELESHA SANDS
Principal, Swan View Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS