Swan View Senior High School

2017

Review Findings

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School and Review Details

Principal:	Ms Melesha Sands
Board Chair:	Mr Gerry Borger
School Address:	Gladstone Avenue, Swan View WA 6056
Number of Students:	595
ICSEA[1]	915
Reviewers:	Mr Keith Newton (Lead)
	Ms Maureen Lorimer
	Ms Robyn Smith
Review Dates:	12 and 13 June 2017

Purpose of the Review

The purpose of the Department of Education Services' independent 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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[1] 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://www.acara.edu.au/_resources/Fact_Sheet_-_About_ICSEA.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 forwarded the school self-review conclusions to the Department of Education Services one month prior to the commencement of the review.

The Department of Education Services 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

- the Department of Education's School Performance Monitoring

- Schools Online reports

- School Curriculum and Standards Authority Year 12 Student Achievement data.

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)?

Context

Swan View Senior High School was founded in 1977 and was successful in becoming an IPS in 2014 for commencement in 2015. In 2017 there is an enrolment of 582 students which includes 17% Aboriginal and 2% with a diagnosed disability. A further 138 students are currently identified as having a range of additional learning needs who do not attract funding support. The majority of students are from the local-intake area, including students in the Department of Education endorsed specialist drama program. The overall enrolment trend has been stable over the last three years with Year 7 numbers increasing this year as a result of strong partnerships with the local primary schools. *My School*® data indicates that 82% of students are from families in the lower 50% of socio-educational advantage.

The school has implemented a range of programs over a period of time, which cater for the specific needs of the student population. These include the specialist drama program (FAME), achieving curriculum excellence (ACE), specialist basketball, media art design (MAD) and gateway to engineering (GTE) which afford students the opportunity to access a learning pathway suited to their ability and needs.

A well-developed senior secondary education program saw 100% of students in 2016 complete four or more Year 12 Australian Tertiary Admission Rank (ATAR) courses or a Certificate II or higher. The ATAR program caters for small numbers of students, with 17.6% of Year 12 students undertaking four or more ATAR courses in 2016.

A partnership with the Clontarf Academy caters for Aboriginal boys and provides significant support for these students. Clontarf staff form an important component of the Aboriginal Learning and Engagement (ABLE) team, which also comprises staff members who engage Aboriginal students through the Follow the Dream program, the Kwobidak Yoka Flourish program (specifically for girls), an attendance officer and an Aboriginal and Torres Strait Islander Education Officer.

There is generally a positive school culture as evidenced by interviews with students, parents and staff, which is being nurtured by a leadership team that places strong emphasis on high standards of student behaviour, engagement and attendance. Several long term staff members have been at the school for 10 or more years, which is balanced by a degree of transiency among staff that provides for a less stable environment in terms of common understandings and continuity of processes.

Findings

- The Business Plan 2015–2017 outlines an improvement agenda with a focus on four priorities: academic rigour and successful student pathways; high standards of student engagement, attendance and behaviour; professional excellence; and community pride and perception. To achieve the school's business plan directions, operational plans are closely aligned to the targets.

- The school's mission and purpose are not clearly articulated in the business plan and an overview of the school context, values and beliefs is not included. The reviewers considered that including these in the next business plan would provide a fuller understanding of the school's purpose and responsibilities.

- The business plan contains success indicators (targets) and commitments (strategies) for each priority area, and was developed from a detailed analysis of systemic and school-based data. The business plan at the time of the review was not available to the community from the school website.

- Academic targets are identified for improvement in the percentage of Western Australian Certificate of Education (WACE) eligible students (85%), in the Median ATAR result (equal to or above like-schools), in Years 7–9 National Assessment Program – Literacy and Numeracy (NAPLAN) performance (above like-schools in reading, writing and numeracy) and in student prequalification for the WACE through online literacy and numeracy assessment (OLNA) achievement (the percentage to rise each year).

- The priority of academic rigour and successful student pathways provides indicators for lower school and senior school improvement. For lower school the focus is on Year 7 and Year 9 NAPLAN. There is a lack of reference to a learning area standard such as a comparison to like-schools across Years 7–10.

- The senior school targets are mapped well to system level standards of academic achievement in WACE, median ATAR and OLNA.

- A key indicator of the priority for high standards of student engagement, attendance and behaviour is a focus on student attendance This is supported at all levels of school organisation with transparent and effective processes in place.

- The priority area of community pride and perception provides indicators regarding enrolment trends, pride in the school, strong governance and community and corporate partnerships. However, there is little connection to the outcomes for students.

- The principal and executive team work collaboratively with staff in reviewing and measuring progress within the four priorities. Staff interviewed were aware of their role in implementing whole-school strategies such as literacy and to a lesser extent numeracy which it was acknowledged had not been implemented as per the whole-school focus set out in the business plan.

- The annual report to the community for 2016 provides an overview of progress and achievement against targets set in the business plan and outlines key successes and future commitments.

Area of strength

- The principal's leadership of the executive team and staff in providing strong strategic direction and to meet student learning needs.

Areas for improvement

- Articulate the school's mission within a contextual framework in the next business plan.

- Further develop and refine targets in the next business plan to measure student progress across the school.

- Make the business plan available to the school community via the school website.

Teaching and Learning

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

Findings

- Data sets indicate an upward trend in student performance in reading and writing. Progress and achievement against like-schools in NAPLAN indicates the need to target Year 7 and Year 9 students, particularly in the middle 60%, to lift the school's progress and performance above like-schools in numeracy and all aspects of literacy. This is noted in the business plan and supported in discussions with staff.

- The Year 9 numeracy data indicates a notable increase in the percentage of students in the bottom 20% from 2015–2016. This data is aligned with the numeracy NAPLAN comparative performance data for Year 9 indicating a significant decline in performance, and the NAPLAN Year 7 to Year 9 longitudinal student progress and achievement data comparing like-schools, placing the school's numeracy in the 'lower progress lower achievement' quadrant. To date there has been a strong focus on literacy across the curriculum. The principal acknowledged the need to specifically target numeracy and to continue to maintain high quality teaching in mathematics.

- The grade alignment with NAPLAN results highlights there are some issues with the alignment of teacher grade allocation, with a notable percentage of students being allocated grades above their NAPLAN results in numeracy, reading and writing for Year 7 and Year 9. This suggests the need for a specific focus on internal and external moderation activities in the 2016–2018 learning area plans. The moderation focus was not evident in all learning plans, but was acknowledged in discussion with the executive team, heads of learning area (HOLAs) and teachers.

- 2016 data on achievement in OLNA indicates a 13.7% increase from Year 9 to Year 12 in the number of students qualifying for their OLNA. This has been achieved in part due to the school's early identification of student strengths and the implementation of enhancement programs with high quality teaching.

- To maintain the focus on improving ATAR performance the school has as its focus:
  - strategies to raise the Median ATAR, increase Certificate II completion, offer Certificate III courses and monitor General courses

o   internal curriculum leadership through the HOLAs, particularly to develop the skill set for teachers of ATAR

o   all ATAR students using 'Connect' online learning environment to review the day's lessons and the homework requirements

o   strategies to improve the performance of ATAR science students, noting the significant scaling and difference between teacher judgements and external examinations

o   strategies to more closely monitor all Year 12 students

o   strategies to monitor the top performing NAPLAN students who do not continue with the ATAR pathway.

- Discussions with ATAR teachers and the executive team highlighted the many challenges for teachers and students in achieving improved ATAR performance with the small Year 12 ATAR student cohort.

- Once the strategies to achieve the school's priorities had been identified the executive structure was reviewed with a strong focus on accountability for the portfolios each member holds, including school planning and self-assessment and review. This revised structure has had a positive impact on the quality and sustainability of teaching and learning to improve student engagement, progress and achievement.

- The principal has allocated a key portfolio for student achievement to a deputy principal which includes a focus on whole-school literacy, academic rigour, learning support, NAPLAN and OLNA. The principal has high expectations of all staff engaging in the analysis and monitoring of student data and provides a variety of opportunities for teachers to do so. Teachers acknowledged the support provided in data analysis to target specific skills that must be explicitly taught.

- The School Self Assessment and Review Cycle plan, updated in 2016, clearly outlines the timeline and reporting requirements for teacher analysis of a wide range of data sets for all students.

- The school priority related to academic rigour and successful student pathways identifies a particular focus on differentiating the curriculum for all learning areas to challenge the academic students, to support the specific needs of individual students and to reduce the number of students at risk of not making progress in their learning. Teachers and parents acknowledged the school's progress with this priority. Some parents noted that those students who were not participating in either the Aboriginal or ACE programs felt they were missing out on both recognition and opportunities to attend special events.

- Teachers are provided with a range of teaching and learning strategies to address the needs of students requiring teaching and learning adjustments. Individual student learning plans are carefully monitored and students either self-nominate or are nominated for after school tutoring classes, led by teachers. Students acknowledged the successful outcomes of their participation in these classes.

- Positive engagement and expectation plans for students with learning disabilities are developed in addition to the Support and Risk Management Plan which includes information on each student's educational needs. Parents were positive in their acknowledgement of the school's focus on quality support through clearly articulated desired student behaviours and teacher strategies.

- The development of the ABLE team has seen a collaborative focus for the students engaged in the Clontarf Academy, Follow the Dream and the Flourish program, with very successful outcomes for many students.

- The senior school transition program, 'Step Up', offers a comprehensive course selection process to ensure that students enrol in senior secondary studies that best suit their interests, abilities and future pathways. Students are informed that at course selection time their previous and current grades and reports and their NAPLAN and OLNA results will be considered.

- The school has established relationships with Curtin University, The University of Western Australia and Edith Cowan University to support the identification of university-bound students and their transition to university programs.

- The business plan clearly identifies non-academic targets for improvement in student engagement, attendance and behaviour with strategies and programs in place to sustain improvement in these areas. The board, parents, students, teachers and the executive team support the school's targeted focus on behaviour, attendance and engagement and acknowledge the positive impact this has had on the community's perception of the school.

- Performance management of executive, HOLAs and staff links directly to literacy targets in the business plan and the quality of teaching. This will be extended to numeracy in 2018 under the new business plan.

Areas of strength

- The practices and structures in place to ensure the sustainability of ongoing improvement in the quality of teaching and student learning, in particular the internal curriculum leadership expectations and opportunities.

- The successful outcomes of the implementation of the Year 10 'Step Up' senior school transition program.

- The academic and non-academic achievement of Aboriginal students.

Areas for improvement

- Consideration of an enhanced focus on the recognition and celebration of the achievements, both academic and non-academic, of students who cannot access the special programs provided for Aboriginal students and/or academic students.

- Place greater emphasis on planning for improvement in numeracy progress and achievement.

Student Performance Monitoring

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

Findings

- The School Self Assessment and Review Cycle provides a structured and comprehensive schedule outlining the gathering and analysis of systemic and school-based performance information. There is a focus on 'what does the data tell us', 'is it good enough' and 'how to sustain or improve'.

- Fortnightly participation in 'Muster' meetings led by members of the executive team provides teachers with a range of information regarding student achievement, performance, attendance and behaviour, enabling teachers to be responsive to the individual learning needs of students.

- Schools Online Performance Monitoring data, together with Student Achievement Information System and Education Assessment Reporting Software data are used to measure the success of Year 7 to Year 9 progress in reading, writing and numeracy. Longitudinal trends indicate a rise in student performance in writing, reading and spelling, but a dip in numeracy between 2014 and 2016.

- All staff are involved in the analysis and interpretation of ATAR, NAPLAN, attendance and Aboriginal achievement data. Information gleaned from this process is used by staff to develop relevant strategies to target identified deficits in student performance.

- The monitoring of NAPLAN data informs teachers of student achievement levels. Evidence from teachers interviewed indicated that the literacy data is being used to inform teaching practice in the classroom and there is a developing trend of a positive impact on student literacy outcomes.

- The teachers interviewed acknowledged that numeracy did not have the same whole-school approach as literacy. Difficulties with how to develop whole-school approaches for numeracy were noted by the reviewers.

- The senior school team regularly monitors individual student performance and supports program delivery with reviews of the ATAR, General and VET courses. The course monitoring reviews target task and assessment types, scaffolding, assessment literacy, teacher understanding of grade cut-offs and online learning environments to increase engagement.

- There has been a strategic focus on the appointment of additional personnel to focus on student performance and pathways and to assist teachers who are inexperienced in teaching ATAR courses. These include a VET coordinator, a pathways coordinator and an academic rigour coordinator. All members of the senior management and senior school teams have also participated in the Secondary Support Data Analysis workshops conducted by the Department of Education.

- The Year 10 counselling team is provided with a detailed analysis of data to assist in predicting a suitable pathway for each student. One-on-one counselling is provided to students to assist in this process.

- In discussions with HOLAs, the monitoring of student achievement targets in lower school is not as evident as in senior school, and a summary assessment for learning area plans was not provided to reviewers. However, there is a variety of reflection tools in place, supporting the view that the school has an embedded review cycle.

- The Coalition of Midland Schools Cross School Moderation includes Swan View Senior High School, local primary schools and the other senior high school in the area. Although identified as a worthwhile strategy to ensure assessment consistency across the schools, feedback from the primary principals and Swan View Senior High School staff indicated that there is disconnection between primary and secondary teachers' understandings and expectations of appropriate syllabus and assessment.

- Common assessment tasks are also conducted in lower school, providing opportunities for cross marking and associated interrogation of the accuracy of teachers' judgements. However, the reviewers noted that this was not an embedded strategy and it has not been extended to external moderation with like-schools.

- Priority area two, which has a focus on student wellbeing, monitors attendance, behaviour and engagement. A comprehensive system of data collection is in place to monitor all students and the student services team uses this to target students who are at risk in any of the three areas noted above. A case management process is employed to monitor and track individual students.

- The school has a range of processes in place to effectively monitor the performance of students. Following discussions with staff the reviewers are confident that the role of data and student performance monitoring is accepted as a process that informs practice and that this should ensure ongoing sustainability.

- The 2014, 2015 and 2016 annual reports provide an analysis of the student performance data as prescribed in the business plan. The 2015 Annual Report is currently available on the school website and both the 2015 and 2016 annual reports are available on Schools Online.

Area of strength

- Embedded practice of review in the areas of literacy, attendance, Aboriginal achievement and ATAR.

Areas for improvement

- Develop a whole-school approach to numeracy.

- Place greater emphasis on monitoring Years 7–10 achievement across all learning areas.

- Further develop assessment practices within the Coalition of Midland Schools Cross School Moderation group to support teachers in the provision of curriculum and assessment aligned to the Western Australian Curriculum and Assessment Outline.

- Embed the practice of Years 7–10 in school common assessment tasks and cross marking across learning areas and where possible include like-schools for external moderation.

Program Delivery

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

Findings

- The school's analysis and rating of their progress towards achieving the identified success indicator for each of the priority areas in the business plan is thorough and transparent.

- The lower secondary planning documents identify the learning areas that are to be taught, assessed and reported against as outlined in the School Curriculum and Standards Authority's Pre-primary to Year 10: Teaching, Assessing and Reporting Policy. Learning area plans link to specific strategies to achieve literacy and numeracy targets. There is 0.6 full-time equivalent (FTE) of literacy support for teachers in Years 7–9.

- The learning areas to be implemented in 2017 and 2018 are the focus of professional learning related to the new curriculum, with team meetings focusing on teaching and learning rather than operational matters.

- The course counselling process, with a stronger focus on parent engagement, is clearly designed to ensure that parents and students are given the best possible advice on Year 11 and 12 subject selections to achieve the WACE. The school acknowledges that senior school course selection is an integral part of student success.

- All Year 10 students take part in the school's Term 4 'Step Up' program where they are exposed to a number of workshops preparing them to move into Year 11 classes and the opportunity to experience senior school life prior to the start of the following school year. Discussion with some students with ATAR capability indicated that the pressure of assessments and examinations had seen them change to the General pathway at the end of Year 11.

- The appointment of a pathways coordinator, VET coordinator and more recently an academic rigour coordinator and workplace learning officer will contribute to the sustainability of program delivery to promote learning and wellbeing and WACE completion for senior secondary students.

- The ACE program which identifies students from Year 5 in partner primary schools (using NAPLAN and Teacher Judgements) provides the students with a strong foundation for an ATAR pathway. The 0.1FTE Level 3 Administration ACE

coordinator provides leadership in the early identification and nurturing of ACE students.

- The school's future direction has a focus on strengthening successful school partnerships to capture best practice in top performing schools, with a particular emphasis on ATAR subjects.

- Years 10–12 students have access to the online Your Tutor program (Curtin University) for English and mathematics and school homework club opportunities in English and mathematics. Students acknowledged positive outcomes of their attendance at the homework clubs.

- The reviewed executive structure has a deputy principal with the key portfolio and ultimate accountability for behaviour and wellbeing and attendance. The appointment of a student engagement coordinator in addition to a student wellbeing coordinator has provided focused support for students and parents. Typically, parents and students interviewed were very supportive of the strategies for improving student engagement in their learning.

- The school uses survey data (parent and student) to effectively monitor the success of strategies implemented to maintain and enhance a safe and positive learning environment. This is particularly evident in the improvements made to the Year 7 transition program, which ensures a secure and exclusive area during recess and lunch breaks, and constructive formative feedback along with higher expectations.

Areas of strength

- The school provides a wide range of relevant and sustainable programs that cater for the diversity of its student cohort and focus on student progress.

- The strong acknowledgement by parents, students and teachers that the school is now seen by the community as a safe and caring environment for learning.

Area for improvement

- Investigate strategies to promote the expectation that from Year 7, ACE students will focus on an ATAR pathway, to ensure the sustainability of the ATAR program.

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

- During the life of the current DPA and business plan the school's previously high level of resourcing was brought into line with like-schools through the advent of student-centred funding. The workforce profile of 79 FTE for 370 students in 2014 became 84 FTE for 610 students in 2015. This resulted in significant changes to the leadership team and engagement programs to ensure resourcing of classrooms remained the priority.

- Resource allocations are based on evidence of student need, with a focus on sustainable intervention programs. Outside funding is sought to supplement the school's allocations.

- The efficiency and effectiveness of resource allocation is monitored by the school leadership and the board. Budget allocations are reviewed in the light of school-identified financial, staffing and physical needs.

- Summaries of financial statements are published in the annual reports.

- The school recognises the importance of building capacity in staff to support the social, emotional and cognitive needs of all students. Strong links exist between identified student need, professional learning and performance management.

- Professional learning days include transition meetings which focus on information regarding student need and resourcing to ensure progress and achievement is understood and acted upon.

- The school's workforce plan is aimed at building flexibility into its structures and variety in the roles undertaken by staff to enable the school to grow and adapt to the changing needs of the students. Actions to date include re-profiling of the leadership team, reduction of leave liability, the creation of leadership opportunities for more staff, mentoring and coaching for staff, and actively recruiting staff to meet specific needs within the school.

- Given the comprehensive planning and monitoring processes at school and board levels, the reviewers have confidence in the school's ability to sustain appropriate resourcing and support.

School Board

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

Findings

- The board's statement of Roles and Responsibilities provides the basis for members' understanding of the board's functions as set out in the *School Education Act 1999*, *School Education Regulations 2000* and Department of Education policy.

- The board has developed comprehensive structures and processes to enable it to fulfil its governance role without interfering with the day-to-day management of the school. It participates in the establishment and review of the school's vision and direction, which is articulated in the business plan, and closely monitors this on an agreed schedule.

- Board membership is inclusive of parents, staff, the community and partner primary schools. Between them a wide range of skills and abilities is available to provide direction and support for the school.

- Board agendas include secretarial matters, a principal's report, priority items related to school performance, reports on finance and other operational matters, any other business and a roundtable evaluation. In addition, the board undertakes an annual review of its performance, which it uses to refine and improve its operations.

- The principal ensures board members have the information they need to fulfil their governance responsibilities. This includes monthly finance reports, results of audits and reviews, and school improvement and performance targets. Discussions with board members who are not school staff confirmed that they felt well informed. The board minutes reinforced this conclusion.

- While the board does not formally review its performance against the commitments within the DPA, it is clear from discussions with board members and the board minutes that the board is conscious of those commitments. Performance against the business plan is formally reviewed regularly.

- Data from surveys of student, parent and staff satisfaction, and student wellbeing is considered in conjunction with presentations on school performance and student improvement targets. The data enables the board to participate effectively in the review of the business plan and the development of the next

cycle of school improvement. All the above-mentioned data is published in annual reports which are available to the community.

- The self-reflection document prepared for the 2017 independent review is the result of school-wide collaboration between the board, school leadership and teaching and support staff.

- Board induction is comprehensive and made available on an ongoing basis according to need. Some members have accessed Department of Education board training, with others planning to do so.

- Although the board is very active and fulfils a vital role in providing governance it is relatively invisible within the school community.

- The board has a mature level of functioning which gives the reviewers confidence in the sustainability of governance practices.

Area of strength

- The commitment and competence of the board in overseeing the growth and development of the policies and practices of the school.

Areas for improvement

- Develop and implement a formal process for monitoring and evaluating the implementation of the DPA.

- Investigate means by which the school community can be made more aware of the board and its function.

Conclusion

Swan View Senior High School has a rigorous self-review process that enables the analysis of performance against the priorities and targets in the business plan and in meeting the obligations of the DPA. Associated documentation is comprehensive and transparent about progress made with respect to business plan targets, standards of student achievement, program effectiveness and actions to be taken for improvement. A wide range of strategies proposed in the business plan have been implemented to achieve the goal of making a difference to the prospects of students.

Students and their parents are appreciative of the provision of an environment where students build confidence and social skills and staff are committed with a genuine interest in the students. There is a strong belief in the social inclusion policies of the school and the genuine way in which they are played out by staff, students and parents alike. All decision-making is evidence-based and grounded upon contemporary research and theory.

The professional knowledge and enthusiasm of the staff in creating quality learning and teaching programs to maximise the educational opportunities for each student was evident throughout the review. This, along with effective school leadership has resulted in the school improving its reputation in the local community.

The school has a well-informed and very capable board that sets the strategic direction, oversees implementation and holds the leadership to account for the school's performance. This, when aligned with the highly effective leadership team, competent staff and targeted use of resources ensures the school's goals are evident throughout its operations.

The school is well placed to undertake the next step to improve student performance.

Declaration

We confirm the information provided is, to the best of our knowledge, true and correct, based on the verification of the evidence provided by Swan View Senior High School for the Department of Education Services' independent review.
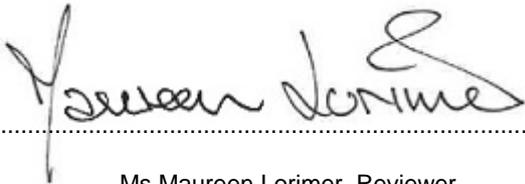
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.
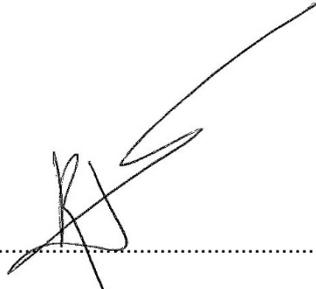
....19 July 2017..............

Mr Keith Newton, Lead Reviewer   Date

....   18 July 2017

Ms Maureen Lorimer, Reviewer   Date

....18 July 2017.................

Ms Robyn Smith, Reviewer   Date

....3 August 2017.................

Mr Ken Perris, Director,
Independent Public School Review   Date