



Department of
Education

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Safety Bay Senior High School

Public School Review

March 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

Opened in 1978, Safety Bay Senior High School is located 60 kilometres south of Perth within the South Metropolitan Education Region. The school has an Index of Community Socio-Educational Advantage of 978 (decile 6) and gained Independent Public School status in 2011. Currently, there are 1245 students enrolled from Year 7 to Year 12.

The Peron Alliance of Curriculum and Teaching (PACT) is a collaboration between seven local secondary schools, including Safety Bay Senior High School, that ensures students have a wide range of curriculum choices in Years 11 and 12.

The School Board assists the school with its continued focus on sustained improvement and achievement of business plan targets. The engagement of parents with the learning process is a focus of the school.

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 self-assessment period reflected the school's performance and progress since the Department of Education Services' Independent Public School Review in 2016.
- The School Assessment Summary described the shift in culture and phases of improvement over the time of the self-assessment period.
- The Electronic School Assessment Tool (ESAT) submission provided evidence against each of the domains of the School Improvement and Accountability Framework.
- A broad range of staff, students and families contributed to discussions throughout the validation visit, adding further value to the ESAT submission.
- The leadership team indicated that the Public School Review report will provide opportunities for new lines of enquiry to support ongoing self-assessment practices.

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 School Improvement and Accountability Framework.

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Relationships and partnerships

Positive relationships and partnerships are fostered both within the school and externally with families and the broader community to enhance learning experiences and outcomes for students.

Commendations

The review team validate the following:

- The school provides information through multiple communication platforms in a timely and efficient manner. Connect is used widely, allowing parents to monitor student achievement and attendance.
- The Safety Bay Way framework outlines expectations for the way the school community interacts and supports each other. Leaders, staff and students highlighted its importance throughout the validation visit.
- Extensive external partnerships provide additional support in addressing student health and wellbeing and provide opportunities for students to engage in industry experiences.
- The role and purpose of the School Board is evolving toward greater advocacy, whilst ensuring good oversight in school governance.
- The school actively seeks feedback from the school community. National School Opinion Survey data has shown considerable improvements in the overall satisfaction of the school.

Recommendation

The review team support the following:

- Explore the relationship between the school's specialist programs to gain an understanding of the challenges of sharing resources.

Learning environment

The Safety Bay Way underpins the positive school culture to provide a safe, caring and inclusive learning environment where every member of the school community is valued.

Commendations

The review team validate the following:

- Setting the right conditions for learning has been a focus of the school in recent years, resulting in improvements in student behaviour, attendance and engagement data.
- The Student Case Management Team has established effective mechanisms for identification, referral, monitoring and intervention to support students at educational risk.
- There is a genuine commitment to addressing community issues impacting student health and wellbeing. The 'Breaking the Cycle' project, targeting domestic violence, provides support for students and is a unique example of the good work the school is doing in this space.

Recommendation

The review team support the following:

- Ensure there is strategic alignment between the values and expectations of the Safety Bay Way framework and the operations across the school.

Leadership

The school leadership team has challenged the 'status quo' culture of compliance, evolving to one in which staff are actively engaged in school improvement, embedding whole-school initiatives and accountability measures.

Commendations

The review team validate the following:

- School structures promote distributed leadership and provide committee and program coordination opportunities for aspirant leaders.
- Leaders manage change in a timely and sequential manner. The 'Teaching Way' provides guidance for instruction and builds upon the school's good work in setting the conditions for learning through the Safety Bay Way.
- The Aboriginal and Islander education officer's leadership in building collaborative partnerships, cultural programs and the Reconciliation Action Plan, is guiding the school in becoming increasingly culturally responsive.
- Executive leadership roles are clearly defined and communicated with staff. These leaders provide professional learning and model performance review for senior leaders.

Recommendation

The review team support the following:

- Clearly articulate the vision for the next school business plan involving all stakeholders in its development and the aligning of operational plans.

Use of resources

Financial management complies with the expectations of the Funding Agreement for Schools and aligns to the focus areas of the business plan.

Commendations

The review team validate the following:

- Students at educational risk are identified through accurate NCCD¹ data collection, allowing for additional resourcing allocation for students with disability.
- Processes for budget submissions and cost centre management exist, with regular oversight from the Finance Committee and School Board.
- Targeted initiative funding is used for the purpose for which it is intended. The school's Learning Support department provides additional support for students, including implementing MacqLit for literacy intervention.
- Ongoing consideration of the quality of the physical environment and the improvements required, is ensuring the aging school is well maintained.

Recommendations

The review team support the following:

- Restructure school practices to meet the strategic direction of the growing school, in response to the review of school operations against the Customer Service Framework.
- Ensure consistency in resource allocation across learning areas and specialist programs.

Teaching quality

Providing quality teaching in every classroom to positively influence student outcomes is driving the improvement agenda of the school.

Commendations

The review team validate the following:

- Consistency of practice across classrooms is providing an environment where students feel safe, valued and included. Qualified Classroom Management Strategies (CMS) trainers within the school deliver Foundation CMS training to inexperienced and new staff.
- Explicit Instruction is being delivered by a growing number of staff who have participated in the Teach Well Masterclass professional learning, with 26 teaching staff successfully completing the intensive evidence-based program to date.
- The mathematics department are implementing the Back-to-Front teaching model, which is addressing student misconceptions of mathematical concepts.
- Staff are gaining a greater understanding of Special Educational Need (SEN) planning, the development of Individual Education Plans, differentiation and SEN reporting, with the support of the program coordinator of Learning Support.
- Whole-school, learning area and individual classroom data analysis is used to inform program, teaching and intervention decisions. Student voice captured by Pivot survey data is embedded in professional review processes.

Recommendation

The review team support the following:

- Continue the intended plan to engage all staff in establishing a shared belief and common pedagogical framework (eg Explicit Instruction, Teach Well etc) to provide consistency of practice in every classroom.

Student achievement and progress

The school interrogates student achievement and progress data and is addressing identified areas for improvement evidenced in system-based data.

Commendations

The review team validate the following:

- NAPLAN² data in all test areas are tracking below that of like schools. Intervention programs and strategies are currently being implemented and data is showing improved outcomes for these students.
- Year 12 student attainment is above that of the State average. Certificate qualification and WACE³ achievement is higher than expected in comparison to like schools.
- Median ATAR⁴ is tracking below that of like schools. The school has addressed the impact of scaling on ATAR results through the strengthening of moderation practices, resulting in better alignment in the 2020 Year 12 data.
- The school has developed a targeted OLN⁵ strategy in Years 11 and 12, which is increasing the success of students to meet the requirement.

Recommendation

The review team support the following:

- Continue to build staff capacity in data literacy at the individual, class and student level.

Reviewers

Vicki McKeown
Director, Public School Review

Donna McDonald
Principal, Thornlie 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 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Nationally Consistent Collection of Data on School Students with Disability
- 2 National Assessment Program – Literacy and Numeracy
- 3 Western Australian Certificate of Education
- 4 Australian Tertiary Admission Rank
- 5 Online Literacy and Numeracy Assessment