



Department of  
Education

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Public education  
**A world of opportunities**

# Busselton Senior High School

## Public School Review

May 2019



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Busselton Senior High School is located on the Bussell Highway, in the Southwest Education Region of Western Australia, approximately 230 kilometres from Perth. Opened in 1958, the school is well-established and continues to have a strong sense of community.

With an Index of Community Socio-Educational Advantage rating of 951 (decile 8), the school currently enrolls 695 students from Year 7 to Year 12. Enrolments have remained stable in recent years with an increase in lower secondary numbers countered by a slight decline in senior school numbers.

Senior school students access a broad range of Australian Tertiary Admission Rank (ATAR) subjects. Busselton Senior High School has been a Registered Training Organisation since 1999 with an on-site Trade Training Centre that affords students the opportunity to engage in a broad range of vocational education and training (VET) programs.

The school was recognised as the Western Australian VET School of the Year in 2014 and received the national School Pathways to VET Award in 2018.

Gaining Independent Public School status in 2014, the school has the support of a dedicated School Board.

## School self-assessment validation

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

The following aspects are confirmed:

- The Electronic School Assessment Tool self-assessment submission, together with feedback provided during the validation visit, provided an in-depth account of the school context and operations in addressing its improvement agenda.
- The school's self-assessment reflected an open, honest and transparent account of the school's performance.
- A culture of reflective school assessment as the foundation for effective planning and continuous improvement was evident at the strategic, operational and classroom levels.
- A broad scope and multiple sources of relevant evidence provided a thorough account of the schools' performance with planned actions closely linked to judgements made.
- Genuine collaboration and high levels of staff engagement in the school assessment process were validated during the school visit.
- Staff articulated a shared ownership for student success with professional and personal responsibilities understood and enacted.

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<b>Relationships and partnerships</b>	
<p>Leaders have facilitated the growth of a collaborative and supportive culture within the school and with key stakeholders. There are high levels of relational trust and staff willingness to engage in the school improvement agenda that supports an ethos of collegiality and collaboration.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Board works in close partnership with the school and plays an integral role in supporting and developing the strategic direction.</li> <li>• Key programs and engaging partnerships provide a solid and effective foundation for student engagement and success.</li> <li>• The Principal and leadership team lead with an emphasis on building strong and sustainable relationships and community connections.</li> <li>• Students, staff and parents demonstrate mutual respect and are recognised collectively as genuine partners in establishing an environment that has led to added value for students.</li> <li>• Staff express high praise for the leaders' commitment to ensuring they have a genuine voice in school-wide decision making.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Review current internal communication structures to develop an innovative system that will support and empower teachers.</li> <li>• Continue to focus on the school's efforts to develop their reputation as a school of choice for local secondary education.</li> <li>• Expand the use of CONNECT to support two way communications between staff and parents.</li> </ul>

<b>Learning environment</b>	
<p>The Principal is invested in establishing the optimal conditions for students' social, emotional physical and academic success. The systemic and visible implementation of Positive Behaviour Support (PBS) strategies underpin a school-wide approach that promotes clear expectations and provides for the explicit teaching of values and behavioural responsibilities.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A comprehensive case management approach is supported by consistent and well-understood behaviour management processes.</li> <li>• A strong sense of rule clarity was evident in the student survey data.</li> <li>• Attendance rates for Aboriginal students is consistently above like schools.</li> <li>• An effective and robust Year 7 transition program is evident.</li> <li>• Programs such as REAL, Waalitj Kaaditjin (WK) and the Pilot Engagement Program have improved standards of attendance and behaviour.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Integrate a mental health focus through the 3 Tiered System of Support.</li> <li>• Refine student leadership structures by promoting the 'student voice'.</li> </ul>

## Leadership

Through a strategic change management paradigm, the leadership team has implemented highly effective planning processes, underpinned by a school-wide focus on improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A positive work environment is strongly aligned to the school's vision and fosters a supportive and accountable distributed leadership model. Roles and responsibilities are articulated clearly and well-understood.</li> <li>• The school continually adapts to community demographic changes through proactive and responsive strategic planning.</li> <li>• The Principal has led a culture of increased accountability. High expectations are set for student achievement and input sought from staff and parents.</li> <li>• The leadership team are highly visible and demonstrate strong alignment of the vision and values reflected by staff throughout the school.</li> <li>• The WK Academy CSF<sup>1</sup> plan fosters country cultural awareness and demonstrates best practice in Aboriginal education.</li> <li>• A focus on collaboration and ownership for decision making has led to a strong sense of optimism for the future.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Undertake an ACSF<sup>2</sup> audit to identify areas in which the school is proficient.</li> <li>• Incorporate in the next iteration of the business plan, a more streamlined, systemic approach.</li> <li>• Continue to develop leadership capacity through internal and external professional learning opportunities.</li> </ul>

## Use of resources

A skilled leadership team, which includes the MCS<sup>3</sup>, ensures resource deployment is well-managed and aligned to the school's context, priorities and processes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Education Assistants are valued highly and under the leadership of the LSC<sup>4</sup>, undertake key roles to ensure SAER<sup>5</sup> are well-supported.</li> <li>• The annual school budget is prepared collaboratively taking into consideration all levels of school strategic planning, with a focus on optimising learning outcomes for students.</li> <li>• Student characteristic funding supports a range of effective intervention and engagement programs targeted to individual and group needs.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to monitor the value of school programs and interventions.</li> <li>• Continue to use the 'Live Workforce Planning Tool' to inform the Workforce Development Plan 2019-2022.</li> <li>• Continue to resource, align hardware and streamline IT<sup>6</sup> support services towards maximising student achievement and progress.</li> </ul>

## Teaching quality

Establishing a culture of high expectations and embedding whole-school approaches are key foci for the school. Staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and evident.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Professional Learning Communities (PLC) strongly support a collaborative culture. In addition to leadership development, the PLC's ensure evidence-based planning and foster high quality teaching.</li> <li>• Teachers feel supported by the leadership team, HOLAs<sup>7</sup>, PLC leaders and LSC in meeting the needs of the students they teach.</li> <li>• Formalised and comprehensive induction processes and ongoing support, enhance staff transition and engagement in school-wide practice.</li> <li>• The performance improvement process is aligned to internal and external professional learning, strategic planning and personal growth.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Through the PLC steering committee, increase the opportunities for non-MESH<sup>8</sup> learning areas to meet and share good practice.</li> <li>• Continue to drive whole-school development in teaching and learning through PLCs by embedding elements of the agreed whole-school pedagogical framework 'PERFORM'<sup>9</sup>.</li> </ul>

## Student achievement and progress

Staff commitment to student achievement and consistent use of data to inform planning have resulted in highly successful, whole-school intervention initiatives. These have contributed to high levels of improvement in OLNA<sup>10</sup>, NAPLAN<sup>11</sup> and WACE<sup>12</sup>.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• There has been a marked increase in students qualifying in OLNA reading, writing and numeracy by the end of Year 12.</li> <li>• The longitudinal progress and achievement in NAPLAN is high in most areas.</li> <li>• High achievement is demonstrated by ATAR students, with the median ATAR at Busselton Senior High School well above like schools.</li> <li>• Highly effective programs for engagement and academic support such as 'HomeWork Lunch', 'Kick Start', and 'Academic enrichment' have supported the positive trend in student achievement and progress.</li> <li>• VET achievement is strong, leading to an attainment rate above like schools and all public schools. The work of the VET team is acknowledged.</li> <li>• The Geographe Bay Specialist Music Program is highly regarded, well-supported and attracts a high calibre of students.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Embed the '3 Tiered System of Support' with attention to further developing the Tier 2 level of intervention.</li> <li>• Develop a streamlined systematic approach to support data analysis.</li> </ul>

## Reviewers

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Joanne Harris  
Director, Public School Review

Neil Hunt  
Principal, Churchlands Senior High School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General Schools

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## References

- 1 Cultural Standards Framework
- 2 Aboriginal Cultural Standards Framework
- 3 Manager Corporate Services
- 4 Learning Support Coordinator
- 5 Students at educational risk
- 6 Information Technology
- 7 Head of Learning Area
- 8 Mathematics, English, Science and HASS (Humanities and Social Science)
- 9 Purpose, Engage, R.E.A.L. (Respect, Empathy, Achieve, Learn), Feedback, Opportunities, Reflect, Mastery
- 10 Online Literacy and Numeracy Assessment
- 11 National Assessment Program – Literacy and Numeracy
- 12 Western Australian Certificate of Education