



Department of  
Education

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Public education  
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# Harvey Senior High School

## Public School Review

March 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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

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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.



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## Context

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Opened in 1950, Harvey Senior High School is located in the agricultural town of Harvey, approximately 140 kilometres south of Perth, within the Southwest Education Region.

In 2017, the school gained Independent Public School status.

The current enrolment at Harvey Senior High School is 227 students from Years 7 to 12, with numbers remaining stable over recent years.

The school has an Index of Community Socio-Educational Advantage of 935 (decile 8).

Community support for the school is demonstrated through the work of the School Board. Parents and other community volunteers also contribute to the school through the work of the Parents and Citizens' Association (P&C).

A recent priority of the school has been its engagement in a process of facilitated change management to further develop strategic directions and to refine priorities and targets.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

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

- The school assessment summary provided a good outline of the context of the school, its challenges and the moral purpose driving the school's improvement agenda.
- School leaders carried the bulk of responsibility for the design and development of the Electronic School Assessment Tool (ESAT) submission.
- Developing the ESAT submission highlighted the effective strategic planning and monitoring processes being used by the school.
- The school template used in the Public School Review process will be implemented as part of the five-weekly review of the school improvement plan.
- A range of staff, students and parents provided further information to enhance the school self-assessment submission during the validation visit.

The following recommendations are made:

- Provide further information and evidence, demonstrating the 'how' for each entry, to strengthen the school's future ESAT submissions.
- Engage the whole school community in the development of future ESAT submissions to promote buy-in and to provide an opportunity for staff to gain a better understanding of effective school improvement and accountability processes.

## Public School Review

### Relationships and partnerships

The school is acutely aware of the importance of building and maintaining positive relationships and partnerships that enhance student experiences and outcomes.

#### Commendations

The review team validate the following:

- Staff relationships are collegiate as evidenced in their interactions and the collective commitment to their students and community.
- Parents describe leaders and staff as approachable and responsive to their needs and those of their children.
- Staff knowledge and understanding of Aboriginal histories and cultures is being enhanced through professional learning provided by the local Aboriginal community.
- The School Board fulfils its role in school governance and provides support for the school's future directions. The P&C are currently recruiting new members.
- Local industry supports the school through work placements and providing opportunities for community service for the senior school engagement program.

#### Recommendation

The review team support the following:

- Further build on existing community relationships, promoting the good work being undertaken by the school.

### Learning environment

A safe, caring, inclusive and culturally responsive environment is providing the conditions that are required to promote student learning and enhancing the wellbeing of staff and students.

#### Commendations

The review team validate the following:

- The school was an early adopter of the Positive Behaviour Support framework. This has resulted in a calm learning environment where positive interactions are the norm.
- The attendance strategy, with a focus on communicating with families, is having a positive impact on both the percentage of regular and overall student attendance.
- Students have embraced the Good Standing policy with most tracking their progress and striving to be their best.
- Students at educational risk (SAER) are identified and supported through the senior and lower school engagement programs. Tier 2 student supports are developing.

#### Recommendation

The review team support the following:

- Formalise and document student identification processes for inclusion in the engagement programs.

## Leadership

Leaders are motivated by their shared moral purpose: 'All our actions and behaviours focus on student achievement, progress and success'. This is guiding instruction and promoting teacher efficacy.

### Commendations

The review team validate the following:

- Involvement in the Fogarty EDvance program has provided clarity of purpose and greater understanding of what 'works best' in leading school improvement. Teacher leaders are more aware of the strategic intent and directions of the school.
- The senior teacher leader positions are allowing for a distributed leadership structure to progress the school's improvement agenda and underpin intended succession planning.
- All decisions are aligned to the school's improvement plan focus areas, including the provision of professional learning for staff.
- Accountability for reducing classroom variability in teaching and learning is guiding planning around professional review and performance feedback for staff.

### Recommendation

The review team support the following:

- Develop operational plans to ensure the school improvement initiatives are effectively planned for, adequately resourced, implemented fully and monitored for progress.

## Use of resources

Financial, budget and resource management practices have been strengthened and comply with the expectations of the Funding Agreement for Schools.

### Commendations

The review team validate the following:

- The Principal and manager corporate services meet regularly to review the Comparative Budget and Schools Resourcing System reports considering adjustment where required.
- Targeted initiatives and student characteristics funding is deployed to meet the needs of the students for which it is intended, including the allocation of staff required.
- Cost centre managers (CCMs) are provided financial management training by the manager corporate services to ensure compliance in managing funds.
- Stocktaking and review of the asset replacement plan are currently underway. The introduction of a financial plan will assist these tasks into the future.

### Recommendations

The review team support the following:

- Ensure CCMs are utilising the tools provided to effectively manage funds and resources.
- Ensure resources are articulated in operational planning documents.
- Review the workforce plan to include identified considerations for succession planning.

## Teaching quality

High quality teaching is a focus area in the 2021-2023 School Improvement Plan. The school acknowledges the need to reduce classroom variability in teaching practice and strengthen whole-school approaches in the delivery of literacy and numeracy programs.

### Commendations

The review team validate the following:

- Leaders are united in their commitment to improve the quality of teaching across the school, in line with their collective moral purpose.
- Staff are engaging in professional reading and there is an increased awareness of evidence-based practices.
- Parameters for professional development are aligned to the high quality teaching objectives underpinning the school improvement plan.
- SAER are identified through the 'triage' process. Targeted interventions include: MacqLit; Sharp Reading; Expressive Writing; and Maths and Spelling Mastery.

### Recommendations

The review team support the following:

- Develop a common pedagogical framework for consistency of teaching practice in every classroom.
- Embed a professional review and development process where self-reflection and classroom observation is common practice and viewed as constructive.
- Operationalise the high quality teaching focus of the school improvement plan, ensuring actions are implemented with urgency and progress is monitored effectively at the whole-school and classroom levels.

## Student achievement and progress

Systemic and school-based data are used to assess student achievement and monitor the impact of learning programs. Teacher data literacy and consistency of judgements are acknowledged as areas for improvement.

### Commendations

The review team validate the following:

- Longitudinal student achievement and progress in NAPLAN<sup>1</sup> is similar to that of like schools.
- OLNA<sup>2</sup> achievement is being impacted positively by the schools targeted OLNA strategy.
- Students completing Certificate III courses are successfully gaining alternative pathways into university.
- Western Australian Certificate of Education achievement is high for eligible students.

### Recommendations

The review team support the following:

- Establish a rigorous data review cycle including analysis by classroom teachers to identify targets for improvement.
- Establish networks to provide opportunity for external moderation processes.

## Reviewers

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Vicki McKeown  
**Director, Public School Review**

Marisa Del Pin  
**Principal, Northam Senior High School**  
**Peer Reviewer**

## Endorsement

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

The timeframe for the next review process focusing on the Teaching Quality domain only, will be Term 1, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 1, 2024.



Melesha Sands  
**A/Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Online Literacy and Numeracy Assessment