



Department of
Education

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Wanneroo Secondary College

Public School Review

April 2021



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 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

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

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

Wanneroo Secondary College is located 24 kilometres north of the Perth central business district, within the North Metropolitan Education Region. Opening in 1977 as Wanneroo Senior High School, it became an Independent Public School in 2013 and changed its name to Wanneroo Secondary College. Located in a tranquil bush setting, the school is not far from the centre of Wanneroo.

The college offers specialist programs in performing arts and Australian Rules Football, and has a second campus located in the City of Joondalup, which caters for students specialising in Vocational Education and Training.

The college has recently undergone a significant building and refurbishment program, with further upgrades planned for 2022. Students have access to state-of-the-art music and the performing arts facilities, and a new sports centre and health and physical education facility that was opened in 2020.

Wanneroo Secondary College has an Index of Community Socio-Educational Advantage of 991 (decile 5). The college enrolls students from Year 7 to Year 12, with 1308 combined enrolments between the two campuses.

The College Board assists in setting the direction of the college including academic and non-academic targets. The college is also supported by the work of the Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school self-assessment and subsequent Electronic School Assessment Tool (ESAT) submission was led by the associate principal, with oversight by both the previous and recently appointed Principal.
- Whole-of-staff collaboration sessions identified the school's successes and areas for improvement against each domain of the School Improvement and Accountability Framework (SIAF).
- An overview of the Public School Review process and the ESAT submission was provided to the School Board and the P&C.
- The period of self-assessment submitted for review was 2019 to 2021, which included details of the impact of the COVID-19 pandemic in 2020.
- A broad range of staff, students, parents and community members participated in conversations during the validation visit, adding value to the judgements provided in the ESAT submission.

The following recommendation is made:

- Consider using the ESAT as a repository for evidence as part of ongoing school self-assessment processes set against the domains of the SIAF.

Relationships and partnerships

Positive and respectful working relationships between staff, students, families and partners underpin the interactions within and beyond the school community.

Commendations

The review team validate the following:

- A broad range of partnerships enhance the learning experiences for students. Strong affiliations with networks including the Australian Business and Community Network, Western Workplace Learning and the Wanneroo Education Network (WEN) benefit student wellbeing, learning programs and staff growth.
- A 'no surprises' approach guides communication across the college. Multiple platforms are used, with strong marketing and transition processes to ensure there is a clear understanding of the college's vision and values.
- The College Board advocates for the college and consists of members across a range of industry areas, bringing strength in governance and support for school planning. The P&C is active in the school, particularly through the operation of the canteen.
- The college is valued by the community for providing additional pathways and care for its students. An increased number of families seeking out-of-intake area enrolment is a testament to the positive reputation of the college.

Recommendation

The review team support the following:

- Continue to pursue mutually beneficial opportunities with external partners, including those that will support the opening of the new Performing Arts Centre in 2022.

Learning environment

The safe, caring and inclusive culture that exists provides for a positive and supportive environment for students and staff.

Commendations

The review team validate the following:

- 'Kindness', which is encouraged and celebrated throughout the school, underpins the interactions between staff and students.
- The well-resourced and passionate student services team has established strong processes to support staff in managing and monitoring student behaviour and providing social and emotional support for students.
- Mental health and wellbeing is a focus, with the Wellness Team triaging and monitoring students requiring additional support and providing whole-school programs to address mental health.
- Students at educational risk are identified and provided appropriate intervention, targeted programs and individualised pathways.
- Student voice is valued. This is highlighted by the work of the Student Council, which actively engages in leadership opportunities including collaboration with the City of Wanneroo.

Recommendation

The review team support the following:

- Continue to resource student services to ensure provision of evidence-based practices and processes that promote student wellbeing and engagement.

Leadership

The new leadership team continues to build on the shared vision for improvement and innovation with staff.

Commendations

The review team validate the following:

- College leaders, in collaboration with staff, review student achievement and progress against business, operational and learning area targets.
- Operational and learning area plans align with the priorities of the business plan. Evidence-based decision making addresses the learning needs of students.
- There is strong and distributed leadership across the school. Involvement in the Western Australian Future Leaders Framework across the network is providing opportunities for leadership development of aspirant leaders.
- Leadership uses the Aboriginal Cultural Standards Framework to guide the college to become increasingly culturally responsive as a college. Staff professional learning, the Follow the Dream program and involvement in the Quantum Consulting Australia Horizon Scan is progressing the efforts of the college.

Recommendation

The review team support the following:

- Review the roles and responsibilities of the executive leadership team to ensure clarity in portfolios, alignment and successful implementation of business plan priorities.

Use of resources

Effective management of financial, human and physical resources is evident across the college.

Commendations

The review team validate the following:

- Processes and procedures are in place to manage college funds effectively. Financial decisions are interrogated by the Finance Committee and are guided by the priorities of the college to benefit students.
- Student characteristics and targeted initiative funding is used to support the students for whom the funds are intended.
- The Plan for Buildings and Facilities 2020 – 2023 considers future planning for aging facilities and increased student enrolments.
- The detailed workforce plan provides an in-depth analysis of the needs of the college against priorities and potential challenges.

Recommendations

The review team support the following:

- Continue to plan for increasing enrolments in relation to the physical space available.
- Actively negotiate the renewal of the business premises for the successful Joondalup Campus.

Teaching quality

Addressing the learning needs of all students is a focus for the college. Considerable attention allows for students with specific learning requirements to engage in programs that meet their individual needs.

Commendations

The review team validate the following:

- Staff are guided by the 'Our Way' teaching framework, based on the college values. Learning intentions and success criteria are visible for students in each lesson.
- Strong reflective practice is evident amongst teaching staff. Professional learning in classroom observations and feedback using 'Triads' engages all staff in the process.
- Intervention programs exist to support students with learning gaps in literacy and numeracy.
- The introduction of Google Classrooms during the COVID-19 period has provided teachers with mastery of new skills in engaging students. It has continued the momentum post 2020.
- Individual and Group Education plans allow for differentiation for students with a disability and those at educational risk. Achievement and progress for these students are reported through Special Educational Needs reporting.

Recommendation

The review team support the following:

- Continue to develop a shared understanding of what good teaching looks like at Wanneroo Secondary College to reduce variability for students between classrooms.

Student achievement and progress

The monitoring of student achievement and progress occurs at the whole-school, learning area and individual teacher level. Realistic judgements of the college's performance are evident.

Commendations

The review team validate the following:

- 2014-2019 NAPLAN¹ data trends positively in comparison to like schools in all areas.
- Student attainment rates are comparable to those of like schools.
- While the median Australian Tertiary Admissions Rank is below that of like schools, moderation and tracking has resulted in improved measures over time.
- The Joondalup Campus program is providing meaningful outcomes for disengaged students.
- Literacy and numeracy intervention programs are showing progress for students.

Recommendations

The review team support the following:

- Continue to interrogate student achievement and progress data to inform improvement planning.
- Provide increased opportunities for moderation to optimise grade allocations.

Reviewers

Vicki McKeown
Director, Public School Review

Digby Mercer
Principal, Como Secondary 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 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy