



Department of
Education

Shaping the future

Newton Moore 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 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

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

Newton Moore Senior High School is located in South Bunbury, approximately 175 kilometres south of Perth, in the Southwest Education Region. It became an Independent Public School in 2012.

The school was established in 1966 and situated in the centre of South Bunbury has a strong sense of community. Newton Moore Senior High School is a Registered Training Organisation which offers senior students access to nationally recognised qualifications.

Currently, there are 629 students enrolled at the school from Year 7 to Year 12. The school has an Index of Community Socio-Educational Advantage of 921 (decile 9).

Strategic guidance for the school is provided through the work of the School Board which provides an opportunity for parents, carers and staff to participate in school decision making. The Parents and Citizens' Association (P&C) raise funds through the operation of the canteen which are used to support and resource small projects across the school.

School self-assessment validation

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

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

- A culture of reflection and continuous improvement provided a solid foundation for the Public School Review.
- The process of preparing for the Public School Review was in keeping with the ongoing and embedded procedures for self-assessment at the school.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the school context, performance and planning in relation to the business plan priorities.
- A comprehensive range of evidence statements, provided in the ESAT submission, assisted reviewers to gain a detailed understanding of program implementation and their subsequent impact.
- Staff demonstrated a high level of understanding of the alignment of evidence presented in each domain, to whole-school planning and interventions.
- A cross-section of school leaders, teachers, allied professionals, parents and community representatives elaborated on the evidence described in the submission, during the validation visit.
- Staff discussions were characterised by their enthusiastic engagement, both in form and substance. The meetings added value to the ESAT submission.
- The School Board, along with parents, gave an impressive account of the school's commitment to its students and the building of authentic partnerships with community agencies, local business, further education options and wider industry groups.

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Relationships and partnerships

This school has prioritised forming an efficacious commitment to student 'belonging and connectedness'. A combination of local business and industry partnerships is cleverly blended with academy programs such as; the Moore Academy of Sport and Health, and the Clontarf Boys' and Stars Girls' Academies. These offer a rich vein of student engagement options.

Commendations

The review team validate the following:

- Survey data reflects a positive outlook by students, parents and staff regarding support from, and for, the school. An impressive sense of community engagement embraces cultural diversity as a life learning benefit for all students.
- The School Board has been actively engaged in advocating the strengths of the school. It has enthusiastically partnered in the development of the business plan 2021 – 2025, acknowledging the reflective scaffold upon which the school priorities, policy directions and improvement targets are based.
- Survey feedback reaffirms staff resilience and care for themselves and others. This includes a highly effective induction program focusing on 'belonging', mentor support and self-care training with the opportunity to practice mindfulness techniques.
- A wide range of support is provided to families through the Student Services team such as brokering and facilitating services from external health providers. Opportunities are created to build relations with Aboriginal families knowing positive student engagement is a combination of family and student trust.
- A close relationship with The Smith Family and other community organisations has created opportunities for students to visit the local TAFE¹, universities and workplaces to promote the value of completing secondary studies.

Recommendation

The review team support the following:

- Continue the focus on involving Aboriginal elders as advisors to support the growing number of Aboriginal student enrolments.

Learning environment

The school is attractive and welcoming in appearance and has a very positive school climate. Understanding its complexity, student safety and risk management policies and procedures, based on contemporary research, have been thoughtfully considered and applied.

Commendations

The review team validate the following:

- A dynamic, proactive, comprehensive and well understood set of values for managing student behaviour has been implemented with considerable success. The PBS² behaviour matrix is consistently applied.
- Students with diverse learning needs or those who are at educational risk, are identified, supported and monitored. The Student Services team has developed an effective referral process that enables the triaging of support for students in a timely way.
- Staff/student relationships are augmented through attendance at breakfast and homework clubs as well as weekend sporting events. Teacher/education assistant partnerships are shaped through mutual respect.
- The school's Learning Support program, focusing on in class support, teacher support and intervention programs, provides a clear strategic 'road map' for managing student needs.
- The Flying Start program for students entering school in Year 7 provides extra support for students who may struggle to adjust to a secondary education environment.
- The implementation of a Learning Support team, in response to an increase in enrolments of students with autism, is an innovative and considered initiative.

Leadership

Strategically responsive school leadership has provided a structured and collaborative environment to support a focus on business plan priorities and optimising student development. A strong, school-wide, collaborative foundation supports the business plan improvement agenda.

Commendations

The review team validate the following:

- Business planning is characterised by engagement of all staff, together with a rigorous biennial internal review and analysis of the impact of current strategies. It informs the next cycle, aligns with system and school expectations together with celebrating achievement and reflecting on areas for improvement.
- Jointly determined change is undertaken through unanimity of purpose, focusing on the 'why'. Follow up is timely, informed and collaborative, with strategic reviews of operations used to identify adaptive actions.
- To complement formal leadership roles, an ethos of 'collective leadership' ensures a multiplier effect on the combined impact of leadership activities.
- The Principal has invested in developing a united and cohesive leadership team featuring common understandings and consistent leadership practice.
- All teachers are members of a Professional Learning Community. Opportunities are provided for staff to lead small projects linked to the business plan.

Recommendation

The review team support the following:

- Re-engage with the Western Australian Future Leaders Framework alongside the internal leaders strategy, including recognition of Level 3 classroom teachers as expert role models for existing and new teachers at the school.

Use of resources

Securing external funding has been a very successful strategy. It has enabled the school to augment teaching and learning programs with targeted resources and/or personnel.

Commendations

The review team validate the following:

- The school has an elevated capability for resource planning and deployment. Asset and replacement planning guides a strategic approach to the refurbishment of school infrastructure and equipment.
- Effective processes and practices have been established for budget management of financial and human resources. These are guided by the school business plan and align with Departmental policy and strategic directions.
- Recruitment processes are managed strategically to build a targeted workforce committed to sustainable programs and practice, to respond proactively to the diversity in student enrolments.
- Targeted initiatives and student characteristics funding support a range of academic opportunities and programs such as: specialist courses; chaplaincy; mental health; staff development; and school psychology. There is compelling evidence that students respond well to these support options.
- Resource monitoring and tracking is undertaken by the Finance Committee, which is comprised of parent, teacher and senior leadership representatives.

Recommendation

The review team support the following:

- Explore options to widen the composition of the Finance Committee to include a member(s) with industry and commercial business background knowledge.

Teaching quality

Staff have demonstrated an enthusiastic and informed commitment to the development of the school-wide approach to pedagogy. There is a shared understanding that this approach will have a progressive impact on teaching quality across the school.

Commendations

The review team validate the following:

- Teachers engage in robust professional dialogue and provide feedback on classroom observations to challenge and support each other in their professional growth.
- A range of professional learning activities and feedback from colleagues are indicative of a shared obligation to improving teaching practice.
- The 'Achieving Moore Model' anchors the school's instructional model. The instructional intelligence that underscores this model is supported by facilitators who act as lighthouse practitioners.
- Teachers track, monitor and differentiate learning through the use of student achievement data to examine the impact of teaching strategies and make adjustments accordingly.
- There is recognition of the empowering influence of seeking and receiving feedback. Staff are provided with strength-based feedback and mentoring through classroom conferences.
- A collateral benefit to being a STEM³ Enterprise and Teacher Development School with expertise in differentiated curriculum, STEM capabilities and education, has been for staff to share expertise and knowledge through the 'train-the-trainer' model.

Recommendations

The review team support the following:

- Pursue professional learning based on the SAIS⁴ dashboard for curriculum leaders and teaching staff.
- Provide further evidence-based professional learning focused on curriculum differentiation and Reporting to Parents Special Educational Need to cater for students with low literacy, learning difficulties and imputed disabilities.

Student achievement and progress

Student achievement has been consistently above when compared to similar schools across the range of academic assessments. Longitudinal data and students' performance against systemic and school-based targets are analysed by staff to inform planning.

Commendations

The review team validate the following:

- The school adds value (beyond like-schools and Western Australian public schools) to student literacy and numeracy results between Year 9 NAPLAN⁵ and the Online Literacy and Numeracy Assessment (OLNA).
- Science and engineering challenge competitions, including the Synergy Schools Solar Challenge, F1 in Schools and Big Science in Schools motivate and inspire students' love of science.
- The Western Australian Certificate of Education (WACE) achievement rate in 2020 was equal to like school and above the State mean. The attainment rate has been above like schools and the public school rates annually, since 2016.
- Vocational pathways ensure student engagement and success for enrolled students. A high proportion of students complete Certificate II or Certificate III Australian Qualifications Framework credentials.
- Staff are encouraged to set class targets to align with school targets, build efficacy in classroom practice and assist them in determining their impact on student achievement.

Recommendations

The review team support the following:

- Maintain a robust approach to examining trends in senior school pathways dataflow, setting challenging improvement targets and applying stringent moderation practices to drive instructional strategies for success in NAPLAN, OLNA and WACE achievement.

Reviewers

Rod Lowther
Director, Public School Review

Brendon Bleakley
Principal, Atwell College
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 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Tertiary and Further Education
- 2 Positive Behaviour Support
- 3 Science, technology, engineering and mathematics
- 4 Student Achievement Information System
- 5 National Assessment Program – Literacy and Numeracy

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