Kalamunda Senior High School

2016

Independent Review Findings
Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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School and Review Details

Principal: Ms Kathy Ritchie
Board Chair: Mr Maurice Cammack
School Location: 12 Cotherstone Road, Kalamunda
Number of Students: 1102
Reviewers: Mrs Audrey Jackson AM and Mr John Iacomella
Review Dates: 20 and 21 June 2016
Initial Review: 2013

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

• how well the school has implemented self-review
• how well the school has improved student learning (achievement, progress and engagement) for all students
• how well the school has created an environment that promotes learning and student well-being
• how well the school is placed to sustain and improve its performance.
Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students. During the visit, Principals and Board Chairs in the cluster met with reviewers to discuss the achievement of the cluster's purpose.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.
School Context

What are the important features of this school’s context that have an impact on student learning?

The enrolment at Kalamunda Senior High School has increased from 863 to 1102 since the Department of Education Services’ 2013 review, due to the move of Year 7 students to high school in 2015 and the exit of the half cohort at the end of 2014. Additional infrastructure has not been provided to the school to accommodate Year 7 students. In consequence, facilities are somewhat stressed. The school has committed resources to upgrading outdoor areas to create an attractive learning and recreational environment. Partnerships with the Shire of Kalamunda have resulted in the re-development of the school ovals and the shared use of the Kalamunda Performing Arts Centre.

Kalamunda Senior High School is co-located with the Kalamunda Secondary Education Support Centre and together with Lesmurdie Senior High School the three schools form the Hills Learning Precinct, an IPS cluster. The goals of the cluster are identified as improving curriculum access, reducing resource duplication and facilitating the sharing of teaching and management expertise.

Since 2013, the school’s Index of Socio-Educational Advantage (ICSEA) has declined from 1017.36 to 1001. This has resulted in the decile ranking used to assess comparative performance against like schools moving from 4 to 5. Thirty per cent of students are in the ICSEA’s bottom quartile.

The school draws students from the hills, foothills, south-eastern and eastern areas of Perth. The majority of students in the annual Year 7 intake are drawn from nine local primary schools, seven of which are shared with other high schools. However, students transition from over 20 primary schools with some crossing boundaries to access specialist programs. Of the student cohort, approximately 20% of students have parents and/or grandparents who attended the school. Over 95% of students are from English speaking, mainly European backgrounds and 2.6% are Aboriginal. The school has an increasing enrolment of students with significant disabilities which impact their learning. Eight education assistants are employed to support these students. Student transience is relatively low at 13.5%. Attendance rates for both Aboriginal and non-Aboriginal students are higher than like schools and all Western Australian public schools.
With the increase in enrolment the number of full time equivalent (FTE) teaching staff has increased to 84 and support staff to 48. As part of the workforce development plan there has been a focus on employing graduate and early career teachers with the result that the average age of teaching staff has been reduced from 48 years to 44 years. Staff transience is low. The school has a focus on supporting teachers to achieve Level 3 status. In 2014 the Principal established a Learning Leaders program to promote professional learning linked to the Business Plan. These groups provide leadership opportunities for some staff and a variety of options for professional growth for the staff as a whole.

The school's resources are prudently managed with financial statements reviewed at each Board meeting. The one-line budget and flexibilities in staff salary allocation together with the student-centred funding model have provided the school with the opportunity to support key resource areas. These include the allocation of staff to the school's Learning Centre and the purchasing of resources to support student learning. Savings made through the IPS flexibility to self-manage school maintenance have been used to improve teaching and learning facilities and to maintain them to a high standard, which is an ongoing challenge given the age of the school buildings and infrastructure.

The Board of Kalamunda Senior High School has parent, staff, student and community representatives. Members are elected for a period of two years in a staggered election format. Members may renominate at the end of their term and the current Board has a number of long-serving members. The Head Boy and Head Girl are members of the Board for their period in office and bring a student perspective to board decision-making. The Board has been augmented by the appointment of a School Patron as an ex-officio member. The Board determined the criteria for the appointment of the Patron as being a distinguished former student who plays a role in formal school events.
The School's Self-Review Process

_How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?_

The leadership team has implemented a cyclical review of performance against the targets of the Business Plan and the requirements of the DPA. The Business Plan comprises achievement targets for the planning period supported by interim targets for 2014 and 2015.

At the beginning of each school year, student academic and non-academic performance data is analysed and progress against targets assessed. The Principal has developed a monitoring tool based on a traffic light model to demonstrate progress against targets. The tool identifies both progress and strategies that will be put in place to address areas of concern. Targets are then adjusted on the basis of this review with all changes endorsed by the Board. Each year, heads of learning areas and teachers develop learning area plans to support the achievement of program targets linked to those of the Business Plan. Progress is reviewed following the preparation of interim reports on student performance and at the end of each semester.

Once established, learning area plans are reviewed by the Principal and Executive as part of a comprehensive review which includes the student services programs. All learning areas contribute to the school's Annual Report, which is presented to the Board for review and endorsement prior to publication.

In the light of documentation provided and through discussion during the school visit, the reviewers considered that the school had made substantial progress towards achievement of all targets and had exceeded the target for National Assessment Program—Literacy and Numeracy (NAPLAN) spelling and numeracy. In consequence, this target had been adjusted for 2016.

A comprehensive analysis of performance against the components of the DPA was provided to the reviewers. The documentation linked each component of the DPA to school programs and identified that the school had met each of the requirements of the agreement. Discussions and observations during the school visit confirmed this to be the case.
School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The 2014–2016 Business Plan lists the 2016 academic and non-academic achievement targets.

The academic targets are based on the Western Australian Certificate of Education (WACE) graduation and attainment rates, the Australian Tertiary Admissions Rank (ATAR) scores, Certificate II achievement and the NAPLAN student results.

The non-academic targets are based on student attendance rates and the extent to which students demonstrate courtesy and respect.

The school did not achieve the 99% WACE graduation targets for 2014 or 2015. The graduation rates achieved for 2014 and 2015 were 95%—67 from 70 students, and 94%—136 from 145 students respectively. However, this target has been adjusted for 2016 to make it more achievable in recognition that some students will not satisfy the Online Literacy and Numeracy Assessment (OLNA) requirements.

The Year 12 attainment rate of 87% was below the 90% target of 2014. The 95% attainment rate exceeded the 90% target of 2015. The 2016 target attainment rate is 95%.

The Year 12 students exceeded the two ATAR targets of achieving better than other WA public schools and like schools in 2014. The Year 12 results did not meet either of the two ATAR targets in 2015. The Principal and staff were surprised by this outcome, which was contrary to progress data which, in both years, had predicted a result closer to the target.

The school median ATAR score in 2015 was 68%. The targets were to exceed the 76% median score for WA public schools and the 70% median score for like schools. The staff indicated that the instructional program and processes were similar to previous years. The leadership team was aware of the low student performance during 2015 and instigated additional programs that included a mentoring program (Reach Your Potential) and counselling for better course selection to help students improve their learning. This year the school has implemented a process of closer monitoring of student
performance and additional teaching time to help achieve the 2016 ATAR targets.

The 2014 target of 75% completion of Certificate II or higher was not achieved; the actual completion rate being 59%. In 2015, the target of 75% was exceeded as the school justifiably claims an actual completion rate of 90%. This was calculated using data which combined numbers of students completing at least one Certificate II at school and/or through TAFE. The school has adjusted the 2016 target to 90% with an aspirational target of 95% as a consequence of these results. In 2011, 44% of VET students completed a Certificate II course. In 2015, there were 44 VET courses provided and 90% of VET students completed a Certificate II or above course. The VET courses provided a range from Certificate II in Engineering to Certificate IV in Business.

The school is commended for the range and number of VET courses provided through partnerships with registered training organisations including TAFEWA and for the high percentage of students who successfully complete a Certificate II or above course.

The Business Plan includes the target of reducing the number of students in the bottom tricile for ATAR scores to 33%. This target has not been achieved in the past three years. The school's results of 47% and 44% in 2013 and 2014 respectively in the bottom tricile were comparable to like schools. In 2015, the school achievement dropped to 60% in the bottom tricile compared to 47% for like schools. The reviewers recommend that the school addresses the significant increase in the percentage of ATAR students in the bottom tricile in 2015.

The Business Plan states NAPLAN targets in terms of the number of students achieving results at least at Band 8 standard and comparable with Department of Education, State and National means. Results are analysed for student subgroups that include: Aboriginal and Torres Strait Islander (ATSI) students; Language Background other than English (LBOTE) students; girls, and boys.

The target of 50% of students achieving Band 8 results in reading, writing and numeracy was achieved for reading in 2015 and numeracy in 2014 and 2015. The school mean for writing was above Department of Education, State and National means in 2014 but below in 2015. Analysis of the writing results indicates that girls were achieving significantly better than boys. Analysis of
the reading results also indicates boys were achieving at a lower standard than girls. The school is implementing a variety of strategies such as a boys’ only class and focusing efforts in the Learning Centre to improve the boys’ results.

The school has introduced specific programs to support the progress of student subgroups; for example, implementing the *Follow the Dream* program to assist ATSI students to improve their learning.

The Learning Centre provides additional support to classroom teachers in improving student achievement, especially in the areas of literacy and numeracy, across the whole school. The Learning Centre has a pivotal role in introducing and maintaining consistent whole-school practices. Learning Centre staff assist teachers to identify students at educational risk and modify the curriculum to better meet the needs of those students. Discussions with teachers confirm that support from the Learning Centre has been a major factor in helping them improve the learning outcomes for all students and to achieve the Business Plan targets.

The leadership team is commended for establishing the Learning Centre to support the consistent implementation of targeted teaching and learning programs throughout the school, together with innovative programs and modifications to programs to suit the needs of students at educational risk.

Analysis of Year 9 NAPLAN longitudinal results over the five domains for 2013–2015 indicates student achievement is comparable to like schools and WA public schools, with higher achievement in 2015. In particular, following results below like schools and WA public schools in 2013, numeracy constantly improved to be better than like schools in 2015.

The Year 7 NAPLAN results were variable with the numeracy results below expected standards in 2015. The school has identified a higher than normal percentage of students below the National Minimum Standard (e.g., up to 38% of students in writing). The school has responded by developing a range of strategies that include grouping students to allow more targeted instruction in the areas of need. The Learning Centre has received additional resources to assist these students.

The school has not achieved the Business Plan attendance target of 92% during the years 2013–2014, although in 2015 the attendance rate was 91.9%. The attendance rates at the school of at least 90.7% have been higher than the State attendance rates which have been around 87% since 2011.
The school has indicated that the current attendance rate is 92%. The 5.9% and 2.1% of students rated ‘Moderate’ and ‘Severe at risk’ for attendance in 2015 are below the corresponding State attendance rates of 10.6% and 7.0% respectively. The Principal attributes the relatively high attendance rates to the monitoring and intervention strategies implemented at the school such as the ‘Good Standing’ initiative and the provision of an appropriate curriculum that supports student engagement. The Principal intends to include attendance rates and targets for each year level in the next Business Plan to improve the identification of students at risk due to poor attendance.

The staff collects and analyses student data and information from reporting to parents on the extent students display courtesy and respect at each year level. Percentage targets are set for each year level ranging from 98% for Year 7 students to 90% for Year 10 students. The targets were achieved for 2014 and adjusted upwards for 2015 and 2016. The Year 10, 11 and 12 targets were achieved in 2015. The Year 8 and Year 9 targets were within 1% of being achieved in 2015. The Year 7 target of 94% was not achieved in 2015 when 90% was achieved. The Principal has indicated this was due to Year 7 students enrolling at the school for the first time. Social and alternative programs are being introduced during 2016 to assist students identified with challenging behaviour and attitude, aimed at improving their attitude, engagement and learning at school.

Staff at every level are commended for embedding the analysis of academic and non-academic results of subgroups of students, in order to identify those who are underachieving and to implement strategies to improve their learning outcomes.

Similarly, staff at every level are commended for the quality of student learning data collected and for the analysis of that data to determine the effectiveness of the teaching and learning program to improve student learning outcomes.
School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?

The school vision is ‘Sharing Our Forest of Possibilities’ reflecting its location in the hills. The school values are Respect, Pride, Community, Resilience and Love of Learning.

Discussions with students verified the school’s strong community and family culture. A student from a small primary school commented on how the school was like a family. The students indicated they felt safe at the school and were aware of the procedures in the event of bullying or any other personal threat. Classroom visits confirmed students have a positive relationship with their teachers and were engaged in their learning. Teachers have high expectations for student achievement and behaviour. Students interviewed confirmed the school provided opportunities to all students to improve their learning in a caring and positive environment. The students expressed confidence the school dealt appropriately and fairly with challenging students. Students commented on the attitude throughout the school of fellow students taking care of each other and of being supportive in times of need. Examples were given of how students willingly supported other students during times of personal tragedy or family crisis. Students, parents and staff commented on the extraordinary level of support provided to a particular student during a personal crisis.

The variety of educational programs offered such as the Gifted and Talented Education (GATE) visual arts, outdoor adventure, academic excellence and the Kalamunda Performing Arts program gives students the opportunity to improve their learning outcomes and to enrich their personal development. One senior school student commented on how she arrived at the school as a shy and withdrawn Year 8 student and after nearly five years at the school she believes she now has the necessary academic, personal and social skills to move into the next phase of her life with confidence.

Discussions with parents confirmed their satisfaction with the standard of education provided at the school. Parents are welcomed to the school, believe their views are seriously considered and are encouraged to participate in school activities. The parents interviewed were also satisfied with the focus the school has on developing the whole child. In particular, the parents were
very satisfied with the level, timeliness and openness of communication between themselves and the school; for example, the use of email messaging to keep parents informed of their children's progress, when assignments are due, homework set and if there are any concerns arising.

The staff is commended for the communication strategies employed to inform parents of the academic and non-academic progress of their children at school and of any concerns when they arise.

The 2014 and 2015 annual reports list the interim achievement targets for those years, provide information on the extent to which the school has met the targets and the achievement targets for the successive year, and the success of strategies the school is implementing to improve student learning outcomes.

The GATE visual arts and the Kalamunda Performing Arts program are examples of programs that give students the opportunity to achieve at the highest standards, showcase their efforts at the local and State level and develop pride in their school achievements. The performing arts and visual arts students have won State awards for their performances and their work. The recognition of the success of these programs helps create a culture of success and high achievement throughout the school.

The school has established a triage system of dealing with the daily issues of managing and regulating student behaviour including attendance. The Attendance Officer and a duty officer, a senior staff member, are rostered on duty for the day. The triage system ensures there is a consistent response to any incidents that may occur at the school. The system also ensures the appropriate staff have the earliest opportunity to deal with situations as they arise. All incidents are recorded and then reviewed daily by senior staff to determine if any particular student has a major issue or if there are concerning trends emerging at the school. The triage system is attributed with helping reduce the number of referrals for misbehaviour and letters of concern to parents.

The student services team oversees a variety of pastoral care programs and activities that help the school provide a caring and stimulating learning environment. These include Act, Belong Commit—Mentally Healthy Schools, Bully Busters, Drumbeat, Year 7 Values Camp, Restorative Justice Intervention, Mental Health Week and the Bibbulmun Challenge. These
programs help embed the five school values, especially the value of resilience.

In 2014, the school implemented the RITE Journey as a strategy to improve the learning outcomes for 26 boys who were identified as underachieving and being at educational risk. These boys were characterised as being disengaged in their learning with significant attendance, behavioural and academic concerns. In 2013, a teacher attended a training program and prepared for implementation in 2014. Two groups of students have participated in the program to date and the school indicates results have been variable. Most participants have improved their learning outcomes in English and other subjects. Their behaviour has improved but attendance rates have not. The RITE Journey program is an example of the staff identifying students at educational risk, implementing a program to help those students improve their learning outcomes and evaluating the effectiveness of the program. The Stride program for Year 9 girls is another example of the school implementing programs to improve the learning outcomes of a group of students.

The staff is commended for identifying students at educational risk and implementing appropriate programs and strategies to improve their learning outcomes.

The behaviour management policy and procedures are based on the school's five values, rewarding good behaviour and ensuring there are consistent teaching practices and teacher expectations. Ninety-eight per cent of all teachers have participated in the Classroom Management Strategies program to help achieve common and consistent pedagogy throughout the school. Positive behaviour is acknowledged and rewarded. Over 2000 positive behaviours were recorded in 2014 and 2015. Certificates of commendation achieved by students for their positive behaviour are publicly acknowledged and recorded in the school's information system. The staff attribute the Good Standing program, the triage system and the pastoral care programs as the main factors in the decline of the student suspension rate. The suspension rate has declined since 2010 despite an extra 300 students enrolling and the advent of Year 7 enrolments in 2015. Classroom visits and general observations confirm the successful implementation of the school's behaviour management policies and procedures.

The school has developed a variety of partnerships to enhance the teaching and learning program. These partnerships include The University of Western Australia for Thinking Science Australia and the SPICE program, the
University of Melbourne for *Reframing Mathematics*, The Japan Foundation for the provision of teacher assistants, Curtin University for *Coaching Curtin* and *Curtin Linkup*, Perth Businesses for the *World of Work* (WOW) program and the Hills Learning Precinct. Discussions with staff and students confirm these partnerships have provided additional expertise, increased professional development opportunities for staff and learning opportunities for students and have broadened the educational experience of the school community.
School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

It was evident in discussions with teaching and support staff that the Business Plan is central to the development of annual teaching and learning plans. It is considered to be a document that provides the basis for all aspects of the school's operation and hence guides resource allocation. The cyclical review of the Business Plan has been embedded in school practice and involves the leadership team, senior staff, teachers and the Board. The reviewers commend the school on the continuous cycle of reflection, review and adjustment that is embedded in school practice.

The cyclical nature of the review has empowered staff to contribute to program review and development in their learning areas. It is a model that provides opportunities for staff to contribute to both identification of targets and their review. In doing so it encourages teachers to focus on their own pedagogy and its impact on student learning. This model of staff engagement fosters a focus on continuous improvement and is supported by a well-constructed professional learning program. The program encourages staff to continue to develop understanding of the pedagogy associated with their learning area and to continue their personal growth as educators by engaging in cross-faculty focus groups led by the school's Learning Leaders.

The Innovative Design for Enhancing Achievement in Schools (IDEAS) framework which focuses on vision, values and pedagogy continues to underpin school practice. The values adopted by the school—Love of Learning, Respect, Resilience, Pride and Community—appear on all publications and from discussions with staff, students and parents it was evident that they are embedded in the life of the school. During these discussions it was explicitly stated that the school is perceived to be a community in which all students are supported in their learning and offered opportunities to develop their skills and talents. This reflects the school’s stated purpose ‘to develop life-long learners using the school-wide pedagogy and school values to nurture young men and women who can realise their full potential’.

The Workforce Plan for 2014–2016 includes targets and strategies to address the ageing teacher workforce and the need to encourage teachers to pursue leadership roles particularly those which focus on enhancing classroom
expertise. In 2016, the average age of the teaching staff is 44 years, a
decrease from 48 years in 2014. There is a focus on staff development with
teachers encouraged to apply for Level 3 and Senior Teacher status. In 2016,
the school has five Level 3 teachers with a further four working towards this in
2016 and there are 27 Senior Teachers.

School finances and resources are effectively managed and are directed to
support the teaching and learning programs identified in the Business Plan.
The Board is engaged in the review of financial statements and in the
approval of the annual budget.

The School Board, the Principal and staff all contribute to ensuring that the
values and direction are sustained through the reflective processes used to
review the performance of the school. Minutes of meetings confirm that the
Board implements the functions required by the DPA. The reviewers verify the
level of engagement of board members and their understanding of their role in
monitoring progress against the targets of the Business Plan and endorsing
adjustments made as an outcome of the cyclical review.

The Board Chair is in his first year of office and was a board member prior to
being elected Chair. He has significant experience in governance and a focus
on ensuring the Board functions effectively and has a strong presence in the
school community. A survey of board effectiveness has been completed and
the results will be discussed at a forthcoming meeting. Following each
meeting a Board Communiqué is published on the school’s website and
email to all families to ensure the community as a whole is informed of the
Board’s activities.

The reviewers commend the Board on the introduction of the Board
Communiqué to inform the school community of its role and activities.

The school enjoys the strong support of parents and the local community. The
results from the most recent School Satisfaction Survey (2014) indicate that
parents rate the school’s performance positively. The items ‘teachers expect
students to do their best’, ‘students feel safe at school’, ‘students like being at
school’ and ‘I would recommend this school to others’ all rate above four on
the five point scale. These views were confirmed during discussions with
parents who also expressed appreciation of the quality and level of
communication and the effective mechanisms for addressing parental
concerns. One parent summarised this by stating that ‘the school models its
values’.
School and Cluster Performance

Has the cluster met its intended purpose and supported improved student learning?

The Hills Learning Precinct is an IPS cluster of schools comprising Lesmurdie Senior High School, Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre. At the time the schools were applying for Independent Public School status the leaders agreed that closer cooperation and efficiencies could be achieved through the establishment of an IPS cluster which could:

- improve curriculum access
- reduce resource duplication
- facilitate the sharing of teaching and management expertise.

It is also now argued strongly by the principals of the two senior high schools that, at the time of application, it was recognised that applying as a cluster would ensure that if successful the image and reputations of both schools would develop, to some extent, at a similar rate. This, they believe, was very important for the reputation of Government school education in the Hills community.

In the six-year intervening period the cluster has met infrequently, although the Board Chair and Principal cluster representatives attending the review insist this is not an indication of the effectiveness of the model and have given a number of examples of how the schools benefit from the increased cooperation and contact their cluster arrangement offers. There was an argument, from the cluster representatives attending the review visit, that the loose affiliation now in place is meeting the original intentions and that the recommendation from the last review in 2013, “that schools explore additional benefits for staff, students and the Boards of additional linkages with cluster partners” is being met. However, there is little evidence of this.

Kalamunda Senior High School and Lesmurdie Senior High School have collaborated in the delivery of WACE courses through online delivery. During 2013 and 2014 when the half-cohort were in upper school, the history, geography and specialist mathematics subjects were delivered online with Darling Range Sports College also participating in the program. With cohorts returning to normal in 2015 only mathematics specialist Year 11 and 12
subjects are being offered online at Kalamunda and Lesmurdie. As the new Year 11 and 12 courses continue to develop, the inclusion of other courses in the program will be considered as the need arises.

The Cluster’s Business Plan 2013-2016 envisaged that the co-location of the Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre would provide opportunities for the sharing of resources by the two schools in order to increase support to students in both schools and hence enhance educational outcomes. However, the increase in enrolment at both schools and the concomitant demand on both staffing and the Kalamunda Senior High School’s limited physical resources has resulted in reduced opportunities for collaboration.

Regular cluster meetings would assist in identifying strategic issues and planning for their implementation and to this end the reviewers recommend a focus be developed for the Hills Learning Precinct that supports collaborative practice between member schools, supported by planning and monitoring to formalise the objectives of the cluster.
Conclusion

Kalamunda Senior High School provides a comprehensive education program to support the aspirations of a diverse group of students. The scope of its programs, which include a specialist visual arts program, outdoor adventure, the performing arts, Asian languages and academic excellence streams create a rich learning environment. This is supported by the Learning Centre which oversees the delivery of teaching and learning programs and, where necessary, their modification to suit the needs of students at educational risk.

The school has continued to make effective use of the opportunities available to Independent Public Schools. It was evident throughout the review that the Business Plan is the basis for all aspects of the school's operation. The continuous cycle of reflection, review and adjustment of targets is central to the development of programs to enhance student learning and hence to resource allocation.

The school's values of learning, respect, resilience, pride and community are fundamental to the relationship between all sectors of the school community resulting in a common sense of purpose which enhances the education it provides.
Commendations

The following areas are commended:

- the continuous cycle of reflection, review and adjustment that is embedded in school practice
- the range and number of VET courses made available to students through partnering arrangements and the high percentage of students who successfully complete a Certificate II (or above) course
- the establishment of the Learning Centre to support the consistent implementation of targeted teaching and learning programs throughout the school, together with innovative programs and modifications to programs to suit the needs of students at educational risk
- the communication strategies employed to inform parents of the academic and non-academic progress of their children at school and any concerns arising
- the identification of students at educational risk and implementation of a variety of programs and strategies to improve their learning outcomes
- the introduction of the Board Communiqué to inform the school community of its role and activities.

Areas for Improvement

The following areas for improvement are identified:

- address the significant increase in the percentage of ATAR students in the bottom tricile in 2015
- develop a focus for the Hills Cluster that supports collaborative practice between member schools, supported by planning and monitoring, to formalise the objectives of the cluster.
Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Kalamunda Senior High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.

15 August 2016
Ms Audrey Jackson AM, Lead Reviewer
Date

15 August 2016
Mr John Iacomella, Reviewer
Date

09.8.16.
Mr Richard Strickland, Director General, Department of Education Services
Date