Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

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Shenton College

Public School Review

October 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

✔	**Effective**
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Shenton College is a co-educational, public secondary school. It is situated in close proximity to a cluster of high-performing private schools and is approximately 10 kilometres west of the Perth central business district, within the North Metropolitan Education Region.

Established in 2001, as a result of the amalgamation of Swanbourne and Hollywood Senior High Schools, on the site of the former Lemnos Hospital, the college has been an Independent Public School since 2011. It currently enrols 2215 students from Year 7 to Year 12, with 35 students from the co-located Shenton College Deaf Education Centre (SCDEC) accessing various college opportunities and programs.

Shenton College attracts many out of boundary applications for enrolment. While local contributory schools account for most of the enrolments each year, students come from across the State, having been selected to participate in the Department's Gifted and Talented (GAT) program.

The college campus is divided into three sub-schools: Middle School (Year 7 and Year 8); Lower Senior School (Year 9 and Year 10); and Upper Senior School (Year 11 and Year 12).

Shenton College has an Index of Community Socio-Educational Advantage rating of 1164 (decile 1). Support is provided by the highly functioning School Board and an active Parents and Citizens' Association (P&C).

The P&C have been instrumental in supporting the development of a college Alumni project. The appointment of a manager to consolidate and develop relationships with Hollywood Senior High School and Swanbourne Senior High School alums and Shenton College's former students, aims to support current student learning opportunities.

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The leaders have a strong understanding of school self-assessment processes and demonstrate a commitment to school improvement and public accountability.

- The process of preparing for the Public School Review was in keeping with the comprehensive, ongoing and embedded procedures for school self-assessment and improvement at the school and individual levels.

- The Electronic School Assessment Tool submission provided a transparent and detailed account of the current school context, performance and the planning of priorities in the college business plan.

- A broad range of inter-related and credible evidence was selected for analysis.

- A wide cross section of school leaders, teachers, support staff and parent and community representatives elaborated on the evidence and planning intentions, described in the submission, during the validation visit.

- Staff reported a very high level of understanding of the value of their involvement with the self-assessment process and endorsed the school operations.

- There is very strong alignment between performance evidence, judgements about priorities and planning for improvement.

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Relationships and partnerships

High levels of trust in the college and its leadership are founded on an honest and sincere approach. An authentic commitment to the 'much more than marks – learning for life' ethos, as a foundation for school direction and ensuring actions, is embedded.

Effectiveness	The review team validate the following:
	• The School Board is fully conversant with its governance responsibilities and demonstrates high level understanding of, and involvement in, the school improvement process.
	• Strong endorsement for the college is evident from parents, service providers, educational colleagues and the community.
	• Sustainable partnerships respecting participation and responsibility, exist within and beyond the college. Highly valued and mutually beneficial educational partnerships have been established with the tertiary sector.
	• Survey data from a suite of tools including: WHiTS[1]; Pivot; National School Opinion Survey; SOCS[2]; and the ACER[3] Principal Performance Improvement Tool, provide positive feedback on leader, teacher and school performance to inform improvement planning.
	• Student voice is recognised through a genuine commitment to the role of Student Council leaders. Their representation on the Board complements attention to the portfolios of inclusivity, community and sustainability.
	• The formation and conduct of the Dandjoo Djena Koorling group demonstrates a proactive approach to building the cultural competence and responsiveness of students and the wider community.
Improvements	The review team support the following action:
	• Continue to investigate ways to provide system leadership in developing cultural responsiveness through Aboriginal education.

Learning environment

The learning environment is characterised as 'enabling' and leading to high levels of effectiveness in meeting the needs of students both collectively and individually. A culture of care and support has successful student learning as its central focus.

Effectiveness	The review team validate the following:
	• Policies and procedures are highly effective in monitoring and planning for improvement in attendance, behaviour and meeting student needs.
	• The college community understands and demonstrates commitment to shared values. This supports students being safe to pursue their interests, both academically and creatively, in an orderly and inclusive environment.
	• 'Powerful Learners', a key pillar of the college plan, focuses on learners knowing where they are, where they are going and how to get there. Staff show dedication to supporting students on their individual journeys.
	• 'Curriculum Access Resources and Equity' ensures comprehensive wraparound support is provided through student support services. This includes: course and career counselling and workshops; accelerated vocational pathways; mentoring; and 'club' engagement opportunities.

Leadership

The strategic intent of the college is founded on the belief that effective leaders have a unified purpose in a culture of continuous improvement. High-level leadership and opportunities for professional growth lead to action, reflection and accountability for school performance.

Effectiveness	The review team validate the following:
	• An effective distributed leadership structure is valued highly and well resourced. A robust aspirant program features high-level professional development in well-attended whole-school accountability symposiums.
	• Strategic intentions are operationalised with a strong sense of moral purpose. The vibrancy of leaders, with an agility and alertness in their approach, inspires an unrelenting focus by staff on student needs.
	• Purposeful 'alignment' and coherence underpin all decision making within the college. This is evident in the articulation of the expectations of 'accountability' and 'acknowledgements' in school-wide communication.
	• A differentiated approach to performance management and development (REACH[4]) is focused on reflective practices and GROWTH[5] conversations aligned to the AITSL[6] Australian Professional Standards for Teachers.
	• Leadership commitment to actioning key messages of intent has resulted in a strong connection between rhetoric and reality. Energetic and insightful direction is articulated in the 'school song sheet' (business plan).
Improvements	The review team support the following action:
	• Establish a staff led working party to fully embed the college's shared values and focus on instructional leadership.

Use of resources

Resource deployment and workforce management are strategic and support 'care, curiosity and collaboration'. The strategic alignment of resources to both long-term and short-term planning and reflective of identified need, ensures effectiveness.

Effectiveness	The review team validate the following:
	• Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between school budgeting and business plan targets with high priority given to internal quality assurance mechanisms.
	• Student characteristic funding is used to implement a range of programs successfully, to ensure continued high-level outcomes.
	• Strategic human resource recruitment, selection and deployment processes ensure a high quality workforce, committed to the sustainability and efficacy of programs and practice.
	• The manager corporate services plays a key role in strategic resource management and is recognised as an integral part of decision making processes.
	• Finance Committee members are well informed and plan proactively for short-term and long-term considerations for optimal student impact.

Teaching quality

A college focus on quality teaching has resulted in effective, evidence-based practices and high quality support to teachers in the implementation of them, thus creating a school-wide culture focused on learning how to improve the effectiveness of instruction.

Effectiveness	The review team validate the following:
	• Formalised and comprehensive collaboration processes and ongoing support enhance staff reflection, implementation and review of practice.
	• In recognition of success in developing a leading STEM[7] program, the college has become a STEM enterprise mentor school, to support the development of STEM projects in three other secondary schools.
	• Staff capacity to observe, reflect and converse has been enhanced through participation in the 'instructional leadership through observation' project.
	• Quality academic programs are delivered by committed staff who are advocates for the college's teaching and learning values. A strong foundation for a school-wide instructional framework has been established through staff research and development.
	• Staff recognise the value of student feedback to provide a fair and insightful view of teaching effectiveness. They use survey data – such as Pivot, to: encourage teams to engage in systematic investigation of alternative teaching strategies; and introduce and lead school-wide initiatives to improve the quality of teaching and learning.
	• In recognition of 'inclusion' for students from SCDEC, the college has embedded Auslan (Australian Sign Language) as a language other than English, leading to Certificate IV status in Year 12.

Student achievement and progress

Student achievement across the range of academic opportunities is exceptional. The college culture embodies an emphasis on excellence, learning for life and development of the whole child. Curriculum offerings and support structures optimise the prospects for student success.

Effectiveness	The review team validate the following:
	• While school performance is owned by all staff, sharing responsibility for making performance improvements, students are also developing a sense of ownership for individual achievement and progress.
	• Positive trend lines are evident in longitudinal data in most National Assessment Program – Literacy and Numeracy assessments (2017-19). School means were well above the like school mean in most assessments.
	• In 2018, the Year 12 cohort achieved 100 per cent attainment.
	• Of the 76 eligible students with three or less ATAR[8] courses, who enrolled in a full qualification, all successfully completed a Certificate II or higher. Eighty nine per cent of students attained an ATAR, or a Certificate III or higher.
	• The college achieved the second highest ranked median ATAR (88.3) within the like schools group and was the third highest ranked public school.
	• GAT students achieved very strong ATAR results with a median ATAR of 94.7. The majority were recognised with Certificates of Distinction or Merit.

Reviewers

Brett Hunt
Director, Public School Review

Leila Bothams
Principal, Harrisdale Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.

Stephen Baxter
Deputy Director General, Schools

References

1   What's Happening in This School
2   School Organisational Climate Survey
3   Australian Council *for* Educational Research
4   Reflect, Engage, Aspire, Collaborate, Here
5   Goals, Reality, Options, Will, Tactics, Habits
6   Australian Institute for Teaching and School Leadership
7   Science, technology, engineering and mathematics
8   Australian Tertiary Admissions Rank