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# Excellence in Public Education

## Shenton College

An Independent Public School

Exemplary performance study report  
Expert Review Group  
August 2014



Department of  
Education

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# 1: Introduction

## 1.1 BACKGROUND

The Expert Review Group (ERG) has been established to strengthen the Department of Education's quality assurance processes. The ERG provides authoritative studies of schools whose performance demonstrates exemplary practice.

On 26 June 2014, the Director General of the Department of Education invited the Principal of Shenton College to participate in a study of exemplary practice at the college.

In August 2013, the Department of Educational Services conducted an independent review of Shenton College to determine the extent to which it had met its commitments as outlined in its Delivery and Performance Agreement and associated Business Plan.

## 1.2 CONTEXT

Shenton College opened in 2001 as a co-educational, public secondary school located in close proximity to a cluster of high-performing private schools. It was selected as an Independent Public School (IPS) in the second round of schools chosen in 2010.

The college caters for 1,393 students, inclusive of 26 students with special needs and 30 students from the co-located Shenton College Deaf Education Centre (DEC). With a large campus and a rising trend in enrolments, it is predicted that, with the Year 7 intake, student numbers will reach 1,800 by 2015.

The college attracts many out of boundary applications for enrolment. Approximately 25 per cent of students come from across the State, having been selected to participate in the Department's Gifted and Talented Education (GATE) program, while local contributory schools account for most of the remaining enrolments each year.

Merit selection of staff has been available to the college since it opened. Given its status as an IPS, workforce development planning has enabled it to align the staff skills set closely with student learning requirements and the broad range of programs offered. There are high levels of staff retention and a collegiate atmosphere that supports the college's direction and ethos.

The college has a National Index of Community Socio Educational Advantage value of 1154, placing it in the State decile rank of 1.

### 1.3 EXEMPLARY PERFORMANCE STUDY APPROACH

Negotiations between the college leaders and ERG on how best to conduct the study led to broad lines of interest emerging and provided pathways to assist understanding of the success achieved by the college.

Exemplary Performance Studies recognise commendable practice in an IPS and provide some useful insights into how it is achieved. The sharing of knowledge and methods of schools recognised for their exemplary practice provides an opportunity for other schools seeking to achieve similarly high performance.

A panel of four senior educators, including an ERG Director and three substantive IPS leaders, spent five days at the college as part of the study process.

Interviewees included the Principal; three associate principals; the Principal of Shenton College DEC; nine teachers; an administration support officer; the corporate services manager; three course and careers advisors; the student services coordinator; the dean of studies; two learning support advisors; the Australian Defence Force mentor; the vocational education and training (VET) coordinator; four heads of community; seven heads of learning area; one school officer; the school psychologist; the school nurse; four Student Councillors; student representatives from Years 10 to 12; the College Board; and five parents including representatives of the Parents and Citizens' Association (P&C).

## 2: Summary of findings

- 1 The vibrancy of leaders is inspiring for all members of the school community and is fortified by their visibility, unrelenting focus on student needs and sensitivity to the needs of others. They consider the impact on other members of the college when contemplating the introduction of any form of change.
- 2 Strategic intent is the foundation for a unified purpose, clear and well supported operational processes and monitored implementation. High-level professional discussions lead to action, reflection and accountability.
- 3 There is a deep belief in and passionate commitment to the 'whole child'. The college motto, 'Much more than marks – learning for life', is supported by a belief that actions involve much more than unquestioning compliance.
- 4 Curriculum is well sequenced and its delivery is guided by an evidence-based, 'evolution' focus that uses reliable surveys, rigorous data analysis and cost-effective classroom observation. Pathway planning is designed to meet the individual's aspirations.
- 5 The college strives to remain innovative whilst maintaining high expectations of performance. An inclusive pedagogical approach is adapted to suit learning styles at the program, class and individual levels.
- 6 Authentic relationships are established at all levels in the college and are founded on the principles of honesty, trust and sincerity. A 'can do' culture has been fostered and supported resulting from a confidence that things will be done well and connected to the college's core purpose.
- 7 Resource deployment and workforce management are strategic and support creativity and innovation. Recruitment processes are founded on the belief that it is essential to have the right people in the right place at the right time. Staff are required to act as team players and to demonstrate knowledge, passion and skilful communication.
- 8 The ethos of the college is that students can be successful at whatever they choose and each student is supported to do their personal best. There is a sense of collective responsibility where everybody buys in. A consistent view articulated by staff and students was, 'if you step up to the challenge we are right behind you'.
- 9 A well established culture of care and support for students, both collectively and individually, has led to a calm and orderly learning environment. Pedagogical approaches encourage high levels of engagement and enthusiasm for learning among the students. The resultant cycle of enjoyment and fulfilment has led to staff and students wanting to do more to please others.
- 10 There is a very effective distributed leadership structure based on highly developed leadership skills, responsibilities and instincts. Strategic and operational protocols are enacted with a strong sense of moral purpose.
- 11 Purposeful, well researched and highly valued educational partnerships are implemented to enhance the Shenton College context. There is strong parental and community endorsement for all that the college provides.
- 12 The commitment to recognition and acknowledgement of staff and students creates a sense of pride in belonging. There is an emphatic belief by members of the school community that the Shenton College example/experience can be distinguished as an exemplar of public education.

### 3: Study of findings

- 1 The vibrancy of leaders is inspiring for all members of the school community and is fortified by their visibility, unrelenting focus on student needs and sensitivity to the needs of others. They consider the impact on other members of the college when contemplating the introduction of any form of change.**

Schools demonstrating exemplary practice and strong and visionary direction, with a focus on distributed leadership, invariably include a significant focus on maintaining high standards of student achievement. To this end, the professional development of staff is designed to ensure quality teaching.

At Shenton College, a culture of responsibility, accountability, collaboration and collegiality, with widespread ownership of the school's direction and purpose, is evident. The depth and breadth of leadership, which extends beyond allocated roles and responsibilities, is impressive (refer to Finding 10).

Leaders encourage creativity and model the pursuit of innovative practices through professional discussion relating to research based initiatives. They engage proactively through formal and informal partnerships and are strong advocates for public education, being more than willing to be judged in terms of their visibility, communication and organisation skills and professional performance.

The leadership team make a point of knowing students' names and demonstrate an interest in their welfare through formal and informal discussions. Evident to the study team during the college visit was the high level of visibility and ease of engagement of leaders with students, staff and parents during co-curricular events and school breaks. Discourse was spontaneous, authentic, sincere and engaging.

Leadership is grounded in the traditional values and beliefs developed by the leaders through their prior experience and their adoption of the values and beliefs established since the opening of the college. The school leadership team respects teacher professionalism and experience, yet is sufficiently flexible to respond to individual students' needs while meeting the complex demands of managing a school in the 21st century.

It is fortified by a sense of passion and enthusiasm that emanates from the Principal and is referred to by students, staff and parents as 'infectious'. The power of education to make a difference in students' lives is communicated with warmth and sincerity. Staff and students are inspired to seek success.

"Principals inspire and motivate children and young people, staff and the school community and its partners and set high standards for every learner, including students, staff and self." <sup>1</sup>

It is through such energetic, determined and insightful direction that the leaders at Shenton College have developed an environment of innovation, creativity and continuous evolution.

This environment is founded on trust that derives from a consistent rhetoric that is aligned closely to action in day-to-day exchanges. This trust underpins a consistent approach to the

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<sup>1</sup> Australian Institute for Teaching School Leadership Ltd (2011). National Professional Standards for Principals. Carlton South, Vic.: Ministerial Council for Education, Early Childhood Development and Youth Affairs, 6.

delivery of concepts that are explored, challenged and, if appropriate, applied in the classroom.

There is confidence in the rhetoric being enacted.

Through their words and actions, the leaders reinforce consistently their commitment to the needs of students and staff in supporting this goal. They are particularly sensitive to the individual expertise and aspirations of staff and seek proactively to enhance their skills.

Staff and students feel trusted, valued and respected for what they bring to the college through even the simplest of exchanges with the leaders. This has the effect of enhancing the collective capacities of members of the college community and increasing the level of trust in and commitment to agreed direction.

There has been a deliberate commitment by the Principal to achieve continuous improvement by building on the strong foundation established since the college's inception. A key strategy has been the focus on determining what it is that makes Shenton College a distinctive school - its point of difference (refer to Finding 3).

The Principal is attuned to considering the impact on the various individuals or groups that will be affected by the implementation of any new initiative or change. This approach has engendered high levels of trust, confidence and respect.

All college leaders are sensitive to the needs of others and alert to indications that staff or students require support. Students are well known and their needs determine the overriding foci of the college's direction. In this complex and dynamic environment, leaders are adept at balancing the various 'plates in the air' while focusing on what matters most.

The strong view held by the school that all decisions relating to change should be subject to a needs assessment is founded on the philosophy that 'one should measure what one values and value what one measures'. This is understood, appreciated and supported strongly by the college community. By example, data, performance review and staff input are all utilised to inform change processes.

**2 Strategic intent is the foundation for a unified purpose, clear and well supported operational processes and monitored implementation. High-level professional discussions lead to action, reflection and accountability.**

Research suggests that a key precondition for success and ongoing improvement in schools is strong, shared leadership.

"There is a need for strong leadership, with a clear vision and direction for the school, and a high degree of leadership stability over time ... a principal with a passion to lead and make a difference in the interests of students in the school ... willing to build and spread leadership throughout the school."<sup>2</sup>

At Shenton College, the presence of such leadership and direction is pervasive.

There has been ongoing, significant research and debate regarding school improvement and school effectiveness. The *Effective Schools Model*<sup>3</sup>, being one example, demonstrates an

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<sup>2</sup> Getting the Preconditions for School Improvement in Place: How to Make it Happen (2010). Melbourne: Centre for Strategic Education, 4.

evidence-based correlation with improved student outcomes.

The model outlined critical characteristics that had the potential to improve the performance of schools, including a clear sense of purpose combined with distributed authority and responsibility and a vision that was shared, understood clearly and demonstrated.

At Shenton College, the strategic purpose behind the vision and its connection to all operations is apparent. The result is a strong focus on high standards of student achievement.

The clear connection between planning documents is evident. Each layer of planning - Business Plan, Delivery and Performance Agreement, learning area operational plans and classroom plans - informs the next, with college priorities being embedded in classroom planning and the actions required of staff made explicit. This has resulted in a clear sense of purpose for staff, regardless of role, in the daily performance of their duties.

The college uses systemic references such as the School Improvement and Accountability Framework as the foundation for its planning documents. This typifies its commitment to corporate responsibility and alignment with Departmental policies.

Through the college's planning documents, which define the operations, each member of the college is intimately aware of their role and importance in the broader scope of the college's success.

Importantly, these plans have been developed collaboratively, ensuring the strategies contained within them are embraced enthusiastically by staff, both as individuals and as a group. Staff ownership and 'buy in' is significant.

Leaders have a clear focus on the future. Through purposeful attention to design and detail, careful monitoring of implementation and progress and a desire to empower others, staff express that the education journey is rewarding at both a practical and personal level.

Teachers accept their obligation for student performance and rigorous monitoring systems for accountability are in place.

The expectations (negotiable and non-negotiable) of staff and students are communicated both explicitly and implicitly by the leaders. The college has developed a culture of reflection and review which is being enhanced through the implementation of the performance development process Reflect Engage Aspire Collaborate Here (REACH).

The REACH process has been initiated, developed and driven by a group of teachers with a range of roles and responsibilities, including experienced teachers, those at an early stage in their career and a graduate. While the model is supported strongly by the leadership team, it is not imposed as a matter of compulsion.

This process is aligned to the Australian Professional Standards for Teachers and promotes the concept that, within a culture of reflection and collaboration, teachers can assume ownership of their own career development. It outlines clearly the standards against which work and performance are measured.

The next phase of planning will include connection to the college's induction process.

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<sup>3</sup> Sammons, P., Hillman, J. and Mortimore, P. (1995). *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*. London: the Institute of Education for the Office for Standards in Education.

To assist in the peer observation elements relating to the process, a video-based instructional support community has been established. Staff use a smartphone to capture hands-free videos of their lessons and have them automatically uploaded to a secure server - The One Room School House (TORSH). This tool has been embraced enthusiastically by staff.

A culture of high standards and expectations is evident among both staff and students. Students expect high standards of themselves and others in both academic and non-academic pursuits. They are encouraged and supported to achieve their personal best and are confident of their ability to do so.

**3 There is a deep belief in and passionate commitment to the whole person. The college motto, 'Much more than marks – learning for life', is supported by a belief that actions involve much more than unquestioning compliance.**

Shenton College is upheld as a model for public secondary education having been recognised through a range of education and leadership awards. Arguably, the pinnacle of these accolades was the college being named the 2013 WA Secondary School of the Year and its Principal, the 2013 WA Secondary Principal of the Year.

“Vision animates, inspires and transforms purpose into action. An effective principal must uphold a vision for the school and clearly articulate it so teachers, administration, and parents can be united in striving for higher achievement.”<sup>4</sup>

The development, articulation and enactment of the school vision of 'excellence' through the delivery of an education for students that is 'Much more than marks – learning for life,' has united and inspired the college community. It provides a very deliberate focus on the strengths of the college, takes account of its environment and celebrates its central point of difference.

The message conveyed in the preceding paragraph implies that while successful academic outcomes are the goal for its students, the social and emotional wellbeing of the individual is equally important. While the students' marks might be impressive, they should not be the most impressive thing about them as people.

Great 'marks' are achieved at Shenton College and the community is aware of this due to proactive public relations strategies.

However, the holistic focus of the structures, programs and initiatives is of principal importance in this achievement.

The college proudly recognises and communicates its point of difference in its commitment to blending the academic, social, emotional, cultural and sporting development of its students to achieve 'learning for life'.

This has resulted in students, parents and community members proudly referring to the 'Shenton difference' - the unique qualities of Shenton College - in their assessment of the opportunities afforded to students in the college.

Effective schools have cultures of high expectations, provide clarity about what teachers are

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<sup>4</sup> Lezotte, L.W. & Snyder, K.M. (2010). *What Effective Schools Do - Re-envisioning the Correlates*. Bloomington, IN: Solution Tree Press, 61-62.

to teach and what students are to learn, have strong professional learning communities and continually seek to improve their teaching practices. Learning communities share common visions, values and objectives and work is collaborative in nature.

At Shenton College, professional learning communities have been established at both the operational (middle school and senior school) and global (whole-school) levels.

A unique, relevant and comprehensive suite of both academic and co-curricular activities is provided. It is well recognised by staff that these have both short- and long-term benefits for the students. Co-curricular involvement - including charity work and community support activities - provides an interdisciplinary demonstration of creativity. Further, high-level Australian Tertiary Admission Rank (ATAR) performance is aligned strongly to co-curricular success.

Staff express the belief that there is a need to cater to all levels of student ability and interest and advocate that the co-curricular emphasis assists in raising expectations and standards for all students. Substantial voluntary labour is provided by staff resulting from their commitment to these co-curricular activities.

In this highly principled environment, staff convey awareness of a deeper meaning and purpose behind all opportunities and activities for students.

Compliance is not a reason in itself for anything that happens at Shenton College.

**4 Curriculum is well sequenced and its delivery is guided by an evidence-based, 'evolution' focus that uses reliable surveys, rigorous data analysis and cost-effective classroom observation. Pathway planning is designed to meet the individual's aspirations.**

Shenton College engages students and encourages their learning at all levels through a broad, challenging and enriching curriculum. Student achievement across the range of academic activity is exceptional. The focus on the priorities of 'Quality Teaching and Learning', 'Curriculum Differentiation' and 'Educational Partnerships' outlined in the Business Plan is manifested in the attention given to all aspects of achievement, progress and engagement to add value to student learning.

The college culture is embodied in the key emphases of excellence, learning for life and development of the entire individual. These are exemplified in extensive curriculum offerings.

Careful consideration is given to the balance of academic and non-academic learning. Teaching is purposeful and teachers know how students learn, building on the knowledge their students already have to design tailored learning environments.

The college has built a highly professional and capable team of teachers through strategic recruitment, selection and ongoing professional development. Many of these staff assume active leadership roles beyond the classroom. Those aspiring to become leaders are given encouragement and support as exemplified by the 19 Level 3 Classroom Teachers in the college.

The strong, shared commitment to student learning and success is complemented by a culture of continuous professional development that includes classroom based learning, observation and mentoring. Teachers recognise clearly the important link between their own

professional practice and student achievement. They have a strong desire for continuous growth and improvement.

As Shenton College is a selective school for gifted and talented students, all staff undergo continuing training to maximise opportunities for these students. In 2012, all staff completed Gifted Education Research Resource and Information Centre (GERRIC) training under the leadership of Professor Miraca U. M. Gross, a world leader in gifted education at the University of New South Wales.

Professional learning modules enable staff to establish and maintain a shared pedagogical approach across the college.

“Shenton College will remain a Centre of Excellence in secondary education, by providing support for teachers through professional development and learning, performance management, and shared teaching and learning strategies that will assist in their preparedness for ongoing local, state and national curriculum change.”<sup>5</sup>

This is achieved through the modelling of high expectations and standards across all classrooms and regular, detailed reviews of aggregated and disaggregated student performance data against State, like school and national benchmarks.

Regular and informative course counselling ensures students choose pathways that enable them to achieve both Secondary Graduation and personal wellbeing.

Given the present emphasis on educational reform at both national and State levels, Shenton College is ‘evolving’ a contextually-relevant curriculum scope and sequence for Years 7 to 12, with greater alignment of courses in all learning areas to the Western Australian Certificate of Education (WACE) and the *Western Australian Curriculum and Assessment Outline*.

Both systemic and school based reforms are implemented effectively as a result of the personal integrity of the school leaders and the school-wide commitment from staff to the evolving focus on the holistic development of students.

This has involved considerations of prerequisite skills and knowledge; students’ future aspirations; backward mapping from senior school courses to Year 10 and middle school curriculum offerings; alignment between staff expertise and student needs; balancing of courses and learning areas across the college; and academic (GATE, High Performance Learning [HPL]), mainstream and vocational pathways.

The well established middle and senior school structures provide a strong framework for such considerations. The robust community culture of middle school prepares students well for the requirements of Years 10 to 12.

Research into the values of effective schools<sup>5</sup> has found that students who are tested regularly on their academic progress are more successful than those who are not.

At Shenton College, there are timely academic assessments, with a rigorous monitoring process, including self-review and targeted improvement strategies. These are determined collaboratively, with actions based on evidence derived from the assessments. Comprehensive student and community surveys are another feature of the process.

The college leaders are committed to improving and developing teaching practice within a

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<sup>5</sup> Shenton College (2013). *Shenton College Business Plan 2014-2016*. Shenton Park, WA: The College, 4.

culture of learning. Internal and external professional learning is planned and implemented strategically to enhance teacher reflection and the development of instructional excellence. It is complemented by the REACH project of reflective practice and associated peer observation.

**5 The college strives to remain innovative whilst maintaining high expectations of performance. An inclusive pedagogical approach is adapted to suit learning styles at the program, class and individual levels.**

“Effective schools expect students to succeed. Because of that, students at these schools learn more.”<sup>6</sup>

Shenton College has high expectations of all learners. The rationale for teaching in the Operational Plan 2014 is, “Highly effective schools have teachers with a thorough and up to date knowledge of their subjects and a deep understanding of how students learn particular subjects.”<sup>7</sup>

This is epitomised by quality academic programs delivered by quality staff who are advocates of the college’s teaching and learning values. Teachers are highly ‘instructionally intelligent’: they know how their students learn best and utilise a range of strategies.

The ‘Curriculum Differentiation’ priority documented in the college’s Business Plan outlines strategies to ensure an appropriate curriculum for all students, including those requiring support to achieve learning outcomes and those requiring extension and enrichment.

These include curriculum delivery methods that integrate new and developing technologies; expanded Certificate II vocational education and training (VET) pathways; staff development in pedagogy for gifted and talented students; and promotion of improved student engagement in the learning process.

Comprehensive tracking of performance and targeted interventions are undertaken to ensure student engagement, achievement and progress. This is done at the cohort and individual level. Data relating to ATAR, WACE achievement, retention of students in GATE and HPL programs and statistics pertaining to the increasing number of students applying for selective entry demonstrate the success of these processes.

A strong culture of support for programs, staff and students maintaining their individuality within college operations is evident. Middle and senior school structures, VET and mainstream programs, and GATE and HPL are separate yet complementary. Differentiation is apparent at both the program and individual levels.

The mainstream and VET programs benefit from the culture of high expectations demanded through the academic programs. Reciprocally, the academic programs benefit from the inclusivity and co-curricular emphases of mainstream and VET programs.

There is a desire among staff and leaders to be innovative and creative by implementing strategies that will benefit at the individual, group or college level. Risk taking is encouraged in search of excellence through innovation and inclusivity.

In recognition of the contextual relevance of inclusion for students from the co-located DEC,

<sup>6</sup> Lezotte, L.W. & Snyder, K.M. (2010). 95.

<sup>7</sup> Shenton College (2013). *Shenton College Operational Plan 2014*. Shenton Park, WA: The College, 9.

the college has introduced Australian Sign Language (AUSLAN), which has recently been recognised by the Australian Curriculum Assessment and Reporting Authority as a language other than English to be included in the Australian Curriculum.

In collaboration with the WA Deaf Society, staff from the DEC wrote and implemented the curriculum for one Year 8 class in 2014. It is proposed that this will be expanded to encompass Years 7 to 9 in 2015.

**6 Authentic relationships are established at all levels in the college and are founded on the principles of honesty, trust and sincerity. A 'can do' culture has been fostered and supported resulting from a confidence that things will be done well and connected to the college's core purpose.**

High levels of passion, honesty, trust, sincerity and loyalty are evident at Shenton College, founded on the critical elements of shared vision, common beliefs and transparent decision making. These conditions are developed through strong interpersonal relationships evident in the purposeful and predictable conduct of staff and students.

These actions define the character and mission of the college.

The leaders are persistently mindful of the need to create the conditions for job satisfaction and cohesion by providing staff with the necessary skills and support to do their work. The satisfaction associated with high levels of student achievement and 'moments of fun' further builds staff confidence.

While intellectual endeavour is applied to meeting challenges at the college, it is not at the expense of humour, which is present in the daily social discourse.

Expectations are articulated clearly and often, decision making is shared and, by being visible and undertaking regular and positive interactions, the leaders have nurtured a spirit of commitment that supersedes individual interests.

'It is all about the whole-child' is a consistent catch-phrase among staff.

The basis on which all actions are founded is the establishment of high-quality relationships. It is implicit in the approach of all levels from the Principal to the students and is emphasised through the consistent modelling of the leaders.

Relationships are intentional and inclusive. They are established and nurtured from the enrolment interviews onward. Students and parents are welcomed into the Shenton College community in an inclusive manner and their individuality is recognised and celebrated.

As outlined in the rationales for the learning environment and relationships in the Operational Plan, staff recognise that highly effective schools are characterised by outstanding school cultures and have high levels of parent and community involvement. This understanding plays an important role in informing the college's vision and priorities.

Respectful interactions are displayed among staff, students and parents as are shared expectations of high academic, sporting and cultural performance.

There is also a high level of confidence among staff about the systems and procedures that operate in the college. This has led to an environment in which staff feel confident to be enterprising and innovative in their practices. There is a conscious desire to visualise how something may work rather than considering the reasons why it may not.

The structures of the college are recognised by staff as one of the keys to its success, as is the preparedness of the leaders to support compromise through flexibility.

There is a professional robustness to discussions regarding innovation. Staff are confident that a well researched, informative and aligned initiative will be received favourably. This leads to a strong sense of empowerment and promotes staff confidence in seeking ways to enhance student engagement and enrichment.

Staff and students acknowledge the manner in which issues and concerns are raised and resolved. Interactions are seen as timely, educative, thoughtful and calm. The desire to clarify and resolve problems through balanced discussion is indicative of the high levels of emotional intelligence of the leaders. Issues of a personal nature are treated with respect and discretion and extensive support is made available as required.

Relationships between staff and students are strong, based on mutual trust and respect and a desire to develop all aspects of the child. Staff respect for students is evident from the care and compassion exhibited and the sense that 'we are all in this together'.

Students refer to a sense of care and respect, a collective responsibility for looking out for each other, a respect for diversity and efforts to ensure that the college remains a safe, encouraging environment that supports their individual aspirations.

Leaders have high levels of trust in staff and, are in return trusted implicitly by staff.

**7 Resource deployment and workforce management are strategic and support creativity and innovation. Recruitment processes are founded on the belief that it is essential to have the right people in the right place at the right time. Staff are required to act as team players and to demonstrate knowledge, passion and skilful communication.**

"Schools are large public enterprises involving the expenditure of significant public funds. Managing resources effectively and efficiently as well as meeting public sector requirements are core responsibilities of all public school principals."<sup>8</sup>

Strategic and innovative workforce planning at Shenton College is founded on the transparency and maintenance of quality management processes. Planning, budgeting, organising, implementing and resourcing for sustainability are fundamental to the college's success.

The members of the executive team have a clear sense of the educational road ahead and plan to ensure that the workforce and the roles its members play can make a difference. Roles and responsibilities are reviewed and modified regularly in response to the changing nature of the college and wider educational reforms.

Well managed financial resource deployment is evident in improvements to the facilities, the provision of co-curricular opportunities and support for innovation.

Students, staff and parents have a strong sense of pride in the standard and presentation of the buildings and grounds, which are commendably maintained.

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<sup>8</sup> O'Neill, Sharyn (2012). *Public School Leadership: An Initiative of the Director General's Classroom First Strategy*. Perth: Department of Education, 4.

The sustainability of programs, together with the associated physical, human and financial resources, is thoughtfully planned and carefully managed. Investment in the human capital necessary to promote sustainability is undertaken. Professional learning and staff development are viewed as essential elements of the college-wide initiatives.

A focus on innovation has resulted in emerging technologies being embraced enthusiastically by teachers to add diversity to their teaching practices. Every student has a laptop and training for staff in digital learning has supported the initiative.

The technology focus has included the successful creation and implementation of a customised Moodle environment for students; the allocation of additional funds to support the rollout of laptops across the college; the installation of 40 interactive whiteboards to encourage digital pedagogy; the encouragement of the use of social media in a securely managed environment to support student learning; the use of online technologies to support teacher reflection and improvement; and the appointment of a Level 4 network manager to lead and support technology throughout the college.

The appointment of a Level 6 corporate services manager has supported the development and management of physical and financial resources. The corporate services manager works closely with the Principal and ensures that the Finance Committee is kept fully informed on patterns of expenditure for the purposes of short-, medium- and long-term budget adjustment.

There are stringent procedures for the consideration of requests for finance, annual monitoring of expenditure through cost centres, electronic management of assets, mapping of future resource considerations and the focusing of budget processes on the provision of student opportunities.

To ensure the quality of the teaching program, support for students and the strategic direction for the college, careful consideration is given to staff attraction, selection and retention. Recruitment processes are founded on having 'the right people in the right place at the right time'. Staff are required to demonstrate knowledge of teaching and learning (and how this will add value to the college), passion, communication skills and a willingness to act as team players.

There is a clear expectation that all staff are highly committed to the continuous improvement of their own capacity in support of the development of knowledge and skills to improve student learning.

The college focus on improving practices and building and maintaining a professional learning community is founded on the belief that the development of individual and group capacity will optimise the college's professional capital and enable it to remain innovative.

While much of the professional learning draws from the collective capacity of staff, opportunities through college-wide professional learning (GERRIC), the *Learning Links* program with the University of Western Australia (UWA) and national and overseas study tours enrich the experiences for staff.

Careful consideration is given to teacher placement to ensure a good blend of expertise and experience within the middle and senior school structures. In addition, teacher quality and contemporary practice are supported by identifying and developing key priorities.

College leaders are aware of individual students' assessments and teaching and learning programs. Staff are equally aware of the expectation by the leadership that they deliver high-quality teaching. They have ambitious expectations of themselves and their colleagues and a strong sense of accountability to one another.

Parents recognise the commitment among staff, which is demonstrated by a strong work ethic and voluntary support for co-curricular programs. They express that this ensures the maintenance of high-quality learning programs, a supportive learning environment and outstanding co-curricular opportunities for student enrichment.

**8 The ethos of the college is that students can be successful at whatever they choose and each student is supported to do their personal best. There is a sense of collective responsibility where everybody buys in. A consistent view articulated by staff and students was, 'if you step up to the challenge we are right behind you'.**

Leaders constantly model and reaffirm the importance of making even the smallest connection with a student that can lead to a significant difference to the latter's learning and/or self-esteem. They make certain that meeting each student's intellectual, emotional and social needs are at the forefront of their work.

This has become an important aspect of the conduct of all staff as they pursue the goal of holistically developing all students. Evident in the time the study team spent at the college were the quality of the relationships staff have developed with students and the pleasure students exhibit as a result of these relationships.

Both students and staff are encouraged to 'know themselves' and to 'play to their strengths' in this highly reflective environment. Students speak of their confidence, nurtured by staff, in meeting the academic, social and cultural challenges presented to them each day. Feedback from students was unambiguous: their achievements are about them as individuals, rather than about the reputation of the college.

Staff are aware of the restraints on instructional time and create learning programs with this in mind. Their intention is not simply for all material to be covered, but for it to be mastered.

As with all other elements of the college, the learning program is dynamic yet flexible enough to allow re-teaching when the students are having trouble with certain key concepts. Students express confidence that there is a proportionate balance of pressure and support to ensure that their individual needs are met within a culture of high expectations.

They are encouraged to know their capabilities and pursue their personal best. This may require them to extend themselves beyond their comfort zone but they express confidence that they have the capacity to learn as they go, with the support and guidance of their teachers.

The strong co-curricular focus provides a range of transformational opportunities for staff and students. For staff, there are opportunities to focus on areas of interest and ability beyond their teaching specialisations and for students there are opportunities to develop their established capabilities or to pursue new directions.

The uniqueness and individuality of college members are supported through these opportunities, as is the collective responsibility of staff for student welfare. Students speak fondly of the interest staff display in them through their attendance at co-curricular events.

The sense of unified purpose is intense. Staff and students refer openly to their belief that they 'have each other's back' when they take on challenges. This creates confidence to take risks in pursuing personal or team goals, leading to considerable success in both.

- 9 A well established culture of care and support for students, both collectively and individually, has led to a calm and orderly learning environment. Pedagogical approaches encourage high levels of engagement and enthusiasm for learning among the students. The resultant cycle of enjoyment and fulfilment has led to staff and students wanting to do more to please others.**

An effective school must first be a place where students can feel safe, physically and emotionally.<sup>9</sup>

Shenton College has established a calm and orderly environment that is physically, socially and emotionally safe for students and strongly encourages excellence. Students are proud to say that they are supported and that staff know them as individuals.

As documented in the rationale for the learning environment in the Operational Plan, the college acknowledges that highly effective schools see learning as their central purpose and that it takes precedence over everything else.

The college focus on 'More than marks – learning for life' is well established, promoted strongly and well articulated by all sections of the college community. This provides clarity for the direction, purpose and expectations for learning, responsibility and behaviour. It is evident that this focus underpins all college operations.

The study team perceived a tangible sense of purpose, happiness and motivation when moving about the campus. While not directed by sirens or bells, there are routines in place for the timely and purposeful movement of staff and students between classes. The adult learning environment of the senior school is appreciated greatly by the students.

The college values guide student and staff conduct. Students appreciate the opportunities offered to them and the frequent recognition and acknowledgement of their successes.

Interactions between staff and students in class and during breaks are mutually respectful and characterised by a genuine interest in the welfare of others. In particular, they demonstrate admirable levels of tolerance and acceptance of individual differences.

An extensive student services and academic support team is indicative of the college's emphasis on pastoral care and student health and wellbeing.

Support for the students and staff in the middle and senior school communities is provided throughout the college network: The dean of studies, course and career advisors, learning support coordinators, VET and workplace coordinators, the school psychologist, the defence force mentor, the school nurse and endorsed programs coordinator contribute to this support network.

Students' academic and social progress are monitored effectively through detailed assessment and tracking mechanisms. Discussions are held with team leaders, staff, students and parents regarding issues that may be affecting students' learning and/or emotional health.

Detailed data gathering, analysis and discussion through the student services team led by the dean of studies enable the college to optimise student learning and support strategies.

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<sup>9</sup> Lezotte, L.W., & Snyder, K.M. (2010). 102-103.

The depth of information student services have on each individual student is extensive and helps to determine the best pathway for learning. It also reduces the prospects of students 'falling through the cracks'. It is the view of student services staff that college procedures must ensure that 'students are caught before they fall'.

Case management procedures are comprehensive. There is a collegiate and proactive approach by members of the student services team to identification, analysis, intervention and monitoring for students in need.

The study team was provided with evidence from all sections of the college community regarding the strength of monitoring processes, the timeliness of interventions and the collaborative approach to assisting students to achieve their goals.

While practices and procedures are under constant review in terms of their relevance and practical application, adherence to established systems is seen as a critical part of the student services team protocols. A variety of internal and external services are drawn on for support.

Students refer to feeling empowered as a result of the comprehensive processes for counselling, transition, monitoring of their progress and college-wide support for their wellbeing. The college's 'SenseAbility' program is one source of this support.

All members of the college community are encouraged and supported in experiencing satisfaction in their respective roles. Measures are taken to provide opportunities for this to occur.

There are also opportunities for individuals and groups to become involved in activities, initiatives or professional learning to allow their personal interests to be expressed and explored.

As a result of this collaborative, supportive and passionate culture, there is a heightened sense of satisfaction from the work done by staff and students. The positive cycle of enjoyment and fulfilment has led to increased commitment and goodwill. Generated in an authentic manner, more has and is being achieved with the same level of human resources than in other, less supportive and less positive environments. Staff and students refer to a preparedness to do more to please than they would in another school.

**10 There is a very effective distributed leadership structure based on highly developed leadership skills, responsibilities and instincts. Strategic and operational protocols are enacted with a strong sense of moral purpose.**

The leadership capacity of the Principal was acknowledged after being named 2013 WA Secondary Principal of the Year. While the Principal's effective approach to management is simple - plan, act, review, respond - his approach to leadership is very much distributive and collaborative and supports flexibility and sustainability.

It is designed and scaffolded carefully to achieve its purpose. Expert teachers are encouraged and supported to lead important initiatives.

Leaders are encouraged to maximise their skills and attributes and have undergone extensive professional training. They are aware of their individual leadership styles and collaborate effectively to operationalise college plans and support innovation.

Experience in varied leadership roles over time has ensured there is a complementary skill set, an appreciation of individual strengths and appropriate succession planning among college leaders.

There is also a conscious commitment to a team mentality in leadership structures.

“In an effective school, the principal is a ‘leader of leaders’. He or she is not just an authority figure, but also a ‘coach, partner, and cheerleader’...[He or she] does not operate in a top-down authority structure, but realises that the best solutions come from a collaborative effort.”<sup>10</sup>

An appreciation of such elements of effective leadership is much in evidence at Shenton College. In response to the collaborative and distributed leadership culture, staff assume leadership roles willingly and enthusiastically, with or without recognised status.

Leadership potential is recognised, fostered and utilised among staff at all levels in varying contexts. On some occasions, specific roles for individuals are not defined but group goals or targets are determined. The collaborative processes undertaken often result in significant staff ‘buy in’ and ownership, eg REACH.

Leadership is genuinely and effectively distributed. This has been developed through supported empowerment, leading to a sense of trust that things will be done well and facilitated through collaboration. It has led to a situation in which individuals indicate that they are able to understand the ‘big picture’. Staff step up to assist even if roles have been assigned to others.

The rationale for leadership, as documented in the Operational Plan, states, “Highly effective schools have strong and effective leaders in the school and in the classroom, as administrators and teachers and whose primary focus is on establishing a culture of learning throughout the school.”<sup>11</sup>

This is aligned strongly to a ‘moral imperative’ that drives the college leaders, which is to maintain and develop an environment that ensures high levels of job satisfaction and team cohesion with a focus on holistic education. All staff share responsibility for raising the status of the teaching profession and public education.

There is a belief among the leaders that good planning, good teaching, good relationships and good information that is well communicated will result in continued improvement.

There is ample evidence of agreement with and support for this college philosophy at the individual and team levels. This is accompanied by a consistent demonstration of moral purpose, passionate implementation and a focus on continual evolution.

Leaders at all levels are highly sensitive to the needs of others and act accordingly. They are confident in following their highly developed leadership instincts when appropriate evidence confirms these instincts.

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<sup>10</sup> Lezotte, L.W., & Snyder, K.M. (2010). 52-53.

<sup>11</sup> Shenton College (2013). *Shenton College Operational Plan 2014*. 7.

**11 Purposeful, well researched and highly valued educational partnerships are implemented to enhance the Shenton College context. There is strong parental and community endorsement for all that the college provides.**

The Shenton College Operational Plan states, “Highly effective schools have high levels of parent and community involvement”.<sup>12</sup> The Business Plan refers to a priority of academic progress and personal and social development to be fostered through Educational Partnerships.<sup>13</sup>

Through a focus on educational partnerships and the maintenance of strategic alliances with the community, the college seeks to make learning more relevant, engaging and meaningful in order to support students to learn academic content through real-world examples and applications.

The most effective schools nurture what Lezotte and Snyder call ‘an authentic partnership’ with parents.<sup>14</sup>

Strong parent support is a key element of Shenton College’s success.

Parents and community members are highly supportive of the opportunities provided for students, the day to day management and the future directions planned for the college. They value the hands on and visible style of the leaders, which is complemented by the high quality of the teaching staff. This has, in their view, resulted in a student body that is proudly ‘Shenton’.

Parents believe that the strong leadership present in the college is critical - that it is to their benefit that the Principal voices his opinions about running the business that is Shenton College as a talented educator with a strong work ethic.

They recognise the adaptive systems of support that respond to individual student needs result in student confidence and a willingness to live up to teachers’ expectations.

Parents state that their positive relationship with the college is as a result of high quality communication processes, opportunities to provide feedback regularly through surveys and the sincere, enthusiastic welcome they receive when they visit the college.

Reports and information about highlights of college operations and individual student performance are distributed widely and are regarded highly by parents and the community. The concept of parents as educational partners is embedded at Shenton College and, as a consequence, there is mutual obligation for the education of students.

There is a respectful, transparent and inclusive relationship between the college and the College Board. The Board participated in the formulation of the Business Plan, adding a broader community perspective. Processes to ensure smooth succession have been initiated by examining its skills set and inviting potential future members to join meetings as observers. The term of the Board coincides with the ‘life’ of the Business Plan.

The Board advocates proactively for the college through demonstrating accountability, maintaining high expectations, overseeing college development, participating actively in improvement planning and representing the community. A board member represents the

<sup>12</sup> Shenton College (2013). *Shenton College Operational Plan 2014*. 14.

<sup>13</sup> Shenton College (2013). *Shenton College Business Plan 2014-2016*. 4.

<sup>14</sup> Lezotte, L.W., & Snyder, K.M. (2010). 119.

UWA to strategically support continuity and links with this key partner.

*Learning Links* is the name given to the unique partnership that exists between Shenton College and UWA. Originally signed by both parties in 2001, the memorandum of understanding provides special access to the university, its facilities and staff.

The program is unique in Australia and, while being formally recognised through the Board established to provide oversight and the memorandum, it relies on significant goodwill and 'buy in' from senior leaders at both the college and UWA. Regular communication and recognition of the program at both sites is essential.

While most learning areas in the college have accessed the *Learning Links* program, one very public and successful initiative has involved the on-site mentoring of students in award-winning science research projects for the *BioGENEius* Challenge. This has culminated in students competing in international contests such as the Beijing Youth Science Creation Competition and the Singapore International Science Competition.

Other benefits for the college have included senior school students being able to join the UWA libraries program; Year 10 students completing a week of work experience at UWA; Year 9 GATE students taking part in an eight-week program relating to Einstein's General Theory of Relativity and Quantum Mechanics; and a number of middle school and senior school students being involved in the CoderDojo WA program in applied computer programming.

Allied benefits exist for UWA in that very intelligent and capable Shenton College students experience the benefits of what the university has to offer at an early age. This gives UWA an early introduction to students, eases the transition process for both parties and supports community links.

Numerous other strategies support the *Educational Partnerships* focus. As a result of dynamic and entrepreneurial leaders looking to provide innovative experiences to enrich the academic and social learning of students, an array of avenues is explored.

In 2013, the *Learning Links* partnership was recognised in a successful application for the \$30,000 National Australia Bank Schools First Fellowship award. This program was also nominated successfully in 2009 for the Prime Minister's Education Awards. The Gifted Indigenous: Focus on Talent (GIFT) project, initiated by college GATE staff in collaboration with UWA, received a \$25,000 grant from the BHP Billiton Communities Grant Program to develop a selection tool for gifted Aboriginal children.

Further, Shenton College is engaged in a program of exchange with international schools. In 2011, the National University of Singapore's High School of Mathematics and Science began a partnership with Shenton College. The aims of the program include fostering intercultural and global understanding; promoting high-level engagement for students; providing an opportunity for students to learn and interact with their peers; and developing capacity to foster new partnerships.

**12 The commitment to recognition and acknowledgement of staff and students creates a sense of pride in belonging. There is an emphatic belief by members of the school community that the Shenton College example/experience can be distinguished as an exemplar of public education.**

A wide range of communication strategies is employed very effectively by the college. The basis for most of them is the celebration and acknowledgement of high level performance.

This can be in the form of formal or informal notes of appreciation for staff or student commitment or as acknowledgement for major achievements.

The school and wider community are kept informed through such avenues as email, the newsletter posted fortnightly on a secure section of the school's website, or *Shenton Highlights*, a hard-copy magazine produced once per term. Parent nights are conducted at the beginning of the year and an Open Night in September celebrates teaching and learning.

Multiple sharing of emails from staff acknowledge and reaffirm their appreciation for the effect of the provision of student opportunities on the fulfilment on the college's overarching goal.

Staff are given regular opportunities to acknowledge individual student and college successes. An example is the standard procedure for the weekly meetings to commence with 'acknowledgements, celebrations and innovations'.

The college vision and direction is repeated and reaffirmed at every opportunity. As noted previously, the rhetoric is the reality now that students refer proudly to the 'Shenton difference'. Both they and staff advocate proudly and publicly for the opportunities and successes of the college.

Staff, students and parents take every opportunity to showcase and promote the work of the college. Support for students in out of hours curricular and co-curricular activities was witnessed by the study team on several occasions during our visit.

Communication processes are valued and respected by staff, not only in terms of their operational relevance but also as an avenue for recognition and celebration. Tailored to suit the context of the college, they provide awareness for the entire staff of middle and senior school operations and priorities.

Every effort is made to ensure that meetings are conducted meaningfully and purposefully to maximise staff participation. Staff embrace their roles and responsibilities in these meetings as an important element of the effective operations of the college.

They have a strong belief in the college as an exemplar of public education. As outlined in the Business Plan, the priority of 'Quality Teaching and Learning' is intended to ensure that Shenton College maintains its status as a centre of excellence in secondary education (refer to Finding 4).

This status has been built on recognition of high level performance against State and national standards; success in State, national and international competitions; high levels of teacher recognition; alignment to WACE and national curriculum reforms; and enhanced staff professional development and learning.

## 4: Conclusion

Research into school effectiveness tends to emphasise the more quantifiable elements of operations such as quality teaching, visionary leadership, a calm and orderly learning environment, mutually respectful relationships and the optimum management and deployment of resources.

Of just as much importance, however, are the 'spiritual' or 'organic' elements of the school culture.

This study of exemplary practice at Shenton College was given impetus by State and national recognition of the school's consistently high standards of student performance, innovative educational partnerships and an exceptional range of and success in, co-curricular opportunities.

Of interest to the study team were the questions of how the college has been able to sustain such high levels of achievement and what elements of the college's character are critical to its ongoing success.

Our study suggests that through the intentional design of passionate, committed, creative and strategic leaders, strong and visionary direction has been articulated so clearly that it forms the foundation for all conduct within the college.

This is fortified by the balance between the strategic and operational skill of the leadership team to operationalise the vision.

Within a culture of high expectations, there is unanimity of purpose: all members of the college community are provided with the professional resources they require to fulfil this vision.

They feel empowered and are proud to commit to providing for the 'Shenton difference'.

Consistently evident is a culture of responsibility, accountability and professional sharing, with widespread ownership of the vision and purpose. The depth and breadth of formal and informal leadership in the college is impressive.

College planning, assessment and review are translated into effective classroom practice, which provides the basis for ongoing professional dialogue focusing on continuous improvement to enable every student to achieve.

High levels of trust and pride exist among the students, staff, parents and college community. Strong alliances between the college and its educational partners have created a mutually supportive and highly fulfilling learning environment.

The Expert Review Group performance study of Shenton College, an Independent Public School that demonstrates exemplary performance, is designed to acknowledge an example of outstanding school practice and share the findings for the benefit of all public schools in Western Australia.

## 5: Appendix: student achievement data

### MIDDLE SCHOOL ACADEMIC PERFORMANCE

Figure 1 provides an analysis of progress and achievement in National Assessment Program – Literacy and Numeracy (NAPLAN) from 2011 to 2013 and from 2012 to 2014 by Shenton College students. Comparative measurements (represented by the 0 axes) are based on all students tested in the respective cohorts.

Compared with like schools in Western Australia, the progress and achievement of Shenton College students from 2011 to 2013 was higher in most areas assessed. However, from 2012 to 2014, while achievement was again higher in all tests, progress in numeracy and grammar and punctuation in particular was not as high as at like schools.

**Figure 1: Progress and achievement of students at Shenton College and like schools in Western Australia in Years 7 to 9 in reading, numeracy, writing, spelling and grammar and punctuation, NAPLAN 2011-13 and 2012-14**

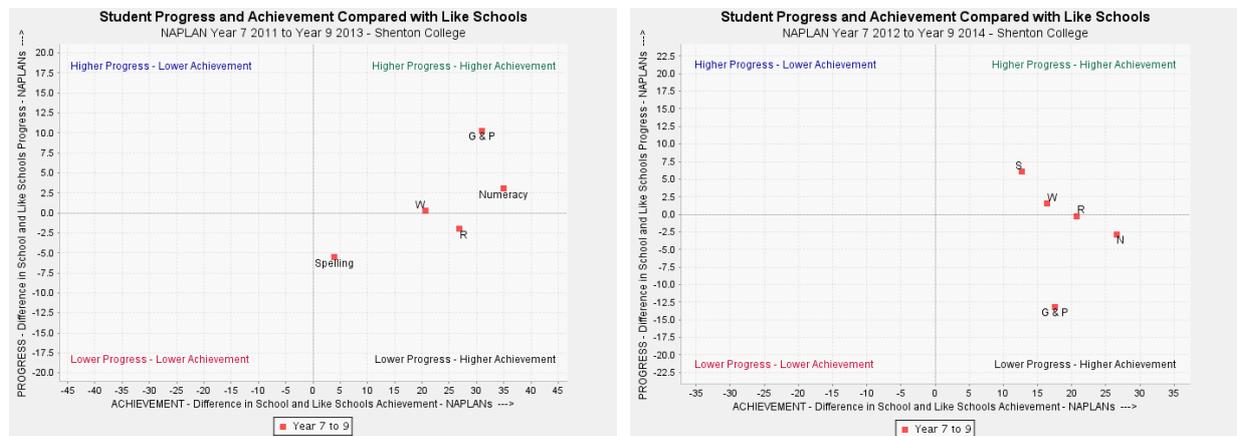
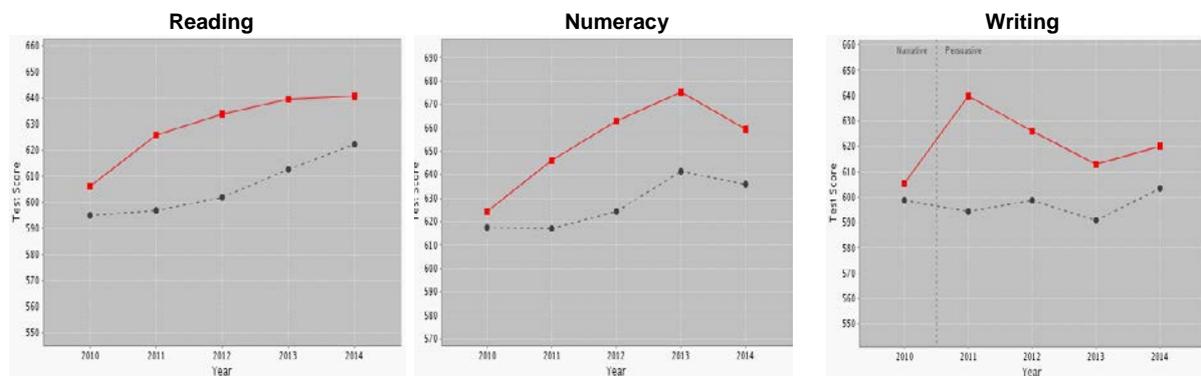


Figure 2 shows the mean reading, numeracy and writing scores of Year 9 students at Shenton College in NAPLAN between 2010 and 2014. In all instances, these scores were higher than those of students at like Western Australian schools.

**Figure 2: Mean scores in reading, numeracy and writing of Year 9 students, Shenton College and like Western Australian schools, NAPLAN 2010-14**



**Key**

- Year 9 School
- Year 9 Like Schools

Students who score at or below the National Minimum Standards (NMS) in NAPLAN are considered to be at educational risk. In all tests in 2014, Shenton College had fewer students performing at or below the NMS than like schools in Western Australia.

**Table 1: Percentages of Year 9 students at Shenton College and like schools scoring at or below the National Minimum Standards, NAPLAN 2014**

Test	Year 9	
	Shenton College	Like schools
Numeracy	4	5
Reading	5	8
Writing	11	15
Spelling	6	8
Grammar and Punctuation	6	13

**Key**

- At least 10 per cent fewer students performing at or below the NMS, compared with like schools
- At least five per cent fewer students performing at or below the NMS, compared with like schools
- Within a range of plus or minus five per cent
- At least five per cent more students performing at or below the NMS, compared with like schools
- At least 10 per cent more students performing at or below the NMS, compared with like schools

The analysis of student performance in relation to NAPLAN 2014 higher proficiency bands shown in Table 2 indicates that in all areas assessed, the percentage of students at Shenton College exceeded those at like schools in the two top proficiency bands.

In four of the five areas assessed, Shenton College exceeded like schools by more than 10 per cent. The fact that 50 per cent or more students performed in the two top proficiency bands is exceptional.

**Table 2: Percentages of Year 9 students at Shenton College and like schools in Western Australia scoring in the two top proficiency bands, NAPLAN 2014**

Test	Year 9	
	Shenton College	Like schools
Numeracy	59	48
Reading	59	46
Writing	46	32
Spelling	50	41
Punctuation and Grammar	51	41

**Key**

- At least 10 per cent more students performing at the two top proficiency bands, compared with like schools
- At least five per cent more students performing at the two top proficiency bands, compared with like schools
- Within a range of plus or minus five per cent
- At least five per cent fewer students performing at the two top proficiency bands, compared with like schools
- At least 10 per cent fewer students performing at the two top proficiency bands, compared with like schools

## SENIOR SCHOOL ACADEMIC PERFORMANCE

Since 2009, Shenton College senior school performance has been exemplary. The WACE achievement rate since 2010 has been 100 per cent (in each case above the State mean).

More than 35 per cent of ATAR students have achieved one or more scaled scores of 75 or more. In most years, this proportion of students has been over 45 per cent.

The proportion of ATAR students achieving in the top tricile has exceeded 53 per cent on all but one occasion. This is well above expectation (33 per cent).

Shenton College recorded a median ATAR of 88.65 in 2013, well above expectation by comparison with like schools. It was one of five Western Australian public schools whose median ATAR was in excess of 85. The public school median ATAR was 75.35.

In 2013, 111 (97 per cent) of VET students achieved a full qualification (Certificate II or higher). The college has increased progressively the attainment rate (proportion of students attaining an ATAR of 55 or more and/or Certificate II or higher). In 2013, the attainment rate (99) was significantly higher than the public school rate of 74.9. Shenton College was one of 19 Western Australian public schools with an attainment rate in excess of 90.

**Table 3: WACE, ATAR and VET performance, Year 12 students, Shenton College, 2009-13**

Year	WACE Achievement Rate (% of eligible students)	ATAR Students With 1+ Scaled Score 75+ (% of ATAR students)	ATAR Triciles (% of students in top tertile)	Median ATAR	Full Qualification Achievement – Certificate II+ (% VET students)	Attainment Rate (% of students ATAR >=55 and/or Cert II+)
2009	99	52	57	88.3	81	N/A
2010	100	46	55	87.7	8	85
2011	100	35	53	86.8	16	82
2012	100	41	45	84.8	89	97
2013	100	48	54	88.6	97	99