



Department of  
Education

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Public education  
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# Australind Senior High School

## Public School Review

June 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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Australind Senior High School is located 159 kilometres south of Perth and 12 kilometres north-east of Bunbury. The school is situated within the Southwest Education Region. Students attend from a range of areas within the Shire of Harvey, including Brunswick Junction and Binningup.

Established in 1987, the school became an Independent Public School in 2011. Currently, there are 1419 students enrolled from Year 7 to Year 12.

The school has an Index of Community Socio-Educational Advantage of 977 (decile 6).

Students have access to two academic specialist programs, Mathematics and Philosophy (MaP), and Jazz Music, as well as the opportunity to give back to the community through the Emergency Services Cadet Unit (ESCU).

Australind Senior High School, as a Registered Training Organisation (RTO), is able to offer students a wide scope of nationally accredited training packages, which are delivered by specialist teachers.

Community support for the school is demonstrated through the dedicated work of the School Board and Parents and Citizens' Association (P&C). The School Board, representative of all aspects of the school community including students, teachers, administration staff, parents and local business and industry, advocate strongly for student needs and are actively involved in school development planning.

## School self-assessment validation

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

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

- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, student and school performance, and planning priorities.
- Summary statements for each evidence source within domains in the ESAT, gave reviewers an overview of the school self-assessment process and improvement intentions.
- A range of interrelated and credible evidence was selected for analysis.
- The Public School Review provided an opportunity for staff to reflect on school and student performance and what is being accomplished to influence plans for the future.
- A culture of reflection and continuous improvement using a strong evidence base was clear.
- Staff satisfaction was derived from the analysis of evidence identifying areas for improvement, in addition to areas where successes could be acknowledged and celebrated.
- A wide cross-section of school leaders, teachers, allied professionals, students and parent and community representatives elaborated on the evidence described in the submission, during the validation visit.
- Preparation for the Public School Review has been viewed as an important time to stop and consolidate what has been achieved while planning for continued improvement.

The following recommendations are made:

- Use the ESAT as a repository for performance evidence as part of the ongoing school self-assessment process.
- As a staff group, reflect on the Public School Review process undertaken, to affirm progress against the Standard and guide future school self-assessment.

## Public School Review

### Relationships and partnerships

There is a considered focus by the school to build strong relationships between students, staff, parents and the community, to create a supportive learning environment for students to fulfil their pathway aspirations.

#### Commendations

The review team validate the following:

- To foster a sense of belonging, students participate in a number of groups, programs and experiences to achieve a balanced education. These include academic, artistic, or athletic-based pursuits.
- Staff recognise that support for health and wellbeing is paramount in optimising the conditions for teaching and learning. Time is dedicated to promoting positive wellbeing and collegiality amongst staff.
- The school's commitment to the Leschenault Alliance of Public Schools has proved mutually beneficial, both enhancing student wellbeing and providing innovative learning opportunities.
- The school has developed and maintained strong relationships and partnerships with community, government and allied external agencies and businesses. This ensures student access to a broad range of support, experiences and options, during and post school.
- TRONOX Inc and The Smith Family provide financial support and/or practical opportunities for student engagement and advancement.

#### Recommendation

The review team support the following:

- Enhance opportunities for parents to engage with the school to interact with student learning.

### Learning environment

Staff recognise the value of building their capability by developing a repertoire of skills to differentiate learning, delivering engaging content and managing classes effectively.

#### Commendations

The review team validate the following:

- The school community is heavily invested in strategically resourcing the development and maintenance of the school's physical environment, to add value to the learning experience.
- Acknowledging the complexity and range of impacts on students, staff and other relevant stakeholders, the school has made a strong commitment to prioritise support through the Student Wellbeing Team.
- Training in Functional Behaviour Analysis and Traffic Light Triage has assisted the school to streamline processes to address unproductive behaviours.
- Deployment of education assistants to specific learning areas has enabled continuity for students while allowing staff to become more familiar with content. This has enhanced support and assistance for students.
- The refinement of referral and case management processes has strengthened the identification, support and monitoring of improvement for students at educational risk.

#### Recommendation

The review team support the following:

- All staff to demonstrate an understanding of, and commitment to, student support processes.

## Leadership

A structured, collaborative and supportive environment is developing to ensure a focus on the core business of teaching and learning. Staff commitment to high expectations is enhanced through clarity about the purpose and alignment of essential elements of school direction and operations.

### Commendations

The review team validate the following:

- The school has invested heavily in the development of quality teaching and learning to support classroom leadership.
- Staff training in Classroom Management Strategies, Instructional Strategies, Instructional Intelligence facilitation, Instructional Strategies Extension and Conferencing Accreditation Training has laid a strong foundation for whole-school approaches to instruction.
- Teacher development is supported through a performance management process that focuses on self-reflection, planning, classroom observation and regular reviews. This is complemented by the work of collegiate groups and professional learning communities.
- Leadership opportunities are provided to support business plan intentions and link to classroom practice. They focus strategically on coordination to enhance school performance and student engagement.
- A range of student leadership roles impact positively on the learning environment. Students appreciate leadership training in the value of teamwork, mindset and resilience.

### Recommendation

The review team support the following:

- Ensure endorsed leadership attributes are genuinely modelled by all staff.

## Use of resources

Rigorous and well-established processes for the planning, budgeting, management and deployment of human, financial and physical resources, ensure a focus on improving outcomes for students.

### Commendations

The review team validate the following:

- Budget and resource management processes are enacted effectively in accordance with the Funding Agreement for Schools and with reference to the school's Financial Management Guide for employees.
- Cost centre managers are well informed regarding fiscal responsibilities as a result of induction training with the manager corporate services.
- Regular budget reviews and oversight of resources by the manager corporate services, Principal, cost centre managers and Resource Management Committee provide evidence for updates to inform the School Board.
- The school has used the flexibilities associated with the one-line budget to deliver operational efficiencies. Targeted administrative appointments have aligned task requirements with operational need.
- Student characteristics funding allows for the employment of education assistants. Specialised education assistant skills (welding and MacqLit) are used to complement learning area programs.

### Recommendation

The review team support the following:

- Develop a long-term plan for sustainable workforce deployment.

## Teaching quality

Staff acknowledge that the classroom leader is fundamental to student success. The school is committed to providing teaching staff with the necessary tools, shared understandings and aligned processes to ensure there is consistency of practice and reliable capacity for ongoing improvement of student outcomes.

### Commendations

The review team validate the following:

- Underpinning the focus on quality teaching is the cycle of continued improvement. Adjustments in planning for students with barriers to learning or requiring extension are provided in targeted programs, such as MacqLit, Blend, Aspire, Mathematics and Philosophy (MaP) and Jazz Music.
- Rigorous planning is undertaken to facilitate seamless movement for students at key points of transition. Detailed snapshots of student needs are provided to assist teachers in the next year.
- Members of the Literacy Committee, comprised of learning area representatives, enhance teachers' toolkits of effective strategies of differentiation to meet the individual needs of students.
- The quality teaching and learning leadership team has identified 'Lesson Design' (lesson structures, strategies and skills) as a key area for whole-school development.
- Professional learning has played a key role in staff understanding of quality teaching and learning. The strategic framework, encompassing instructional leadership, common language and understanding and the professional development of staff in specific strategies and tactics, is developing.

### Recommendations

The review team support the following:

- Continue development of the identified 'Lesson Design'.
- Ensure staff commitment to the implementation of agreed whole-school approaches.

## Student achievement and progress

Student achievement across the range of academic opportunities is noteworthy. There is an appreciation that data and their analyses will inform curriculum initiatives and practice. Curriculum offerings and support structures at all levels optimise the prospects for student success.

### Commendations

The review team validate the following:

- Longitudinal performance was above like schools in most NAPLAN<sup>1</sup> assessments between 2015 and 2019.
- The school's median Australian Tertiary Admission Rank has been significantly higher than like school performance since 2018.
- The proportion of students meeting OLNA<sup>2</sup> requirements in 2020 was higher than like schools.
- The Western Australian Certificate of Education achievement rate in 2020 was 89 per cent. This was higher than the like school and equivalent to the public school means.
- Vocational pathways ensure student engagement and success. A high proportion of students complete Certificate II or Certificate III Australian Qualifications Framework credentials.
- Analysis of NAPLAN and OLNA data drives support initiatives implemented by the literacy and numeracy committees.

### Recommendation

The review team support the following:

- Develop staff data literacy to inform evidence-based practice at individual, class and whole-school levels.

## Reviewers

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Brett Hunt  
Director, Public School Review

Melissa Walker  
Principal, Albany 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.

Your next school review is scheduled for Term 2, 2024.



Melesha Sands  
Deputy Director General, Schools

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## References

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