Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

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Carine Senior High School

Public School Review

May 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 focussed 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

Carine Senior High School is located approximately 17 kilometres from the Perth central business district, in the North Metropolitan Education Region.

Established in 1973 and with an Index of Community and Socio-Educational Advantage rating of 1090 (decile 2), the school provides a range of innovative educational programs that will include Gifted and Talented (GAT) in 2020.

Since 2014 there has been a steady rise in student numbers with enrolments currently at 1818. In 2020 the number of enrolments is anticipated to rise beyond 2000.

Carine Senior High School gained Independent Public School status in 2015, was awarded WA Secondary School of the Year in 2017 and had the WA Secondary Teacher of the Year and WA Secondary Principal of the Year in 2018.

The school's prime location and strong reputation for educational provision have resulted in a large number of parents choosing Carine Senior High School to educate their children.

The school is supported by the School Board and an active Parents and Citizens' Association.

School self-assessment validation

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

The following aspects are confirmed:

- The Electronic School Assessment Tool submission and feedback provided during the validation visit delivered an in-depth account of the school context and operations in addressing its improvement agenda.

- A culture of reflective school assessment as the foundation for effective planning and continuous improvement was evident at the strategic, operational and classroom levels.

- A broad scope of performance evidence was selected for the review with planned actions aligned to judgements made.

- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.

- High levels of staff engagement and collaboration in the school assessment process is evidence of an embedded culture of reflection and improvement.

- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations understood.

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Relationships and partnerships

Processes to engage parents and community members in partnerships are considered, strategic and effective. Respectful and proactive relationships and partnerships are founded on a high level of trust in the school's leadership. Parents, staff and Board members articulated high levels of advocacy for school direction and operations.

Effectiveness	The review team validate the following:
	• Engaging and respectful relationships are evident between staff and students with the 'student voice' acknowledged.
	• Quality professional relationships underpin high levels of staff morale resulting in a culture of positivity.
	• School Board representatives engage actively in consultation about school direction. They are well-trained, committed to their role and add value to the school improvement process.
	• Communication processes are well-established and respected by the school community.
	• Student, staff, parent and community feedback is sought routinely to shape improvement policy. Staff feel 'safe' to comment in this environment.
	• Students appreciate staff support in "opportunities to flourish".
Improvements	The review team support the following action:
	• Continue to build on the productive relationships with local primary schools to further enhance formal student transition processes.

Learning environment

Leaders and staff are deeply committed to the 'complete care' of students at Carine Senior High School. Significant resources have been assigned to develop a proactive focus on student and staff support through the operations of the student services team.

Effectiveness	The review team validate the following:
	• A safe, friendly, calm and orderly learning environment is embedded.
	• Student services staff have identified and provided quality intervention programs and support strategies for SAER[1].
	• There is a strong commitment to ensuring comprehensive wraparound support for students through timely and thorough interventions.
	• Parameters for student behaviour have been articulated clearly and supported diligently to ensure a positive learning environment.
	• The review of ABE[2] and alignment to student support processes has increased student awareness of ABE attributes and expected standards of behaviour.
Improvements	The review team support the following action:
	• Maintain the focus on the implementation of CMS[3] foundation skills and IS&E[4] professional learning for all staff.

Leadership

Leaders have created and embedded a highly organised, structured, collaborative and supportive work environment where staff are provided clarity about the purpose for all actions. This is complemented by: explicit expectations; support for implementation; and accountability.

Effectiveness	The review team validate the following:
	• The Principal leads staff in embedding the school vision and values.
	• The efficacy of leadership practices is enhanced significantly by the unity, trust and respect evident in the conduct of members of the executive team.
	• Staff actively share leadership opportunities, roles and responsibilities as part of a structured, distributed leadership model.
	• Quality performance management systems ensure staff development is aligned to individual and school needs.
	• Transition between the strategic and operational elements of school planning is modelled effectively by the leaders. This ensures the efficacy of school processes through consideration of staff needs.
	• Leaders at all levels prioritise whole-school and student needs ahead of learning area or program preferences.
Improvements	The review team support the following action:
	• Continue to engage deeply with the ACSF[5] to build cultural responsiveness.

Use of resources

Strategic resource deployment reflective of identified need and aligned to long-term and short-term planning, ensures effectiveness of operations. Timetabling and budget processes are both strategic and intentional in optimising fiscal efficiency.

Effectiveness	The review team validate the following:
	• Evidence-based decision making underpins high quality resource management and deployment. Clear and defensible links exist between school budgeting and business plan targets.
	• Student characteristic funding is used to implement a range of evidence-based programs successfully, to support student outcomes.
	• Human resource recruitment, selection and management processes are targeted and strategic, ensuring a high quality workforce committed to sustainable programs and practice.
	• The MCS[6] plays a key role in strategic resource management and is recognised as an integral member of the leadership team.
	• Finance Committee members are well-informed and plan proactively for short-term and longer-term needs.
	• Resourcing is targeted to support essential personnel and programs aligned to school priorities.
Improvements	The review team support the following action:
	• Continue to monitor resource priorities in accordance with the changing demands resulting from increased student numbers.

Teaching quality

Targeted recruitment practices have enhanced staff capacity in pursuit of a common understanding of, and commitment to, what constitutes 'excellent teaching'. This has become a priority for leaders and staff in preparation for the GAT program in 2020.

Effectiveness	The review team validate the following: • Formalised and comprehensive induction processes and ongoing support enhance staff transition and engagement in school-wide practice. • Performance management and development processes have established a meaningful and intentional purpose in staff capacity building. • Alignment of classroom observations within CMS to performance management and development processes has enhanced feedback mechanisms for staff. • A 'no surprises, no excuses' approach is facilitated by clarity of expectations, targeted support and accountability. • A strong foundation for a school-wide instructional framework has been established through staff research and development.
Improvements	The review team support the following actions: • Continue to focus on embedding the General Capabilities and cross curricular priorities in school planning and delivery. • Continue to embed a whole-school approach to teaching and learning.

Student achievement and progress

Improved levels of data literacy ensure staff understand and appreciate the value of evidence-based decision making. Performance against school targets and longitudinal data are shared and analysed by staff to inform cohort and classroom planning for improvement.

Effectiveness	The review team validate the following: • School performance is owned by all staff who share responsibility for making performance improvements. This has resulted in positive trend lines in most NAPLAN[7] assessments, 2014-18. • School means were similar to the like school mean in most assessments except Year 9 numeracy, spelling and grammar and punctuation. Student progress (Year 7 to Year 9) was higher than like schools in reading and writing in 2018. • Average scaled scores for senior school courses are consistently similar to or above the like school mean. • While below like schools, median ATAR[8] performance has increased annually and been ranked in the State top 50 schools since 2016. • WACE[9] achievement has been 97 per cent or greater and ranked in the State top 50 schools. Attainment has been 100 per cent annually, since 2016.
Improvements	The review team support the following action: • Continue to develop support programs for ATAR students with a view to achieving levels of performance above those of like schools. • Continue to scrutinise and formalise moderation processes.

Reviewers

Brett Hunt
Director, Public School Review

Geraldine Hardy
Principal, Lynwood 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
A/Deputy Director General, Schools

References
1   Students at educational risk
2   Attitude, behaviour and effort
3   Classroom management strategies
4   Instructional strategies and engagement
5   Aboriginal Cultural Standards Framework
6   Manager Corporate Services
7   National Assessment Program – Literacy and Numeracy
8   Australian Tertiary Admission Rank
9   Western Australian Certificate of Education