



Department of
Education

Shaping the future

Kelmscott Senior High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Kelmscott Senior High School is located approximately 23 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school opened in 1973 and became an Independent Public School in 2017. Department of Education selective entrance programs are offered in addition to a range of Kelmscott Senior High School extension programs.

Currently there are 1248 students enrolled from Year 7 to Year 12. Kelmscott Senior High School has an Index of Community Socio-Educational Advantage of 983 (decile 6).

Community support for the school is demonstrated through the work of the School Board.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment, highlighting key aspects of the school's performance and areas for planned improvement.

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

- The school's leadership team was welcoming of the review self-assessment process and made themselves available to participate in a period of intense disruption across our schools.
- Evidence included in the self-assessment assisted to portray the school's values and ethos. The entries were self-rated genuinely and actions for improvement were carefully articulated to ensure maximum benefit for students.
- The input of students from across the school added greatly to the impact of the self-assessment validation process. Student presentations were succinct, well-articulated and, where required, solutions focused.
- Opportunities for staff ownership and contribution were provided through the development of executive summary statements. Areas of celebration, opportunity, and evidence to support each entry were clear.
- The Principal, in partnership with the executive team, reviewed all entries and this analysis informed the concluding judgement for each entry.

The following recommendations are made:

- Strengthen whole-school understanding and explicitly use The Standard to drive reflective practices in preparation of the school review.
- In future submissions for review, be selective about the number of entries and explicitly align the entries to the domains of The Standard.
- Consider the use of annotations and the inclusion of succinct analysis of evidence focused on 'how the school is going' rather than 'what the school is doing'.
- Continue to embed a reflective culture at the individual teacher, learning area and whole-school level, to support the implementation of ongoing consistent cycles of school self-assessment.

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Relationships and partnerships

There is a tangible student focus in all that the school undertakes, and this is embodied in the range of opportunities that has been provided for students over a long period of time.

Commendations

The review team validate the following:

- Community relationships and partnerships are fostered and integral for student success. The links to industry through the thoroughly successful and well-resourced Workplace Learning and Apprenticeship Link programs support students to access post-school destinations.
- The well trained and inducted School Board is provided with important school achievement, strategic and financial information. There is sound governance and advocacy for the school with school transparency valued.
- Programs such as Agriculture, Soccer, GAT¹, KEP², Athletics, Music, Visual Arts and Outdoor Education, provide students with a sense of belonging at the school. Students highly value these opportunities.
- Long established and highly anticipated annual events such as the ANZAC commemoration serve to promote school programs and cement the school's positive community reputation.

Recommendations

The review team support the following:

- Enhance staff and student relationships by providing an active student voice portal to the senior leadership of the school.
- Collaboratively determine and embed a school communication strategy and platform with clear expectations of use for all stakeholders. Routinely collect, report and respond to parent, student and staff survey data.
- Embed and consult with families on progressing the school's journey toward becoming more culturally responsive, aligned to the Aboriginal Cultural Standards Framework.

Learning environment

There is school-wide commitment to creating a learning environment that is engaging, with opportunities for students to thrive and achieve success.

Commendations

The review team validate the following:

- The introduction of SEN³ planning has assisted staff to plan to meet the needs of Students at Educational Risk (SAER) both in interventional and mainstream classes.
- The school is engaging staff in professional learning and working with the SSEN:BE⁴ to establish a process of implementing Positive Behaviour Support (PBS) across the school.
- Student attendance has been identified as an area for improvement and the Student Services team is leading the messaging of the importance of regular student school attendance to achieve success.
- The recently implemented Big Picture Education senior school pathway has been a successful student engagement strategy and students speak highly of the opportunities provided by this mode of learning.

Recommendations

The review team support the following:

- Continue to implement the recommendations of the Student Services review with consideration to timelines and responsibilities for the delivery of initiatives.
- Ensure student behaviour, engagement, wellbeing and SAER processes are streamlined, with clearly defined roles and a collective responsibility for SAER in the school.
- Proceed with the intention of improving school culture through implementation of the PBS program.

Leadership

It is acknowledged that the impact of COVID-19 has presented leadership challenges and many of these have provided opportunities for staff to step into senior roles.

Commendations

The review team validate the following:

- Staff from throughout the school's learning areas have provided leadership to colleagues and the community in providing remote and online learning opportunities for students during the pandemic.
- Targets for improvement of student achievement data are aligned to the school's business plan and planning for improvement of this data is viewed as a whole-school responsibility.
- Middle leaders are effective in implementing change at learning area level and staff buy in to change after witnessing best practice within their learning teams.
- Work is advanced in updating and implementing contemporary performance management processes and templates. Many learning areas are leading the way in this respect.
- A team of senior and middle leadership staff have adopted Barrie Bennet's Instructional Leadership Programme and have provided onsite professional learning in this area to all staff.

Recommendations

The review team support the following:

- Define the "Kelmscott Way" with the current staff and students, cementing the school's highly regarded community reputation.
- Streamline and limit change. Provide clear guidance to the community on the key initiatives that will yield improvement for students and commit to an extended period of focused implementation and monitoring.

Use of resources

The school is making significant steps to plan for and address the budget repair, engaging with Departmental support mechanisms and providing transparency to the community on its financial position and strategy.

Commendations

The review team validate the following:

- The manager corporate services and Principal work together, building collective understanding and transparency of decision making in the distribution and monitoring of the school budget.
- Professional learning for staff has begun on the process of determining the annual one-line budget and the need to align student characteristics and targeted initiatives funding to specific programs and students.
- Faculty planning outlines links between funding and the strategies to improve student engagement, learning and achievement.
- The exemplary effort of the Technologies department in sourcing local solutions to upgrade and provide a safe workplace in workshops has added value to the facilities.

Recommendations

The review team support the following:

- Continue to engage in targeted planning and implement a review cycle to address budget shortfalls where required to ensure the equitable distribution of resources.
- Continue to rebuild the plans and schedules for replacement of equipment and rebuild the learning area reserve accounts to future proof the school's financial security.
- Continue to upskill all staff on the requirements of the funding agreement and financial decision making processes through targeted professional learning and sharing of information.

Teaching quality

The school can be proud of the range of specialised and targeted programs being delivered by professional teaching staff that serve to define a broad range of students' experiences at school.

Commendations

The review team validate the following:

- There is a desire to provide a school-wide, consistent approach to teaching and an instructional framework has been developed. This has been adopted by teacher champions in learning areas.
- Induction processes give guidance to graduate and other new staff on the practice expectations of classroom teachers. Techniques such as the use of Munro Boards are agreed school-wide practices.
- Staff and leaders have identified the need for teaching to be differentiated, responding to the needs of the contemporary student population. Key staff lead the provision of professional learning in this area.
- Moderation is undertaken regularly through cross-marking, the SCSA⁵ Course Consensus Moderation program and common assessment task analysis using the SCSA Judging Standards.
- Specialist programs in Agriculture, Music and GAT, coupled with senior school LOTE⁶ programs, provide pathways for students from local intake area primary schools to progress their learning to senior school levels.

Recommendations

The review team support the following:

- Embed student to teacher and line manager/leader to teacher feedback processes to inform improvements in teaching practice.
- Ensure that the observation of classroom teachers and feedback form the basis of the staff performance and development culture.

Student achievement and progress

There is a collective ownership on the part of staff, the School Board and the community of the desire to see students reach their personal academic potential. The experience of success is explored with all students to foster a love of and commitment to future learning.

Commendations

The review team validate the following:

- Student performance in 2021 NAPLAN⁷ indicates strong results, both in achievement and progress, compared to contextually similar schools.
- The school's 2021 median ATAR⁸ of 78.18 is above achievement at contextually similar schools. WACE⁹ attainment is carefully tracked and levels of OLNA¹⁰ achievement provide a foundation for success.
- The use of analytical tools in the Reporting to Parents and related SEN planning module demonstrate the commitment by staff to ensure success for all students regardless of their starting point.
- The Mathematics and English learning areas lead a proactive, forensic and mapped pathway toward positive literacy and numeracy and WACE outcomes for all students.
- Whole-school literacy and numeracy is a non-negotiable element in the operational planning of all learning areas, inclusive of a commitment from learning area budgets to progress outcomes in this area.

Recommendation

The review team support the following:

- Maintain the commitment to a cycle of school-wide analysis and planning based on student achievement data at scheduled points in the school year.

Reviewers

Rohan Smith
Director, Public School Review

Rebecca Bope
Director, Public School Review

Endorsement

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

The timeframe for the next review process focusing on the Relationships and Partnerships, Learning Environment, Leadership and Use of Resources domains, is scheduled for Term 2, 2023.

The next Public School Review, inclusive of all domains, is scheduled for Term 2, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Gifted and Talented
- 2 Kelmscott Extension Program
- 3 Special Educational Needs
- 4 School of Special Educational Needs: Behaviour and Engagement
- 5 School Curriculum and Standards Authority
- 6 Languages other than English
- 7 National Assessment Program – Literacy and Numeracy
- 8 Australian Tertiary Admission Rank
- 9 Western Australian Certificate of Education
- 10 Online Literacy and Numeracy Assessment