



Department of
Education

Shaping the future

Busseton 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

Busselton Senior High School is located approximately 230 kilometres from Perth in the Southwest Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 955 (decile 8).

It currently enrolls 653 students from Year 7 to Year 12 and became an Independent Public School in 2015.

Support for Busselton Senior High School is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review (PSR) of Busselton Senior High School was conducted in May 2019. This 2022 PSR report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted an extensive school self-assessment.

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

- The Principal, manager corporate services and deputy principals were each allocated a domain to lead in the process of gathering evidence for submission as part of the review.
- Leaders of domains provided a detailed account of the work undertaken under each of the foci of the Public School Review Standard.
- Evidence from a range of sources was selected for inclusion in the Electronic School Assessment Tool (ESAT) submission.
- The review team met with a broad range of staff in leadership, allied professionals and teaching roles throughout the validation visit.
- The input of family members, community partners and students during review meetings was invaluable to the review team in validating the school's self-assessment.

The following recommendations are made:

- In future review processes, ensure that members of the school community participating in validation meetings are pre-prepared to outline the planned actions they view as being the most likely to have an impact over the upcoming cycle of review.
- Avoid, where possible, the submission of duplicate evidence pieces in the ESAT.
- Consider annotating larger evidence pieces selected for submission to ensure that the specific impact of each can be conveyed to the review team.
- Draw consistency between domains on the wording and overall impact expected from planned actions, ensuring that the school's focus for the upcoming review cycle period is clearly known by all stakeholders.

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Relationships and partnerships

Students speak warmly of the commitment of their teachers, allied professionals and school leadership staff in providing them with quality education and pastoral care support. They are the school's greatest ambassadors.

Commendations

The review team validate the following:

- Families appreciate the broad range of academic pathways and programs in place to support their children and value the prompt and responsive communication they receive from the school.
- Cooperation between the school and nearby Cape Naturaliste College in administering the Geographe Bay Music Program provides a rigorous opportunity-laden music option for students.
- Local primary school staff report that there is open communication, connection and flexibility in meeting the needs of students transitioning to high school.
- The recently awarded Vocational Education Training (VET) programs ensure that students gain an early, authentic exposure to the world of work. Many industry and business connections have been established for mutual benefit.
- Wrap-around support for Aboriginal students is a feature. The Waalitj Kaaditjan Academy and partnerships with the Aurora Foundation and local community groups are building a sense of belonging for Aboriginal students.

Recommendations

The review team support the following:

- Explore the potential for future positive marketing of programs and events with the Department's Media and Communications Team.
- Progress the intention to develop a specialised parent survey tool for use with Aboriginal families.

Learning environment

The Education for Sustainable Development program provides a holistic approach to sustainable, globally aware learning encompassing everyday habits, curriculum experiences and activities that promote personal and wellbeing development.

Commendations

The review team validate the following:

- Since 2014 the school has provided a nurturing and safe learning environment through the Positive Behaviour Support (PBS) program and the associated values of Respect, Empathy, Achieve and Learn (REAL).
- The accessible and inclusive student hub REAL rewards, and supportive and restorative behaviour management structures, contribute to the positive learning environment.
- The Compass platform is used to provide staff with vital information about individual student learning and mental health needs.
- A student service triage process prioritises students to be supported by expert staff. The process is understood by staff as a result of a documented flowchart.
- The school grounds are culturally inclusive with local Aboriginal murals and a yarnning circle as features. Gardens and recreation areas are immaculately maintained by staff and students alike.
- Engagement programs in both senior and middle school provide the pre-conditions for successful learning, key foundational skills and targeted curriculum to address learning requirements.

Recommendations

The review team support the following:

- Develop professional learning opportunities for staff to build their knowledge about the role they play in identifying, supporting and monitoring improved outcomes for students at educational risk.
- Continue to investigate opportunities for students to provide authentic feedback to staff and the school community about their school experience.

Leadership

Multiple opportunities for staff to lead key areas within the school arise frequently. Staff who take on higher responsibilities join an experienced team with a wealth of knowledge about the needs of the local community.

Commendations

The review team validate the following:

- Student leaders are selected on merit and no limit is placed on the number of students within the team annually. Students work with the staff to raise funds for the Tenderfeet School in Kibera, Kenya.
- Leaders in the school have a firm focus on the wellbeing needs of students and are attuned to providing the educational opportunities and conditions for success that the local community expects and demands.
- Distributed leadership is established comprising of an executive team; Heads of Learning Areas (HOLAs) complemented by Professional Learning Community (PLC) leaders in the areas of teaching and learning, ESD (Education for Sustainable Development), PBS and student health and wellbeing.
- The school has recently successfully completed its participation in the Fogarty EDvance School Improvement Program (EDvance) and is in the process of planning for the implementation of its next cycle of school improvement.
- Senior leaders are reflective and use tools such as the Organisational Health Index delivered annually through EDvance to monitor and maintain a positive workplace culture.

Recommendations

The review team support the following:

- Develop the conditions for school-wide consensus on the structure of PLCs and leadership of learning areas that best meets the needs of students.
- Ensure that the observed changing student needs in recent years are addressed and encompassed in the new business and operational plans.

Use of resources

The school's financial strategy consists of a balanced approach to providing a comprehensive range of student pathways and a prudent plan that minimises risk to outcomes and programs should future enrolments fluctuate.

Commendations

The review team validate the following:

- A plan for the maintenance and replacement of assets and resources is in place. Collection rates for contributions and charges are high, supported by clear and partnered communication by finance staff.
- The recent appointment of a human resource manager has prioritised the completion of processes to formalise part time staff contracts. Workforce planning privileges the appointment of permanent staff.
- The Finance Committee is comprised of 2 school leaders and 3 further staff. The School Board is provided with transparent and up to date financial information as a standing agenda item.
- A network administrator ensures that the annual ICT¹ budget is used to maintain a balance of leased and purchased devices for student use and assists ATAR² students to connect preferred devices to the network.
- There are clear links between spending and student characteristic, targeted initiative and disability resourcing funding provided in the one-line budget.

Recommendations

The review team support the following:

- Continue to promote membership of the Finance Committee to staff to ensure a broad representation of the school community in providing open consultation and setting the strategy for deployment of resources.
- Develop a school approach to the use of student provided and school supplied ICT devices that ensures maximum access and impact on outcomes for all students.

Teaching quality

The PERFORM pedagogical framework developed during the school's participation in the EDvance program is supported by an emerging instructional framework and lesson design for all staff.

Commendations

The review team validate the following:

- Academic enrichment for identified students in Years 7-9, as well as literacy interventions through the Toe by Toe and MacqLit programs, create a scaffolded safety net for students with literacy learning needs.
- An individualised plan is in place for each student at risk of not achieving their Western Australian Certificate of Education (WACE) and is known by all teachers and monitored for progress.
- A selected group of teachers have undertaken a masterclass in high impact instruction. This has been a valuable professional development tool for the staff who have had the opportunity to participate.
- The school is exploring methods to collect student feedback on classroom teaching that supports provision of quality practice.
- The learning support coordinator approaches planning that meets the unique learning needs of all students via a consultative team approach with families.

Recommendations

The review team support the following:

- Support the establishment of a culture of classroom observations with meeting and feedback norms that ensure safe buy in from all staff, enabling consistent practice throughout the school.
- Continue to utilise the school's instructional framework and build the capacity of champions of best practice.
- Consider the appointment of a staff member to lead literacy to support staff with whole school strategies.

Student achievement and progress

Students are not treated as a number. They are all known by their potential and aspirations. Their progress toward meeting both is carefully monitored by leadership, teachers and allied professionals.

Commendations

The review team validate the following:

- Students keep track of their own academic progress using the Connect platform where the majority of their teachers maintain up-to-date academic and assessment records.
- The school has received national recognition through the 2022 Australian Training Awards for its VET provision and outcomes as a finalist and eventual silver medal winner.
- There is individualised tracking of student progress toward achieving a WACE and Online Literacy and Numeracy Assessment (OLNA). A high proportion of Year 10-12 students achieve their OLNA.
- In 2021 there were 4 students who achieved an ATAR over 90 from a cohort of 17. All ATAR students are supported by staff to achieve their post school TISC³ entry or non-TISC entry desired pathway.
- The K-10 School Curriculum Standards Authority judging standards are used by teachers to ensure consistency of judgements. The Student Achievement Information System reflective tools are employed to plan for the improvement of cohort, learning area and class outcomes.
- All key academic outcomes in lower school are followed by staff using the Reporting to Parents K-10 dashboard. Reflection on data has seen reading identified as a school-wide area for improvement.

Recommendations

The review team support the following:

- Ensure that new business plan targets are articulated clearly and simply, enabling staff to recognise their role in providing the strategies so that students achieve the educational targets set.
- Develop a whole of school literacy strategy recognising that the improvement of literacy and numeracy is the responsibility of all staff, not just those in English and maths.

Reviewers

Rohan Smith
Director, Public School Review

Stan Koios
Principal, Rockingham 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 Term 4, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Australian Tertiary Admission Rank
- 3 Tertiary Institutions Service Centre