



Department of
Education

Shaping the future

Warnbro Community 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

Warnbro Community High School is located approximately 50 kilometres south of Perth, and caters for students in the beachside communities of Warnbro and Port Kennedy. The school is co-located with the Warnbro Community High School Education Support Centre and Warnbro Community Library.

The school has an Index of Community Socio-Educational Advantage of 935 (decile 8). Specialist programs offered by the school include Creative Arts (CASP) and Adventure Recreation. Buildings and facilities are modern and feature contemporary infrastructure.

Currently, there are 921 students enrolled from Year 7 to Year 12.

Links with industry and the broader education sector provide increased opportunities for students at the school. The School Board contributes through strategic planning and governance.

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:

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. Evidence submitted addressed each domain of the School Improvement and Accountability Framework.
- A broad suite of evidence, including local contextual data and current systemic data, was presented in a clear structure with direct links made between areas of foci and the priorities in the business plan. Annotations within evidence submissions contributed positively to the process of analysis by the review team.
- A range of staff contributed to the ESAT submission with each domain was assigned to a member of the school's executive leadership team.
- Evidence provided, in the majority of domains, depicted a journey of ongoing self-assessment within the school with a culture of improvement, implemented as a result of an evidence base for change.
- Meetings held, during the validation phase, served to strengthen the review team's understanding of the evidence presented in the school's ESAT submission, in particular the contributions from current and recently graduated students.
- A wide range of staff, family members, industry and community partners and students made themselves available to speak to the review team about the school's self-assessment, improvements and future strategic directions.

The following recommendation is made:

- Consider the inclusion of planned actions that reflect strategic changes in direction arising from business plan reviews.

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Relationships and partnerships

The school has created a positive community environment with families, industry partners, local and education partnerships acting as equally important components of a place where students can thrive, grow and improve.

Commendations

The review team validate the following:

- Family members spoke passionately about the academic and non-academic support provided to their children by the school. Families are also provided with multiple, high quality avenues for communication with the school.
- Student support staff, such as the chaplain, Aboriginal and Islander education officer (AIEO) and defence transition coordinator, add value to the support for growth in student pathways and outcomes and provide a conduit for communication with families.
- A change in the composition of the School Board and the injection of alternative thinking, coupled with the strategic upskilling of new Board members, is supporting the growth of the school as a learning community.
- Students appreciate the wide range of extracurricular and pastoral care activities available at the school to assist in their personal growth.
- A collaborative and thorough approach to student transition with local primary schools and new enrolments in all year groups is assisting with the plan for student success.

Recommendations

The review team support the following:

- Develop and empower School Board members to promote the extensive work being undertaken by the school to self-assess and support student achievement.
- Build on the relationships established by the heavily invested AIEO to support the school's development along the Aboriginal Cultural Standards Framework continuum and creation of a Reconciliation Action Plan.

Learning environment

A passionate, professional and purposeful staff relentlessly pursue a safe and secure place for student learning to occur in tandem with families.

Commendations

The review team validate the following:

- Robust processes for the management of students at educational risk (SAER), led by multiple staff and underpinned by a recently introduced triage system, are recognised by students, families and staff working in classrooms.
- Staff health and wellbeing is led by a dedicated committee and treated as an important pre-condition for supporting the health and wellbeing of students.
- The school regularly revisits and refreshes its approach to the teaching of a behaviour curriculum and management of intrinsic and extrinsic rewards systems for students via the Positive Behaviour Support program.
- A recent focus on the provision of visually stimulating classrooms is aiding the implementation of curriculum, pedagogy and behavioural initiatives.
- A learning support coordinator and dedicated support staff assist students to manage their mental health and wellbeing, including during school vacation periods, through the provision of links to appropriate and responsive services.

Recommendations

The review team support the following:

- Revisit and adapt strategies for SAER using appropriate and manageable timelines.
- Promote the wraparound support given to SAER both within the school and among the community.

Leadership

A stable leadership team, with a collective vision aligned to the school's moral purpose, invests heavily in developing and promoting leadership throughout the school.

Commendations

The review team validate the following:

- A partnership with the Fogarty Foundation's EDvance school improvement program has efficiently gathered multiple initiatives and systems into a total, cohesive and comprehensive strategy.
- Staff attest that the school vision, direction and purpose is clearly articulated by leaders.
- Leadership is distributed via the executive team through an empowered senior leadership team to the remaining members of staff.
- A measured approach to change ensures that the evidence base and timeline for change is managed, clearly understood and accepted by all staff.
- Students report an expansion of opportunities for them to provide leadership throughout the school community in recent years.
- A staff Future Leaders cohort builds a talent pipeline to leadership opportunities in curriculum and pastoral care as well as the participation in key school strategic decision making.

Recommendations

The review team support the following:

- Maintain the processes and structures that ensure a rigorous and thorough approach to strategic planning in the post Fogarty Foundation EDvance school improvement program era.
- Ensure depth of engagement and development of capacity in future leadership programs to provide authentic opportunities for staff growth.

Use of resources

Resources are prudently and effectively managed through a trust based partnership between the Principal and the manager corporate services to best meet the learning and pastoral care needs of students.

Commendations

The review team validate the following:

- Staff in all roles demonstrate a strong level of compliance with, and knowledge of, financial and resource distribution processes.
- An experienced and knowledgeable manager corporate services has aligned work and processes to the strategic direction of the school and can express links between funding and resource allocations and growth in student achievement.
- The school is evolving a cost-effective vision for the provision of ICT¹ to students, combined with maximising the efficiency in the use of these resources.
- Cost centre managers are required to create plans for the succession and replacement of equipment within three to five years and directly link them to school plans.
- Staff display accountability in the equitable distribution of resources.
- Costs and resources are effectively and mutually beneficially shared between the school and its co-located Education Support Centre and the Warnbro Community Library.

Recommendations

The review team support the following:

- Plan to accommodate the staffing and resource needs of a predicted increase in the size of the school's Australian Tertiary Admissions Rank (ATAR) student cohort for the coming years.
- Upskill Board members in school financial and resource reporting to provide transparency for stakeholders.

Teaching quality

The provision of consistency of teaching practice across the school is set as the priority for all staff. This is supported by high quality and regular professional learning, under the banner of the Warnbro Instructional Framework (WIF).

Commendations

The review team validate the following:

- Staff seamlessly combine agreed approaches to embedding formative assessment, classroom management strategies and the Writing Revolution under the agreed strategies of the WIF.
- Professional learning is delivered both by external experts and staff across the spectrum of experience and curriculum areas.
- Staff are able to articulate the rationale behind changes to teaching approaches and can link these changes to improvements in student achievement and progress.
- A voluntary series of after-hours professional learning workshops support whole-school approaches to teaching and are well attended by staff members.
- Staff willingly collaborate in cross-curricular learning, both formally and informally, supported through provision of time.

Recommendations

The review team support the following:

- Examine the methods used to develop student assessment to effectively evaluate the recently school developed unit outlines for the Western Australian Curriculum.
- Develop a culture of line manager and peer classroom observation and feedback throughout the school.

Student achievement and progress

Students share their observations of an 'improving' school and this links all School Improvement and Accountability Framework domains to their achievement and progress whether it be in ATAR participation, NAPLAN² gains or diagnostics on key understandings.

Commendations

The review team validate the following:

- Work with the Fogarty Foundation has created a cohesive approach to the analysis of student achievement and progress data. An annual data self-assessment schedule is in place.
- Data informs the work of the leadership team and is distributed to staff via reliable communication lines.
- The introduction of the Intensive Literacy Numeracy Classes (LINC³s) has better informed the planning required for student growth in both literacy and numeracy. Rigorous and scheduled review of student achievement data assists to close gaps in students' understanding.
- The Learning Enrichment Achievement Program (LEAP) has created a bridge for students to grow their aspirations for entrance to tertiary education. This has rapidly contributed to a substantial increase in the number of enrolled ATAR students.
- An 'OLNA³ Hit Squad' supports senior students in mainstream and Industry Links classes to close gaps in their literacy and numeracy capabilities.
- Staff across all learning areas can articulate the progress that students are making and regular disciplined dialogue about student achievement data occurs in formal staff and learning area meetings.

Recommendations

The review team support the following:

- Gather student feedback about teaching practice to support further improvements in achievement.
- Create a team of staff to interrogate and lead the analysis of data, drilling down to the classroom level, in order to assist students' learning journeys are catered for and routinely considered as unique.
- Include student achievement data in the SAER profiles to provide an opportunity to comprehensively track each student.

Reviewers	
Rohan Smith Director, Public School Review	Steven Beaton Principal, Hampton 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 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy
- 3 Online Literacy and Numeracy Assessment

