



Department of  
Education

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Public education  
**A world of opportunities**

# Morley Senior High School

## Public School Review

September 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 focused 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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Established in 1970, Morley Senior High School is located in the suburb of Noranda, approximately 11 kilometres northeast of Perth in the North Metropolitan Education Region. Equipped with facilities that support a broad range of learning programs, the school offers courses in the specialist areas of Multimedia and Television Broadcasting and Aviation. The school is a Registered Training Organisation and operates a state-of-the-art Automotive Trade Training Centre.

The school has an Index of Community Socio-Educational Advantage rating of 991 (decile 5). Student numbers are relatively stable with 1073 students currently enrolled from Year 7 to Year 12. The student body is culturally diverse with approximately 73 per cent of students coming from a language background other than English.

The school received \$1.5 million from the State Government for a revitalisation program. This included construction of a covered area for the netball courts and refurbishments of the physical education staff offices and library.

Becoming an Independent Public School in 2015, the school actively encourages family and community involvement through both the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

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The principal submitted a suitably detailed school self-assessment.

The following aspects are confirmed:

- A broad scope of credible evidence was selected for analysis.
- There was alignment between performance evidence, judgements about priorities for improvement and strategies to be used.
- Planning intentions described in the school's submission were elaborated on during the validation phase.
- Staff, students and parents engaged positively in the validation visit.
- The leadership team reported benefits from the school self-assessment process.

The following recommendation is made:

- Continue to use the self-assessment process to contribute to the capacity building of the school community and further enhance the reflective culture of the school.

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Relationships and partnerships	
<p>A rich tapestry of exemplary partnerships, both internally and with external agencies, contribute to the fabric of the school community. The goodwill of staff to offer extracurricular opportunities is longstanding and greatly appreciated by students. The principal is acknowledged by the parent community for fostering positive relationships.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A wide range of effective communication methods are in place. The Connect platform is valued by students and parents.</li> <li>• The School Board is well trained and advocate positively for the school.</li> <li>• A dedicated P&amp;C oversee the canteen management and profits made support the school's chaplaincy program.</li> <li>• The principal actively sought parent representatives to serve on key working parties and their contributions are valued greatly.</li> <li>• As members of the New North Education Initiative and the Morley Schools Network, staff embrace opportunities to share pedagogy and deliver improved opportunities for students.</li> <li>• A commitment to community service is best demonstrated through the 'schools helping schools' philosophy, supporting a sister school in Angkor, Cambodia and through the dynamic Leos Club.</li> <li>• Student and staff relationships are positive and excellent student leadership opportunities are capitalised upon in authentic ways.</li> </ul>

Learning environment	
<p>The school values of 'Care, Collaboration, Commitment, Courage, Curiosity and Celebration of Achievement' set a positive tone. A safe, orderly and inclusive learning environment is evident.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Using the Be You framework, the Wellbeing Working Party has embedded targeted programs in the Year 7 to Year 12 curriculum. This focus on wellbeing also extends to staff.</li> <li>• Student voice is demonstrated through regular student surveys of teacher practice. The student leadership group has a clear presence in the school.</li> <li>• A comprehensive primary school transition program fosters resilience. Positive connections are forged with older students through Peer Support.</li> <li>• Extensive interagency support mechanisms are in place. Notably, the Reid Street Engagement Centre partnership is proving highly beneficial.</li> <li>• A dedicated student services team examine the impact of targeted initiatives, using their milestone maps to monitor progress.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Streamline attendance and student survey processes, incorporating electronic versions of systems used, to address staff workload issues.</li> <li>• Encourage greater uptake of practices, such as targeted use of student survey data.</li> </ul>

## Leadership

A distributed leadership model exists throughout the school. Working parties aligned to the key foci of the business plan are staff led. Clearly defined roles exist for support staff, capitalising on their passion and strengths.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• New ideas, aligned to the schools' priorities, are welcomed and support from the executive team is guaranteed.</li> <li>• A clear vision centred on high quality teaching, relationships and promoting a positive learning environment, is understood and shared.</li> <li>• Business plan targets are strategised to learning area plans, with individual teachers setting goals and analysing data to inform future planning.</li> <li>• Comprehensive staff induction processes are well-supported by regular follow up from the deputy principal and assigned mentors.</li> <li>• The full spectrum of teachers, from graduates to aspirant leaders, are provided with opportunities to build their capacity and lead.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to develop strategies to support the implementation of the <i>Aboriginal Cultural Standards Framework</i>, engaging all staff with ongoing professional learning.</li> <li>• Continue to build the capacity of the senior leadership team to drive the strategic direction of the school.</li> </ul>

## Use of resources

The school has sound processes to deploy resources in response to student needs. Monitoring systems and decision making protocols are robust and transparent.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Finance Committee includes a representative from every learning area to ensure a shared appreciation of financial processes. The manager corporate services is proactive in providing training and support.</li> <li>• The one-line budget includes documented plans for reserve accounts.</li> <li>• The School Improvement Working Party, created in 2019, actively seeks input and acts on recommendations to improve the physical environment.</li> <li>• The strategic deployment of staff is demonstrated through delineated roles for support staff.</li> <li>• The onsite 'fee for service' Intensive English Centre serves as an excellent example of catering for identified needs in a financially astute way.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Commence a process for formalising the workforce plan.</li> <li>• Provide an understanding of how business plan targets are supported by financial, human and physical resources.</li> </ul>

## Teaching quality

<p>The Teacher Development Working Party evolved from the work of the school's Common Language Committee. While in its early stages of development, it already serves as a key driver for sharing of best practice and celebrating successes.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A strong performance and development culture is evident. Peer-to-peer classroom observation and feedback is embedded in practice.</li> <li>• The Performance Plus (P+) program for high achievers serves as strong evidence of the benefits of quality cross-curricular collaboration, resulting in effective differentiation to meet identified student needs.</li> <li>• The DiXi<sup>1</sup> program offers additional support in literacy and numeracy to identified at risk students. Education assistants have been trained to deliver this new initiative and current data suggests that it is proving effective.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Build on the good foundation established with the introduction of a shared lesson design that makes lesson intentions and success criteria explicit, such that it becomes embedded in practice school-wide.</li> <li>• Increase the use of information and curriculum technology in the curriculum to further digital learning engagement opportunities.</li> </ul>

## Student achievement and progress

<p>The data literacy of staff is considerable and the school is achieving consistently sound results.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• NAPLAN<sup>2</sup> data is on an upward trajectory, gaining higher progress and higher achievement than like schools in all literacy and numeracy aspects.</li> <li>• Vocational Education and Training completion rates are high and the school's median Australian Tertiary Admission Rank is above like schools.</li> <li>• Rigorous processes for self-assessment that incorporate regular data analysis occur at all levels within the school.</li> <li>• Well-structured templates and timely professional learning provide staff with the confidence to analyse with purpose.</li> <li>• The Academy Student Management system provides a centralised system for effective recordkeeping, enabling a holistic approach to student monitoring and support.</li> <li>• High quality course counselling processes exist to ensure senior schooling pathways offer opportunities for all students to succeed.</li> <li>• Targeted interventions are undertaken at identified points of need.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue the school-wide approach to support student achievement in NAPLAN and the Online Literacy and Numeracy Assessment.</li> <li>• Continue to empower Heads of Learning Areas to facilitate targeted reviews, establishing a shared purpose and consistency of practice.</li> </ul>

## Reviewers

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Kath Ward  
Director, Public School Review

Phillip White  
Principal, Melville 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  
Deputy Director General, Schools

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## References

- 1 Direct instruction/explicit instruction
- 2 National Assessment Program – Literacy and Numeracy