



Department of
Education

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Fremantle 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

Fremantle College opened in 2018 as an Independent Public School, following the closure of South Fremantle and Hamilton Senior High Schools. The new college was established on the site of South Fremantle Senior High School in the suburb of Beaconsfield, approximately 20 kilometres south of the Perth central business district, in the South Metropolitan Education Region.

There are currently 1236 students enrolled from Year 7 to Year 12.

The college has an Index of Community Socio-Educational Advantage of 981 (decile 6).

Facilities accommodate a range of specialist programs offered by the college. These include the Gifted and Talented Secondary Selective Entrance Program, Academic Excellence Academy, Maritime Trade Training Centre and Specialist Marine Studies Program, Calvert Music Centre and Specialist Contemporary Music Program, Approved Specialist Information, Communication and Technology Program and an AFL Academy.

Community engagement is important at the college and parents are involved in both the College Board and the Parents and Citizens' Association (P&C). The College Board actively engages in college governance and assists by taking part in the shaping and monitoring of the college's objectives, priorities and policy directions.

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 summary provided an overview of the journey since the inception of the college and the unique challenges involved in amalgamating two existing schools.
- Leaders indicated that the Public School Review process provided an opportunity for the entire college to reflect and celebrate the achievements made in the short life of the school.
- Leaders compiled the information presented in the domain summaries, which was shared with staff, the College Board and P&C.
- Recent focus areas were identified for inclusion in the Electronic School Assessment Tool (ESAT) submission. An analysis of student achievement data featured in the preparation of the submission.
- There is a commitment by leaders to further engage in school improvement and accountability processes to ensure consistency of practice and a cohesive approach to improving student achievement.
- A wide cross-section of school leaders, staff, parents and partners provided further insight into the judgements made in the ESAT submission, during the validation visit.

The following recommendations are made:

- Ensure the evidence identified and interrogated for judgements articulated in future ESAT submissions is included as attachments for consideration by the review team.
- Engage Senior Leaders in using the ESAT as part of their ongoing review processes.

Relationships and partnerships

Respectful relationships and partnerships underpin the interactions within and external to the college. There is a collective understanding of the positive impact this has on the learning experience for students.

Commendations

The review team validate the following:

- Staff work in collaboration, formally and informally, and share openly with each other in genuine partnership for the betterment of students and the progressing of college priorities.
- Students and parents consistently highlighted the support provided by staff and the care they have for their students as a strength of the college.
- Effective and timely communication exists across the college. Individual teachers communicate extensively with families in relation to student achievement, progress and wellbeing.
- The college has established mutually beneficial partnerships with local industry, business and community groups to enhance the learning opportunities for students.
- Members of the College Board are strong advocates and actively seek partnerships and funding sources to support the college. A small, committed P&C are exploring student voice to guide future actions.

Recommendation

The review team support the following:

- Continue to explore ways to promote the value of parent participation and to increase the sample of responses through the National School Opinion Survey.

Learning environment

The college has created the conditions for learning through providing a safe, caring, inclusive and culturally responsive learning environment for all.

Commendations

The review team validate the following:

- There are effective and well-understood student services processes to support teachers in managing student behaviour. Students understand the expectations and values that underpin the positive culture of the college.
- The college provides individualised support for students at educational risk through targeted intervention programs and differentiated curriculum delivery and assessment.
- A well-articulated Aboriginal Education Plan identifies specific whole-school strategies and targets for improvement against the Aboriginal Cultural Standards Framework.
- The well-resourced student services team ensures the health and wellbeing of students is monitored and addressed, providing timely emotional support and communication with all stakeholders.
- Effective transition processes and the Flourish Program support incoming students to settle into the college.

Recommendation

The review team support the following:

- Continue the intended whole-school wellness focus utilising student voice through the Student Council.

Leadership

Leaders have articulated clearly the shared vision for the college. High expectations of themselves and staff, underpin their commitment to the success of every student.

Commendations

The review team validate the following:

- The executive leaders are united in their narrative in providing the best learning opportunities for students. They make evidence-based, collaborative decisions for improvement.
- The deliberate strategy in developing the knowledge and skills of senior leaders has strengthened the instructional leadership capacity evident in the college.
- Staff are provided opportunities to lead and a culture of mentoring and coaching is developing aspirant leaders.
- Leaders have established a culture of trust and safety amongst staff in exploring opportunities for professional growth.
- Learning area plans are aligned to the priorities of the business plan and include rigorous interrogation of data to inform actions for improvement.
- Leaders are cognisant of effective change management practices and have involved staff in decision making throughout the significant change process required to bring two schools into one united college.

Recommendation

The review team support the following:

- Continue to progress the reflective culture across the college, including elements of classroom observation and feedback as evidence for professional review conversations.

Use of resources

Business plan priorities drive the financial and resourcing decisions of the college in maximising learning outcomes for students.

Commendations

The review team validate the following:

- A strategic, and future-focused approach, has guided the college in honouring the programs of the previous schools in transition to the needs of students in the current college.
- Resource allocation is accountable and transparent to the entire college community and is overseen by the Finance Committee. The College Board are informed of financial management processes supporting school governance.
- Targeted initiatives and student characteristics funding is directed to support the students for which they are intended. Investment in programs to support Aboriginal students is leading to improved outcomes.
- The considered workforce plan is future proofing for college growth and student course requirements.

Recommendation

The review team support the following:

- Formalise the Information Technology plan and provide financial support to progress intended priorities.

Teaching quality

There is a strong emphasis on ensuring quality teaching in every classroom and providing differentiation to meet the needs of every student.

Commendations

The review team validate the following:

- The Excellence in Teaching and Learning Framework has been developed using contemporary evidence-based practices. A number of elements are embedded across the college resulting in reduced classroom variability for students.
- Staff work collaboratively to ensure learning programs and assessments align to the Western Australian Curriculum and the college's Excellence in Teaching and Learning Framework.
- Targeted professional learning (PL) has teachers involved in action research in their area of interest in one of four college priorities. Ongoing PL and shared reflection spans across the school year.
- Teachers and leaders participate in semester reviews of their learning area data. Lines of inquiry, improvement actions and progress against targets are shared with executive leaders.
- Targeted programs cater for students requiring differentiation. Direct Instruction is increasing the engagement and progress of students in the PLAN and Access Up programs.
- Teachers consistently use task reports in Connect to keep students and parents informed of student achievement and progress.

Recommendation

The review team support the following:

- Continue to build teaching capacity and consistent practice by further embedding the Excellence in Teaching and Learning Framework.

Student achievement and progress

Student achievement and progress is monitored across all levels of the college to inform teaching and whole-school initiatives for improvement.

Commendations

The review team validate the following:

- The college sort student systemic data from previous schools in an attempt to get a baseline for making decisions around student achievement and progress. Evidence using these data indicated progress higher than like schools.
- Moderation features highly across learning areas engaging with School Curriculum and Standards Authority (SCSA) and partner schools to strengthen understanding amongst teachers.
- There has been consistent improvement each year in the Western Australian Certificate of Education (WACE) achievement since the inception of the college.
- Targeted Online Numeracy and Literacy Assessment (OLNA) strategies are showing an increased number of Year 12 students meeting the requirement.
- Students achieving higher level qualifications (Certificate III and Certificate IV), increased in 2020.
- The median ATAR¹ has improved throughout the three years the college has been operating.

Recommendation

The review team support the following:

- Continue to develop school-based data sets to demonstrate the 'value adding' of alternative programs.

Reviewers

Vicki McKeown
Director, Public School Review

Kolin Van Der Wal
Principal, Dalyellup 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 2, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

1 Australian Tertiary Admission Rank