Department of
Education
GOVERNMENT OF
WESTERN AUSTRALIA

Public education
A world of opportunities

Rockingham Senior High School Education Support Centre

Public School Review

October 2020

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 executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or

- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

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.

Context

Rockingham Senior High School Education Support Centre is located in the southern suburb of Rockingham, approximately 48 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Established in 1999, the school is co-located with Rockingham Senior High School and provides educational programs for students with special educational needs. In 2013, the school became an Independent Public School.

The school has an Index of Community Socio-Educational Advantage rating of 945 (decile 8). Currently there are 68 students enrolled at Rockingham Senior High School Education Support Centre from Year 7 to Year 12.

The School Board works closely with the school to help achieve the best outcomes for students.

School self-assessment validation

The Principal submitted a school self-assessment outlining evidence and judgements of school performance.

The following aspects of the school's self-assessment process are confirmed:

- A range of evidence relating to school practices and performance in each of the domains was submitted through the Electronic School Assessment Tool (ESAT).

- Summary statements were used as the predominate source of information on school priorities.

- The School Board Chair, parents, students and staff members provided feedback and insights during the validation visit, elaborating on evidence submitted through the ESAT.

- The school articulated an improvement agenda driven by the business plan and the School Improvement and Accountability Framework domains.

The following recommendations are made:

- Expand the range of staff engaged in the school self-reflection process, including the selection and analysis of evidence, the identification of planned actions and contribution to judgments of school performance.

- Consideration should be given to the balance between using discrete entries for each domain and summary statements.

Public School Review

Relationships and partnerships

The school actively engages in building community partnerships that complement and reinforce school values and learning opportunities for students.

Commendations	The review team validate the following:
	• The School Board is highly motivated in its contribution to building positive community partnerships, networks and connections.
	• Wellbeing programs are enhanced through external partnerships with Headspace, Rocky Bay and People 1st Programme.
	• A comprehensive Year 7 transition program supports students to build relationships and ensures individual needs are understood and can be catered for.
	• Strong class teams are supported by valued education assistants and teachers who collaborate effectively together.
	• Positive community connections expand workplace learning opportunities and pathway planning for students.
Recommendation	The review team support the following:
	• Continue to build opportunities for staff communication, collaboration and sharing of practice.

Learning environment

The learning environment reflects the school's belief that student wellbeing positively influences learning outcomes and that success in learning enhances students' wellbeing.

Commendations	The review team validate the following:
	• The appointment of a student support coordinator has led to targeted support for students as well as increased community connections.
	• A three-tiered system of support has been implemented effectively to address students at educational, wellbeing and behavioural risk.
	• The school has implemented school-wide programs to support students in their ongoing social and emotional development.
	• Opportunities for student voice include student councillor and school captain roles as well as representation on school committees.
	• A collaborative approach to setting clear guidelines for expected behaviours has resulted in consistent positive behaviour support practices.
Recommendation	The review team support the following:
	• Continue to develop whole-school strategies to improve attendance including interventions for students at risk.

Leadership

Community engagement in the development of the school vision and strategic plan is evident. The School Board has been instrumental in maintaining a positive reputation for the school's strategic vision.

Commendations	The review team validate the following: • There is evidence of clear alignment between the business plan, operational plans and classroom plans. • Teachers demonstrate high levels of enthusiasm and readiness to engage in school initiatives and leadership opportunities. • Key leaders have been effective in providing guidance and support for the implementation of a whole-school approach to literacy. • The astute leadership of ICT[1] has contributed to improved student learning and engagement.
Recommendations	The review team support the following: • Strengthen the distributed leadership structure through staff empowerment and opportunities to initiate, develop and implement plans with autonomy. • Reassert the importance of a clear vision using opportunities to involve staff in its development.

Use of resources

The school has consistent processes for resource and budget management, with evidence of clear alignment of schools resourcing to student needs.

Commendations	The review team validate the following: • The Finance Committee has a sound understanding of financial management. • Financial priorities are identified through the business plan and operational plans, and aligned to school and student needs. • Prudent management of the ICT budget ensures resources are managed effectively to meet student need. • Information is made available for the School Board to make informed comments and queries, strengthening transparency of financial decision making. • The appointment of specialist staff has enhanced student curriculum access and wellbeing outcomes for targeted student groups.
Recommendation	The review team support the following: • Continue to manage resources and finances in line with the Funding Agreement for Schools.

Teaching quality

Developing a culture of reflection, feedback and pursuit of high-quality teaching and learning is a priority focus for the school.

Commendations	The review team validate the following:
	• Teachers see the benefit of working collaboratively to embed identified programs and practices in the classroom.
	• Classroom observation led by the associate principal ensures written feedback is provided to teachers on targeted practices.
	• The school-wide implementation of a literacy block and the Diana Rigg reading program supports consistent literacy teaching practices.
	• ICT has been embedded in classroom practice with staff using its capacity to enhance curriculum content and teaching practice.
	• Visible learning is a school-wide initiative in the early implementation phase supported by leadership and staff.
Recommendations	The review team support the following:
	• Embed Visible Learning across the school.
	• Consolidate regularised performance management and classroom observation processes.

Student achievement and progress

An evidenced-based, reflective culture involving the analysis of data to determine the effectiveness of teaching strategies on student learning is a developing school focus.

Commendations	The review team validate the following:
	• The use of ICT has improved the school's capacity to collect credible evidence of student achievement in ASDAN[2] learning programs.
	• A purpose-built database, specific to the school's needs, supports the school's capacity to monitor and track student progress.
	• Comprehensive senior school data in VET[3], WACE[4], ASDAN and post-school outcomes are used to identify student achievement and map learning priorities in lower year levels.
	• The school uses Individual Education Plan achievement data to track students' individual progress in literacy, numeracy, HASS[5] and science.
Recommendations	The review team support the following:
	• Continue to develop in-depth analysis of data to identify student achievement in literacy and numeracy and target individual learning needs.
	• Continue to increase opportunities for staff engagement in the analysis of student achievement of data to inform practice.

Reviewers

Kim McCollum
Director, Public School Review

Rod Lowther
Director, Public School Review

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2023

Stephen Baxter
Deputy Director General, Schools

References

1   Information and communications technology
2   Award Scheme Development and Accreditation Network
3   Vocational Education and Training
4   Western Australian Certificate of Education
5   Humanities and Social Sciences