



Department of
Education

Shaping the future

Governor Stirling Senior High School

Public School Review

D22/0738544
September 2022



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. It will also inform the Principal Professional Review.

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

Governor Stirling Senior High School is situated approximately 20 kilometres north-east of Perth in the North Metropolitan Education Region.

In 2015, the school became an Independent Public School.

The school has an Index of Community Socio-Educational Advantage of 978 (decile 6).

The current enrolment is 869 students from Year 7 to Year 12.

Community support for the school is demonstrated through the work of the School Board and active Parents and Citizens' Association (P&C).

The first Public School Review of Governor Stirling Senior High School was conducted in October 2018. This 2022 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

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 input of parents, students and staff were incorporated in the Electronic School Assessment Tool (ESAT) submission. Domains were coordinated by members of the executive team who uploaded evidence to the ESAT.
- The submission was succinct and explicitly aligned to the Public School Review Standard. Effort was made to avoid duplication in the presentation of evidence by referring the review team to previously presented pieces of evidence that covered two or more domains.
- The self-assessment featured sincere analysis of the school's strengths and areas for improvement.
- Planned actions proposed were solutions focused and carefully constructed to provide a strategic and operational roadmap for the leadership team and staff.
- The self-assessment presented the review team with a clear picture of the school's intended goals over the coming strategic period. This was reinforced by members of the community, families, students, staff and leaders who provided their input on the day of the validation visit.

The following recommendation is made:

- Consider use of the ESAT when implementing an annual or twice annual self-assessment schedule to minimise the workload in approaching Public School Reviews and to measure the progress toward meeting targets in the business plan.

Public School Review

Relationships and partnerships
Students describe the school as a school of choice. Many of them elect to enrol from across intake boundaries to access specialist programs in engineering, GAT ¹ - Academic, arts media and Australian Rules Football.
Commendations
The review team validate the following: <ul style="list-style-type: none">• A range of mutually beneficial partnerships exist between the school, community and government agencies designed to support better academic and social outcomes for students. The Kaartidjin Circle project with Western Australian Police and access to tertiary studies through the University of Western Australia Aspire are strong examples.• Parents and families feel that communication about school strategy and activities has improved over recent years and speak of a strong school community spirit. Parents value the opportunities provided to their children through the specialist programs on offer.• The work of both School Board members and P&C representatives is valued by school leaders and both groups report feeling empowered to provide input to school decision making.• A series of voluntary Professional Learning Community (PLC) meetings enable staff to collaborate on meeting students' needs. Further future opportunities for staff collaboration are currently being explored.• The implementation of a 'House Period' has created the chance for staff to foster strong relationships with students. Staff comment that they are 'in it for the students' as a reflection of their commitment to the provision of events and activities that support academic and personal growth.
Recommendations
The review team support the following: <ul style="list-style-type: none">• Build professional partnerships with local primary schools which includes running activities that market the opportunities and strengths of specialist programs to future students.• Continue to include families and parents in the activities of the school through events and shared activities.• Continue to build opportunities, such as the PLC model, to enable the collegiate staff to collaborate effectively ensuring buy in from all staff to spread workload.
Learning environment
A Reconciliation Action Plan embedded in the school's culture, a range of programs for Aboriginal students and a physical environment design that incorporates elements of the riverside Boodja are features of the school.
Commendations
The review team validate the following: <ul style="list-style-type: none">• Themed weeks based on the values of the school's PBIS² Behaviour Matrix guide the school's day to day activities. Membership of the PBIS Committee is voluntary and representative of the whole school.• The provision of self-care tips and routine wellbeing catch ups for staff have assisted them to maintain resilience in their workplace. Further, the use of expertise from external agencies has supported the school to meet the increasing number of students presenting with mental health and wellbeing concerns.• Students have access to a range of voluntary supports such as the LGBTQI³⁺ 'Queer Collective' and education through the Western Australian Respectful Relationships Teaching Support Program.• The Maali Centre is providing a sense of belonging for students and serves to connect them with their school including, reconnecting many after two years of pandemic related disconnection.
Recommendations
The review team support the following: <ul style="list-style-type: none">• Consolidate the school's PBIS approach to maintaining a positive school culture ensuring consistency in the application of initiatives such as 'House Period' across the school.• Continue to clarify the roles of members of the student services team to ensure that the delivery of timely, quality support for students at risk and workload is distributed equitably across the team.

Leadership

The school improvement team provides a vital link to translate initiatives in teaching, learning and school culture for the broader staff cohort. Voluntary members with a passion are drawn from across the school.

Commendations

The review team validate the following:

- Learning area plans are consistent with the school's vision and strategy. Key data from the regular learning area based process of class review contributes to the formation of these plans.
- A range of leadership positions such as House Coordinators and Specialist Program Managers, both curriculum related and pastoral care aligned, see staff gaining valuable leadership experience while retaining the ability to contribute as teachers.
- Middle leadership is of a high quality with the team of senior leaders determined to revise and re-imagine student learning and assessment throughout the school. This team leads the provision of a culture of performance management and development with staff.
- There has been an increased level of consultation and buy in to school vision and strategy by staff in recent years, credited to the work of members of the executive team.
- An education assistant lead position has been created to provide direction and the building of professional capacity among the strong team of approximately 10 education assistants.

Recommendations

The review team support the following:

- Embed a self-review schedule of key student data as a routine activity for members of the executive and senior leadership team.
- Continue to build the professional capacity of staff by seeking opportunities for them to present professional learning aligned to areas of expertise and school strategic need.
- Engage in collaborative decision making with the entire staff on determining together the successful evidence-based programs that can be maintained within realistic resource boundaries.

Use of resources

A Finance Committee, broadly representative of the staff and the School Board, work with the manager corporate services and Principal to oversee and provide transparency on the distribution of resources.

Commendations

The review team validate the following:

- Workforce planning is aligned to student need, prioritising the recruitment of staff who possess skills in differentiation, meeting student literacy needs and supporting students with learning difficulties.
- An information and communications technology (ICT) coordinator and technician ensure the functionality of school owned devices while students are encouraged to provide their own devices selecting from a preferred list. Professional learning, outside of school hours, is provided to assist staff to integrate technology into their classrooms.
- A range of targeted initiatives such as: Vocational Education and Training; Follow the Dream program; and GAT are supported by central funding which is disbursed to maximise the educational and post school outcomes of students.
- The distribution of teaching time and education assistant support are balanced and determined by the areas of greatest need. This is exemplified in the recently revised staffing of the River Room project.
- Replacement schedules have recently been aligned to the school's reserve accounts to provide improved financial security of key programs and structures that support student learning.

Recommendations

The review team support the following:

- Undertake marketing of the school's specialist programs in the local community with all staff to become invested in positive promotion of the school and academic and pastoral offerings for young people.
- Collaborate with the Department of Education's finance consultants to finalise the requirements of the School Financial Improvement Plan identified in the 2021 Compliance Review.
- Continue to support staff to build ICT capabilities and ensure they have access to contemporary technology.

Teaching quality

Curriculum differentiation and the many tailored and targeted classroom interventions in place to meet students' learning needs, are supported by the LSC⁴ and HoLAs⁵, demonstrating staff commitment to improving student achievement and engagement.

Commendations

The review team validate the following:

- The implementation of a locally developed Instructional Framework is evident among a core group of teaching staff. New staff induction, at Learning Area level, supports this further.
- Staff are recognised for scaffolding, revising and reviewing when teaching students difficult concepts. Individualised support for student learning impacts positively on their levels of understanding.
- A school-wide approach to literacy, is evident with staff focusing on vocabulary and reading comprehension and soon to embark on support for students to improve their writing. Agreed literacy and numeracy approaches throughout the school are overseen by dedicated coordinators.
- At risk students, identified through the school's assessment processes, receive literacy intervention and support from a speech pathologist using the Morphology program.

Recommendations

The review team support the following:

- Create and nurture partnerships with local network primary schools in the interests of furthering literacy interventions and delivering whole-school approaches to meeting students' literacy needs.
- Embed the school's Instructional Framework as standard teaching practice throughout the school.
- Maintain the professional dialogue with staff on the best methods of intervention and support for students with learning needs within the timetable structure.

Student achievement and progress

Eighty eight per cent of 2021 Year 12 students achieved a WACE⁶ and all WACE eligible students achieved their OLNA⁷. The median ATAR of Year 12 students seeking university entry through TISC⁸ is 79.55.

Commendations

The review team validate the following:

- Reading is taught to students as a life skill and upheld as a cornerstone to improved post school outcomes. NAPLAN⁹ results show students meet achievement expectations and perform better than like schools.
- HoLAs take a solution focused approach to addressing achievement gaps for students with innovative methods employed to allow students multiple and non-traditional performance demonstration opportunities.
- The creation of 'off-grid' classes for targeted groups of students within learning areas, supported by the use of the Special Educational Need planning tool, sees students bridge achievement gaps between them and their peers.
- A focus on making assessment accessible for all students is leading to them demonstrating improved achievement while still meeting the needs of the School Curriculum and Standards Authority Judging Standards and Western Australian Curriculum.
- An identified need to improve statistical awareness by students has resulted in the implementation of school-wide numeracy approaches. Pivotal to this is the support provided by the numeracy coordinator.

Recommendations

The review team support the following:

- Provide support for staff to improve the consistency of class review processes using student achievement data.
- Implement professional learning to assist teachers to use a greater range of formative assessment types, reducing the reliance on formal assessments to make judgements about student achievement.
- Maintain agreed, whole-school approaches, to meeting the literacy and numeracy needs of students.

Reviewers

Rohan Smith
Director, Public School Review

Mark Jeffery
Principal, Kelmscott 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 3, 2025.



For
Melesha Sands
Deputy Director General, Schools

References

- 1 Gifted and Talented
- 2 Positive Behavioural Interventions and Supports
- 3 Lesbian, gay, bisexual, transgender, queer and intersex
- 4 Learning Support Coordinator
- 5 Head of Learning Area
- 6 Western Australian Certificate of Education
- 7 Online Literacy and Numeracy Assessment
- 8 Tertiary Institutions Service Centre
- 9 National Assessment Program – Literacy and Numeracy
D22/0738544