



Government of Western Australia  
Department of Education

# Joseph Banks Secondary College

2018

Review Findings



Independent Public School Review

## Disclaimer

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## School and Review Details

<b>Principal:</b>	Ms Eleanor Hughes
<b>Board Chair:</b>	Mr Michael Richards
<b>School Address:</b>	40 Joseph Banks Boulevard Banksia Grove WA 6031
<b>Number of Students:</b>	1345
<b>ICSEA<sup>1</sup></b>	1012
<b>Reviewers:</b>	Mr Lindsay Usher (Lead) Ms Donelle Church
<b>Review Dates:</b>	27 and 28 February 2018

## Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

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<sup>1</sup> The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.  
[http://docs.acara.edu.au/resources/About\\_icsea\\_2014.pdf](http://docs.acara.edu.au/resources/About_icsea_2014.pdf)

## Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- School Performance Monitoring
- Schools Online reports

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

## Business Plan

### *How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?*

Joseph Banks Secondary College is located in the northern metropolitan suburb of Banksia Grove, 27 km from the Perth central business district. The college commenced in 2015 with 430 Year 7 and Year 8 students and in 2018 has its first senior school classes with Year 11 students. The suburb has experienced rapid and continued new housing development. Four public schools and an independent school have contributed to over 300 students commencing Year 7 in 2018. Enrolment is expected to exceed 2000 within five years.

The rapid and ongoing growth has placed considerable demands on the selection and appointment of staff to meet the increasing enrolment with approximately 35% experiencing their first teaching positions at the college. The college offers 'state of the art' design and facilities, with an innovative approach to teaching and learning providing the foundation for senior schooling.

The student enrolment is drawn from diverse family backgrounds including a high proportion with United Kingdom, South African, New Zealand and African heritage and 43% of all students born outside Australia.

The college has used the association with Joseph Banks and his scientific accomplishments to emphasise a vision of discovery through learning and the building of curious learners.

## Findings

- The Joseph Banks Secondary College Business Plan 2015–18 was established at a time prior to and in the initial stages of commencing operations. The business plan was based on evidence-based research and consultation with the community and foundation staff in creating an environment that would support learning and establish a culture that would sustain excellence, opportunity, innovation and success. Limited transition data was available to make judgements about student performance with the focus more on creating a learning culture for success.
- The business plan is strategic in nature and focuses on developing learning for “every child, every lesson, every day.” To achieve the mission of learning through quality teaching and the provision of opportunities for achievement and success, the business plan is anchored on the development of Professional Learning Communities (PLCs). The focus of each PLC is on learning rather than teaching, with collaboration between staff and the use of evidence to support student

learning. Specifically, PLC staff focus on decisions about the learning of their student cohort:

- what they want the students to learn
  - how they will know if the students have learnt
  - what they will do if the students don't know
  - what they will do if the students already know.
- Each PLC consists of vertical grouping of students in Years 7–9 and horizontal grouping in other year groups. Each PLC consists of students, expert staff including an education assistant appointed as a learning support mentor (LSM), and a leading teacher. The PLC is responsible for the academic performance of its students, making adjustments to teaching for individuals and groups, to support their learning and the sharing of expertise in instructional and classroom management practice between staff. In operationalising the PLCs four priority areas are key to the business plan: high expectations and authentic relationships; inquiry-focused teaching; consistent learning protocols; and consistent teaching protocols. Each priority area contains sets of expectations of what student and staff performance will be like in 2018. Many of the expectations are related to the implementation of strategies in the priorities with limited reference to improved student learning. The college staff has a strong self-assessment regime at all levels that has tracked progress in achieving the expectations where they can be measured or where judgements can be made.
  - It is acknowledged that the 2015–18 Business Plan was created at a time when establishing the college required an innovative approach to ensure the embedding of:
    - an aspirational whole-college culture based on learning
    - strategies that would develop common understandings by staff in practice
    - structures that would support the strongly individualised focus on successful student academic and social performance
    - challenging and intentional instruction models.

The business plan is effective in achieving the structures to support its learning ethos. However, owing to the absence of student performance data at inception, questions about student improvement targets are clearly not given priority with the expectation that the focus on learning will ultimately provide the necessary improved student performance. It is commendable that the business plan priorities remained unchanged as the focus for the college during the term of the

DPA. However, the reality of less than expected performance in areas of literacy and numeracy is clearly a barrier to longer-term outcomes. Improved academic performance is essential in meeting expectations of 'successful students' and in establishing the credentials of the college. The evidence from the National Assessment Program – Literacy and Numeracy (NAPLAN) assessments strongly indicates that there is improvement required to reach the nominal target set of "improvement for each year group". Self-assessment has identified a range of student and staff performance areas that are being actioned to achieve the college vision.

- The Business Plan 2015–18 is made available to the college community through the website and progress is regularly a matter of discussion with the board and reported in the college's annual report.

### **Area of strength**

- The implementation by leadership and staff of strategies outlined in the Business Plan 2015–18 to successfully develop and direct the work of PLCs with their focus on the needs of individual student learners and on developing teacher skills in implementing quality instructional practice.

### **Area for improvement**

- Consider in future whole-college planning a focus on the areas of concern identified in the college self-assessment to improve student learning (progress, achievement and engagement). The focus areas should include the development of challenging and measurable targets enabling appropriate progress reporting to staff, the board and community.

## Teaching and Learning

*How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?*

### Findings

- Student performance is variable with evidence and observation verifying that progress and achievement is at levels that require further improvement. However, the practice of meeting the learning needs of individual and groups of students is becoming embedded in the learning communities with the potential to be a significant factor in lifting student performance. There is a collective responsibility for improvement through the PLCs and the domains. Domain leaders and staff are engaged in the monitoring of performance in subject specific areas with the potential to develop whole-college responses such as literacy and numeracy plans, interventions and integrated learning strategies.
- Analysis of NAPLAN student performance at a college level by staff and verified by reviewers indicates concerns, particularly in progress between Year 7 and Year 9 (2015–17) with the assessment areas of numeracy, spelling and reading being in the lower progress/lower achievement quadrant. Performance when compared to like-schools indicates larger cohorts in the bottom 20% and smaller cohorts in the top 20% on most assessments across both Year 7 and Year 9. A significant concern identified by the college is the increasing number of Year 7 students presenting with a range of learning issues. Primary school transition data indicated 78% of students enter Year 7 with specific comments about requirements for support. Comparative performance in Year 7 NAPLAN data indicates downward trends in achievement in numeracy, reading, spelling, and grammar and punctuation between 2015 and 2017 intakes. Comparative performance in Year 9 has shown an upward trend over 2016–17 with only numeracy below expected performance.
- Online Literacy and Numeracy Assessment (OLNA) data demonstrated less than expected numbers of pre-qualification but progress in passing requirements has resulted in significant increases in students qualifying at the Year 11 level, exceeding the progress made in like-schools comparative performance.
- At a PLC level considerable effort is expended on the process of developing support for students requiring adjustments to their learning. The progress of targeted students is regularly discussed by staff with sharing of successful strategies for engagement, differentiated teaching, goal setting and student feedback. Individual and group education plans are modified to meet student learning needs as required in a collaborative process. This enables all staff

engaged with the students to be aware of individual adjustments to learning and successes, including the improvement shown by students identified as requiring special conditions for NAPLAN and OLNA assessments. Data is collected on the improvement demonstrated by individuals and groups of students with positive outcomes. Self-assessment has identified the need to develop consistency in the data collection process to demonstrate improved performance.

- High expectations of student engagement are outlined in a business plan priority to improve student attendance to a rate of 95% by 2018. This has not been achieved as the attendance rate for 2017 was 89.7%. In 2017 approximately 36.9% of students were rated at risk in terms of their attendance. The decline in regular attendance from 73.5% in 2015 to 63.0% in 2017 is consistent with the fall in overall attendance. While data indicates similarities to like-schools performance, the trend lines are of concern to staff. To improve attendance the college has implemented consistent practices for monitoring and tracking attendance including data being reviewed and improvement strategies being discussed at PLC meetings. The link between behaviour, disengagement and attendance is being monitored and explored to improve attendance rates.
- College staff are well placed to monitor learning and engagement at all levels through the unique structure, distributed leadership model and their professional learning (professional conversations) access. Leadership and staff have demonstrated that evidence-based decisions are applied to all processes with feedback and collaborative discussion ensuring consistency of process in areas such as the setting of learning goals and outcomes as a part of classroom practice. Decisions on instructional strategies are well founded in research and applied uniformly with appropriate professional learning to support consistency of application. Inquiry-based learning (IBL) is a college-wide strategy that is incorporated into professional conversations, business plan outcomes and the domain and PLC structures that support staff learning, collaboration and consistency of practice.
- The business plan sets out an expectation of responsibility and accountability; a learning environment that fosters learning objectives and feedback, reinforcement and recognition; cooperative learning; and the setting of achievable and aspirational targets for achievement. Discussions and observation of the operations of PLCs confirmed for the reviewers that these factors were evident in the collaborative environment created to support learning. All staff are engaged in developing learning strategies for themselves and their students with the expectation of ensuring student performance is enhanced.

- High expectations of student performance were reinforced by the development of the structure to support senior secondary achievement. Although senior schooling has only reached Year 11 in 2018 the college has set an aspirational target based on the belief that 65% of students currently in Year 11 have the ability to undertake Australian Tertiary Admissions Rank (ATAR) courses successfully. The Year 10 course outline features a unique timetable that, while maintaining alignment with the Western Australian Curriculum and Assessment Outline, offers engaging courses including psychology, American literature and forensics. In addition, all Year 10 students participate in a Certificate II in Skills for Work and Vocational Pathways (Foundation Skills Training Package). The college has provided a flexible timetable that allows for the benefits accrued from the certificate course through:
  - support for OLNA achievement
  - student support for determining appropriate pathways
  - mapping to Certificate II and III courses in Year 11 and Year 12
  - Year 12 ATAR students potentially having a private study option
  - meeting federal government attainment requirements
  - advantaging Year 10 students applying for offsite vocational education and training (VET) courses
  - enhancing Western Australian Certificate of Education (WACE) graduation potential.

Senior school flexibility has extended to subject choice with the college providing a broad range of ATAR, general and VET courses for Year 11 students in 2018 leading into Year 12 in 2019.

- Performance management is seen as a key element in developing instructional and leadership capacity of all staff. Underpinning staff development are professional conversations where self-reflection on practice is explored in a coaching environment. Professional conversations focus on improved performance through personal development and self-reflection and are linked to the main ideas associated with PLCs in learning, collaboration and results. Ongoing support and coaching is readily available through PLCs, leading teachers, domain leaders, triads and instructional coaches. Strategies introduced to support staff learning include peer and visitor classroom observations following the Australian Institute for Teaching and School Leadership instructional rounds model, triads and Pivot surveys providing student feedback. All are subject to ongoing evaluation as to effectiveness. In addition, instructional coaches provide

support in classroom management and instructional strategies, and using technology to add value to learning. Support is provided to staff experiencing difficulty with practice. College leadership ensures that data is collected and analysed to support the building of capacity in instruction and leadership for all staff.

- Self-assessment practices have identified concerns relating to the quality of teaching, learning and student engagement with recommendations to progress development consistent with meeting the college's mission and vision. Reviewers were able to affirm from observation, discussion and documentation that the embedding of a culture of learning, while a work in progress, is demonstrating great promise in providing a quality education for students.

### **Areas of strength**

- The leadership focus on embedding a challenging, engaging and intentional instruction model to drive teacher learning and practice.
- The development of processes by leadership and staff within the PLCs that focuses on a collaborative model that supports ongoing monitoring and adjustment to meet student learning needs and the enhancing instructional strategies to support effective teaching.
- The development of innovative and engaging pathways in Years 10–12 to ensure students can reach their potential and achieve quality outcomes to support post-school options.

### **Area for improvement**

- Maintain and enhance planning and strategies to improve teacher effectiveness in delivering instruction that leads to improved literacy and numeracy outcomes to targeted levels.

## Student Performance Monitoring

*How well established are the school's self-assessment practices in accounting for school improvement?*

### Findings

- The business plan focuses strongly on establishing a learning culture through the PLCs with student performance in national assessments playing a minor role in target setting. At a whole-college level, the outcomes logic model of evaluation provides a framework for aligning the business plan priorities with key process components and an assessment of outcomes. Assessments from PLCs focus on the extent to which IBL, the implementation of PLCs and aspects of student and teacher learning has progressed. The learning performance of students is an ongoing focus of every regular meeting of both the PLCs and domains and is based on classroom data sets collected by teachers and used for collaborative decision-making in relation to individual, group and year level performance. PLCs also develop plans for intervention based on data collected on individuals and groups and participate in whole-college self-assessments of key priorities related to the business plan using the outcomes logic model. At the domain level, data sets include national assessments and the analysis of performance in aspects of literacy and numeracy progress and achievement. Domain meetings in the learning areas also focus on individual assessments, monitoring of judgements and plans for improvement through Strategies for Targeted Improvement plans. A feature in this area of planning and monitoring is the integration of literacy and numeracy across all domains.
- The collaborative environment of the PLC encourages staff discussion and analysis of student performance in the classroom. This is characterised by the focus on making learning adjustments on a regular basis for those students requiring a multi-faceted approach to engaging them in productive learning. The college is developing models to provide student feedback and is already well prepared to ensure that learning intentions and outcomes are a feature of lesson delivery and analysis. College leadership and staff have developed a comprehensive data review schedule for the whole college, PLC and domains to collect and analyse information across academic and non-academic areas. Discussions with leaders at all levels indicated strongly the emphasis placed on decision-making based on evidence and the extent to which the college has undertaken analysis of data against business plan priorities, the school improvement and accountability framework and key system requirements and directions.

- The college community is informed of student progress and achievement through the college website, newsletters, social media and the annual report. The 2016 Annual Report outlines actions and progress in meeting the business plan priorities. Individual student progress and achievement can be accessed through the parent portal using the SEQTA learning management system. The board is kept apprised of progress on college priorities and student performance.
- While only commencing its fourth year of operations, the college leadership has ensured that sustainability of self-assessment practices will be an ongoing feature of improving college and student performance. There are already well-established practices and an encouraging 'bottom up' approach to using data to support improved learning for students and staff.

### **Area of strength**

- The developing culture of self-assessment and evidence-based decision-making evident at all levels of the college.

## Program Delivery

*How well has the school performed in providing education programs that promote learning and wellbeing for all students?*

### Findings

- The Western Australian Curriculum and Assessment Outline is implemented for students in Years 7–10 and the School Curriculum and Standards Authority support material, including Judging Standards, is used to ensure consistency of assessment.
- In the senior years, all students can engage in learning programs leading to externally recognised outcomes beyond the college. In addition to WACE courses and ATAR courses for students choosing a university pathway, the college provides students with a range of study options including VET.
- The college's Pastoral Care and Wellbeing Plan was developed by teaching and support staff with the aim of ensuring the college's focus on serving every child, every lesson, every day. Students have access to a wide range of support from an LSM, leading teachers, youth support workers, a psychologist and peer support mentors. The college's core values are promoted through structured activities which include weekly values presentations. Students also have access to a wide range of health and wellbeing programs that are led by peer support coordinators, youth support workers, student counsellors and contact teachers all of whom have an integral role in the pastoral care of all students. Integrated studies and health and physical education teachers conduct courses related to team building, relationship development, preparing for life and meeting challenges associated with bullying. Students noted that they felt safe and secure at the college.
- A consistent approach to behaviour management is evolving as data from the 2016 National School Opinion Survey indicated that staff, students and parents believed that behaviour was not well managed at the college. Pivot survey data in 2017 also revealed that students in some classes believed that behaviour was not well managed. In response to this, teachers have continued to develop classroom management and technical skills with support from instructional coaches, and behaviour management processes have been refined to ensure a consistent approach is developed throughout the college. The Pyramid Response to Intervention, a tiered level of response that supports students when they are not learning, is embedded in the college's Positive Behaviour Support Plan. Student behaviour is tracked, parents are informed when necessary, a wide range of support is available for all students and recent data and conversations

with students has indicated that behaviour continues to improve. Professional learning programs including classroom management and instructional strategies will continue to be a priority at the college until all staff are trained.

- There is a college-wide commitment to support the diverse needs of all students. A comprehensive program to support students at risk is evident in resourcing, staff allocation, planning and evaluation. A learning support teacher role was created in 2017 in response to the rapid growth in student enrolment which led to increased numbers of students requiring learning adjustments or additional support. A consistent approach is evident in relation to developing individual education plans, pedagogy, behaviour management, tracking progress and communicating with and reporting to parents. Students at educational risk are well managed and supported at the college where a safe and inclusive culture is evident.
- As part of its induction process the college provides time for graduate teachers to complete graduate training modules and time for planning and reporting. In addition to this all inductees have access to a senior staff member who ensures that graduates are well supported with access to a mentor to assist their ongoing development, professional growth and wellbeing. The college's inclusive and supportive processes provide support for all staff that may require the services of an instructional coach, a mentor or a learning support teacher. These services together with strong peer support processes are highly regarded by staff and enhance the wellbeing of graduate teachers.
- Duty rosters and policies and procedures relating to behaviour, classroom management, excursions, incursions, evacuations and medical emergencies ensure that the college has sound risk management processes and practices.
- Although some work has been undertaken, the college is yet to self-assess its progress against the Aboriginal Cultural Standards Framework with the view to developing a plan for its implementation. The principal is aware of the revised Child Protection Policy, including Protective Behaviours Curriculum and understands that work needs to be undertaken to ensure that college practice reflects its intent and the intent of Focus 2018.
- College-based programs include cheerleading, creative and performing arts, soccer, mathematics challenge, music, rugby and triathlon. These programs are well resourced, engage and challenge students and, link to the Western Australian Curriculum and Assessment Outline. The University of Western Australia (UWA) continues to support the college's Aspire program with students involved in activities at both UWA and the college campus.

- Domain leaders representing technologies, science, humanities and social sciences, English, integrated studies, mathematics, the arts and health and physical education indicated that there was a collaborative and consistent approach to pedagogy, assessment and managing behaviour within the college. IBL and Cooperative Learning Strategies are implemented in all domains and ensure that students are challenged, have opportunities to practice skills and receive constructive feedback. Together with this, domain leaders felt comfortable with their performance management, peer observations and reflecting on their performance. They noted that their learning area domains were well resourced both in terms of human and physical resources.
- Reviewers can confirm that the college has met its DPA performance and accountability expectations and are confident that it can sustain educational programs that are designed and delivered to meet the needs of students and are in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*.

### **Areas of strength**

- The care, wellbeing and safety of students is paramount in the college's practices and procedures.
- The use of mentors, coaches and peer support to build the capacity of staff and enhance their wellbeing in an inclusive environment.

### **Areas for improvement**

- Implement the Aboriginal Cultural Standards Framework.
- Implement the revised Child Protection Policy, including Protective Behaviours Curriculum.

## Resourcing and Support

*How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?*

### Findings

- The principal has developed collaborative structures and processes to enable the active contribution of staff and the board in the annual review of student performance against business plan priority areas and the strategies and programs generated to address them.
- The college's data review schedule documents detailed procedures of corporate services team member actions undertaken to monitor and review the allocation of resources to meet strategic and operational priorities.
- Resources are directed to areas of need based on reflective practices and evidence-based data. Meetings with the manager corporate services, teachers and the board confirmed that all staff have access to the budget through a variety of avenues including the finance committee and domain leaders. Each year 96% of the college's budget is spent ensuring that current students benefit from the resources it provides.
- An external financial audit was conducted in 2017 as part of the School Compliance Review. The college's overall assessment was satisfactory. However, the manager corporate services and her team modified processes and made improvements to two areas that were deemed inadequate. The corporate services team is confident that its financial practices and procedures reflect the intent of the Department's financial policies. The collaborative practices of the corporate services team and their involvement in a PLC ensures financial practices, student achievement, annual stocktakes and the intent of the business plan are regularly discussed and monitored.
- Student and school characteristic funding received centrally through the Student-Centred Funding Model is articulated and budgeted to the following areas: Aboriginality, disability support, educational adjustment based on NAPLAN, English as an additional language or dialect, social disadvantage, VET and graduate teacher induction. The reviewers confirm that the college's resources are appropriately deployed, aligned with the needs of the students and reflective of the intent of the business plan.

- The college provides a suite of programs targeting both academic and non-academic support for students. Resourcing for specialist areas including the college's three academy programs, mathematics challenge, music, triathlon and cheerleading programs ensure enriched learning opportunities for students is well targeted. The college's capacity to resource these valuable programs highlights successful strategic planning that caters for the needs of students.
- The workforce plan aims to fulfil the future staffing demands of the college where rapid annual student enrolment increases have impacted on staffing requirements since 2015. It contains a comprehensive analysis of the college's current and future needs, acknowledges the diversity within the student population, student fluctuations, the special needs of students and the need to provide resourcing to continue to build the capacity of the ever-increasing number of staff, including the many recently graduated staff. Provision is made in the workforce plan for staff leave, resignations and possible retirements. The workforce plan considers the need to employ future prospective leaders, additional education assistants, a psychologist and youth support workers. The college is aware of the need to work towards attaining gender balance, specialist teachers, information and communications technology staff and corporate services personnel and this too is reflected in the workforce plan. The college's comprehensive and effective workforce plan will ensure that all staffing requirements are met in both the long and short term.
- The college is structured and managed to sustain resourcing and support to continue to provide an engaging and relevant learning environment for all students.

### **Areas of strength**

- A comprehensive workforce plan which supports effective planning and management of human resources.
- The college's capacity to resource priority areas to ensure they provide for the identified needs of all students.
- The development of a PLC for corporate services personnel.

## School Board

***How effective has the board been in carrying out its functions, roles and responsibilities?***

### Findings

- Board membership is representative of the college community and includes teacher, parent and community members with a wide range of expertise and skills. The board is compliant with the *School Education Act 1999* and *School Education Regulations 2000* which outline the requirements for membership categories and composition.
- The board's membership is aware that it is now required to undertake criminal screenings to continue to be compliant with the *School Education Act 1999* and *School Education Regulations 2000*.
- Currently the board is in transition mode with several board members recently resigning, including the 2017 board chair. A new board chair has been appointed and the college is in the process of recruiting new board members. Current board members are very supportive of the college and understand that they have an important role to play in the development of the college's next business plan.
- Several board members have undergone board training, but they are aware that training is required for board chairs and members in order for them to fully understand their roles in supporting the direction of the college.
- The board has not yet conducted a board effectiveness survey to determine its progress and reflect on its performance. However, board members expressed their willingness to commit to undertaking an effectiveness survey.
- Feedback from board members and evidence from board minutes confirmed the board has participated in the consideration and endorsement of the DPA, business plan, data analysis, annual reports, financial reports and budget.
- The college's Evaluation Framework which provided the structure for the 2016 and 2017 annual reports was developed in response to a suggestion from the board.

- The board participates in processes to review college performance and processes to determine satisfaction levels of parents, staff and students with outcomes reported in annual reports. Discussions revealed that board members were developing a good understanding of their role, advocated on behalf of the college and supported the college in all aspects of its operations.
- In communicating with the broader community board members have attended college functions and some assemblies, and have been involved in the college's induction program.
- The board advertised and conducted an open meeting, but unfortunately parents did not attend. The board is beginning to promote its role in the college and will continue to invite community members to future open meetings. Raising its profile within the community would make parents more aware of the board's activities and its key role in college governance.
- There was evidence of the development of constructive collaboration between the new board chair, board representation and the principal which will sustain development and governance.

### **Areas of strength**

- The supportive and productive cooperation between the principal, board chair and board members.
- The board's enthusiastic support of the college is evident in its advocacy role.

### **Areas for improvement**

- Ensure all board members undertake board training.
- Ensure all board members undertake criminal screening.
- Conduct a board effectiveness survey to reflect on board performance.
- Raise the profile of the board in the college community.

### Conclusion

Joseph Banks Secondary College has commenced on an innovative pathway to ensure that all students are encouraged to become curious learners in a safe and inclusive environment that includes 'state of the art' facilities in which a rich teaching and learning environment is being developed.

The vision, mission and values of the college are already well embedded in teacher practice and are developing greater acceptance by students and the community. The process of managing transition to a new learning environment that has a clear student focus in both ideals and practice is not without its challenges. The leadership and staff have risen to the challenge through purposeful strategic planning, successful ongoing review and reflection on practice and actions to maintain the intent of developing functioning PLCs, classroom instruction that works and a culture of inquiry and powerful learning.

The principal and leadership team are commended for their vision and the application of well-researched strategies in developing the college as a lighthouse of quality practice in which professionally developed staff can provide a student-centred focus to learning that has the potential to benefit students, their parents and ultimately society.

## Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Joseph Banks Secondary College, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



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Mr Lindsay Usher, Lead Reviewer

3 April 2018

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Date



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Ms Donelle Church, Reviewer

3 April 2018

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Date



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Mr Ken Perris, Director  
Independent Public School Review

5 April 2018

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Date