



Department of
Education

Shaping the future

North Albany Senior High School

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 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, 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

North Albany Senior High School is located approximately 420 kilometres south-east of Perth in the Southwest Education Region.

The school has an Index of Community Socio-Educational Advantage of 973 (decile 7) and became an Independent Public School in 2015.

There are currently 827 students enrolled from Year 7 to Year 12.

Community support for the school is demonstrated through the work of the School Board.

The first Public School Review of North Albany Senior High School was conducted in September 2018. This 2023 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 school self-assessment by the required deadline.

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

- The school's self-assessment was headlined by an authentic statement of acknowledgement of country and the story of the significance of the school's geographical location as an education meeting place, over thousands of years, for traditional owners.
- Over recent years there have been several opportunities for staff to collaborate on self-assessment for the purposes of review.
- The Electronic School Assessment Tool (ESAT) submission was managed and authored by the Principal and executive team members.
- Evidence submitted demonstrated aspects of the school's processes and initiatives that meet the Standard.
- A broad range of staff and students contributed to the discussions during the validation visit. Their voice added significant value to the school's ESAT reflections and strengthened the evidence that the school had met the Standard.

The following recommendations are made:

- In future review processes, ensure that a range of parents and family members are invited to represent their experience as key stakeholders during validation meetings.
- Extend the opportunity to a wider range of staff, where possible, to contribute their reflections on the impact of their work, leadership and programs via the ESAT submission.
- Ensure that the evidence selected for submission in the ESAT demonstrates how the school has met the Standard using the domain foci.

Public School Review

Relationships and partnerships

Parents appreciate the high level of support for their children. They draw confidence from the fact that students are known by staff and there is an established system of learning and pastoral support via quality staff.

Commendations

The review team validate the following:

- A committed chaplain is seen by staff and students alike as a vital link between students and teachers.
- All Aboriginal students have the support of a designated Aboriginal Islander education officer (AIEO). Students also have access to a Follow the Dream program, Clontarf Foundation and Deadly Sista Girlz Waalitj Foundation. These programs are integrated and collaborative in their support of Aboriginal students.
- Over the past 10 years VET¹ options have expanded and the school offers a program that meets a range of student needs. A VET coordinator and career practitioner serve students through all years of schooling.
- Efforts are underway to diversify the membership of the School Board alongside a drive to reinvigorate the School Board's governance schedule and clearly define its purpose in serving the school.
- Students value the ways in which staff collaborate with them to solve issues as they arise. High levels of student satisfaction with the school are evident.

Recommendations

The review team support the following:

- Embed a communication strategy that is inclusive of as much of the school community as possible, to celebrate the unique successes of the school.
- Affirm the shared understanding of the governance role of the School Board by ensuring that all members are inducted and trained.

Learning environment

A purposeful and committed team of staff are employed to oversee the wellbeing of students in the school with established intake, triage and case conference processes, inclusive of strong family involvement.

Commendations

The review team validate the following:

- Regular events such as Mental Health and Harmony Weeks, coordinated by pastoral care leaders, exemplify the ongoing and coordinated commitment to supporting the wellbeing of students.
- Extensive records are maintained by the student support team to ensure that students requiring learning adjustments are monitored and changes are made to implemented interventions when required.
- Professional learning from School of Special Educational Needs: Disability has assisted to build the capacity of staff to meet students' needs.
- Staff demonstrate their support for the provision of incentives that better engage the significant population of Aboriginal students, working through potential timetable conflicts with academy staff and AIEOs.
- The delivery of a Noongar language program at the school throws tangible support behind the school's reconciliation efforts and visions.

Recommendations

The review team support the following:

- Formalise the case management process to ensure adherence to policy from all stakeholders and staff.
- Provide clarity for all teachers on the evidence gathering process in the identification of student need and support levels that are provided to students.
- Proceed with the intent to draw on data to focus on the reengagement of students who have become 'passively disengaged'.

Leadership

Staff are connected by the common moral purpose: 'We will provide opportunities and support for students to achieve personal excellence so they can participate positively and actively in a changing world.'

Commendations

The review team validate the following:

- Students are provided with an array of leadership opportunities. Student councillors provide a voice to the student population and senior management via a staff coordinator.
- The direct alignment between the school's business planning and strategic directions of the Department is manifested in a 'Focus' document that mirrors the Department's annual priorities.
- Staff are provided with the opportunity to have their teaching observed in the classroom with either a peer or their line manager.
- Professional learning in the Goals, Reality, Options, Will, Tactics, Habits (GROWTH) coaching approach has been provided to line managers and leaders supporting the provision of quality and impactful feedback to staff.
- In 2021 the school engaged with the first year of the Fogarty EDvance School Improvement Program and this assisted in the clarification of school leadership roles and portfolios.

Recommendations

The review team support the following:

- Embed a culture of performance review and development for all staff and formalise the process.
- Work toward a shared understanding of how strategy, vision and focus aligns to the work of all staff.
- Engage all levels of school leadership with standardised operational planning processes aligned to whole-school strategic plans.

Use of resources

A Finance Committee with representation from across the staff has been established aiding the provision of transparency in financial, resource and annual budgetary decision-making processes.

Commendations

The review team validate the following:

- The creation of a facilities manager role has assisted with the management of campus assets and equipment. A weekly meeting with the manager corporate services determines the priority of repairs and planned improvements.
- The School Board is provided with financial reports as part of the standard agenda. The Board Chair is a member of the Finance Committee and connected to the purpose and priority of spending.
- The school has funded commercial level upgrades to kitchen classroom facilities and access to external auspicing providers, strengthening the suite of VET options available to students.
- An asset and resource replacement schedule and reserve account plan is in place to aid the sustainability of the equipment and infrastructure required for the learning program.
- Targeted initiative and student characteristics funding is deployed to meet the needs of students and programs for which it is intended.
- The school has employed technicians at levels 2 and 3 to ensure the continuity and connectivity of technology in classrooms for students.

Recommendations

The review team support the following:

- Provide platforms for School Board members to advocate positively for the school in the wider community as part of the reinvigoration of their governance function.
- Utilise the flexibility enabled through sound budget management to deploy human resources to drive school improvement in identified areas of need, such as pastoral care and pedagogical alignment.

Teaching quality

The experience and pedagogical skill of established staff is combined with the knowledge base of new and recently graduated teachers to build the collective shared beliefs on what constitutes quality teaching practice.

Commendations

The review team validate the following:

- There is widespread use of high impact teaching strategies throughout the school including focus techniques such as modelled answers, identification of key words and scaffolding the learning for students.
- The teaching of literacy is a whole-school priority shared across learning areas and led by a committee.
- The School Curriculum and Standards Authority (SCSA) Judging Standards are used to monitor and moderate teacher judgements on students' achievements ensuring alignment between staff in learning areas.
- Staff who are new to the school are provided with induction and, where applicable, access to a mentor.
- Strengths and areas for growth in students' skills are identified through achievement data and used to inform teaching practice, such as a focus on idea generation in writing and support for mathematical fluency.
- The MacqLit literacy intervention program is taught by trained staff and SCSA foundation courses are provided to students yet to pass their Online Literacy and Numeracy Assessment (OLNA) qualification.

Recommendations

The review team support the following:

- Use the Department's Quality Teaching Strategy and Teaching for Impact statement to drive a school-wide understanding of how high impact teaching strategies can be applied in classrooms.
- Document current staff shared beliefs on engaging and teaching students to drive consistency of practice.
- Continue to support whole-school literacy and numeracy improvement for students through leadership.

Student achievement and progress

Access to data on student achievement is provided to staff via the administration team. Staff are encouraged to engage in rich conversations as learning areas and as a whole staff about future focus areas for improvement.

Commendations

The review team validate the following:

- Students are guided towards their most rigorous academic pathways to ensure ongoing engagement with learning and access to the broadest possible range of post school options. Partnership with families in the analysis of student grades and achievements at Year 10 level is critical in supporting pathway awareness.
- New teachers are supported to implement an assessment with their students after 5 weeks at the school to gauge the effectiveness of their practice, guided by the heads of learning areas.
- Students in Year 7 and Year 9 have achieved at or above the performance of students in like schools in almost all NAPLAN² test categories during the 2022 assessments.
- In 2022 85% of Year 12 students achieved their WACE³, a level similar to like schools. 90% of students achieved their OLNA certification. The median ATAR⁴ rose above expected and like school performance.
- Student pathway options are expanded by the ability to undertake the Certificate IV in Nursing, delivered through the Trade Training Centre and access to Murdoch University's FlexiTrack High program.

Recommendations

The review team support the following:

- Continue to seek ways to engage families in a partnership focussed on learning.
- Identify shared priority data sets, such as those readily available and populated on the Student Achievement Information System and Reporting to Parents platforms, that support staff analysis of whether students are meeting their individual and cohort potential.
- Develop a moderation schedule to align teacher judgements with achievements in systemic assessments.

Reviewers

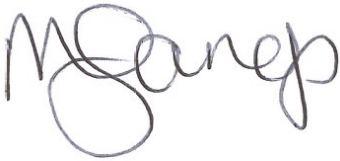
Rohan Smith
Director, Public School Review

Alen Kursar
**Principal, Safety Bay 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 scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

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