



Department of
Education

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Kalamunda Senior High School

Public School Review

May 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Kalamunda Senior High School is located in the Perth hills area, 26 kilometres east of the Perth central business district, within the South Metropolitan Education Region. Nine primary schools are within the catchment area, with seven of these having shared options for secondary schooling.

The school has an Index of Community Socio-Educational Advantage of 1015 (decile 4).

Established in 1962, the school became an Independent Public School (IPS) in 2011. Currently, 1232 students are enrolled from Year 7 to Year 12.

Students have access to a selective entry Gifted and Talented Visual Arts program. This is complemented by a Performing Arts program in dance, drama and music. An Outdoor Adventure program provides students tuition in specialist classes throughout Year 7 to Year 10.

The school is co-located with the Kalamunda Secondary Education Support Centre, and benefits from various educational opportunities for identified students to access curriculum and programs across both schools.

Community support for the school and Kalamunda Secondary Education Support Centre is demonstrated through the engaging work of the combined Parents and Citizens' Association (P&C). Parent sub-groups meet regularly to support the Music (MusicKal) and Gifted and Talented Visual Arts (ArtyKal) programs.

The School Board, broadly representative of the school and community, provides a proactive and constructive role in self-reflection to support governance of school activities.

School self-assessment validation

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

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

- A culture of reflection and continuous improvement provided a solid foundation for the Public School Review.
- The process of preparing for the Public School Review was in keeping with the ongoing and embedded procedures for school self-assessment and improvement at the school. The Standard guided staff reflection and assisted in identifying links to school operations and the business plan.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the school context, performance and planning in relation to the business plan priorities.
- The summary statements provided in the ESAT submission assisted reviewers to gain an overall understanding of evidence presented for each domain.
- Staff demonstrated a high level of understanding of the alignment of domain evidence to planning and interventions. The commitment by staff to the school's improvement focus has enhanced the journey and outcomes to date.
- A cross-section of school leaders, teachers, allied professionals and parent and community representatives elaborated on the evidence described in the submission, during the validation visit.

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Relationships and partnerships

The connected work of the school and broader community is enhanced by a shared commitment to meaningful partnerships to optimise educational provision, with consideration of community emphases.

Commendations

The review team validate the following:

- Survey data reflects a positive outlook by students, parents and staff regarding support from, and for, the school. A sense of community underpins a culture of collaborative planning and sharing.
- The strong community connection is enriched through mutually constructive and sustainable relationships that benefit students and the school. Links with the City of Kalamunda foster opportunities in the Arts, sports and outdoor adventure, and the environment and sustainability.
- A focus on health and wellbeing is supported by the Mental Health in Schools Committee facilitating research and professional learning to guide the implementation of programs and support. Survey feedback reaffirms staff resilience (a school 'value'), and care for themselves and others.
- A wide range of supports are provided to families through student services personnel such as brokering and facilitating services from external health providers.
- The school's 60th Anniversary celebrations in 2020 elicited endorsement of its embedded positive school climate from staff, current and former students, parents, and members of the community.

Recommendation

The review team support the following:

- Initiate collegial network groups across primary and secondary schools in curriculum areas.

Learning environment

A range of preventative and responsive programs support staff in addressing student needs. This results in a calm and orderly learning environment, strengthening the opportunity for optimal student engagement.

Commendations

The review team validate the following:

- A review of core business was conducted through a Response to Intervention framework to improve curriculum and services for students. Responses to the review included structures and roles to support an effective Year 7 learning team approach and the establishment of the Learning Centre.
- Students with diverse learning needs or who are at educational risk, are identified, supported and monitored effectively for improvement through processes coordinated by the Learning Centre personnel.
- Student attendance rates are consistently higher than like school comparisons. Processes to monitor barriers and to support regular attendance are well established and effective.
- An array of staff, services and structures provide a safe, positive and supportive learning environment.
- Student voice is facilitated with opportunities provided for greater numbers of students to exercise leadership successfully and represent the school.

Recommendation

The review team support the following:

- Continue to use the Aboriginal Cultural Standards Framework for reflection and to drive improvement in cultural responsiveness.

Leadership

Strategic and responsive school leadership has provided a structured and collaborative environment to support a focus on business plan priorities and optimise student development. A solid foundation has been laid to support the school improvement agenda.

Commendations

The review team validate the following:

- Leaders and staff pursue enthusiastically, a long-standing commitment to improvement of structures and processes that are underpinned by being 'Inclusive, Innovative, High Achieving and Connected'.
- The school vision and values (Pride, Respect, Resilience, Learning, Community) and school-wide pedagogy are at the forefront of decision making for strategic and operational planning.
- Business planning is characterised by engagement of all staff, together with the review and analysis of the impact of current strategies, to inform the next cycle and align with system and school expectations.
- Jointly determined change is undertaken through unanimity of purpose. Responses follow in a timely, informed and collaborative manner, with strategic reviews of operations used to identify adaptive actions.
- To complement formal leadership roles, an effective distributed leadership model provides a variety of opportunities to develop staff skills in roles such as year, careers, VET¹ and Learning Centre coordinators.

Recommendation

The review team support the following:

- Review the organisational structure currently being trialled, in preparation for 2022 and beyond.

Use of resources

The deployment of resources to long-term and short-term needs is aligned strategically to business and operational planning and reflective of identified need.

Commendations

The review team validate the following:

- The school values its IPS status and local responsibility for resource planning and deployment, including faults management. Asset and replacement planning guides a strategic approach to the refurbishment of school infrastructure and equipment.
- Effective processes and practices have been established for budget management of financial and human resources. These are guided by the school business plan and align with Department policy and strategic directions.
- Recruitment processes are strategic, to enable a targeted workforce committed to sustainable programs and practice, and to account for increasing student enrolments.
- Targeted initiatives and student characteristics funding support a range of academic opportunities and programs such as: specialist courses; chaplaincy; mental health; staff development; and school psychology, to optimise the academic and wellbeing needs of students.
- Resource monitoring and tracking is undertaken by the Finance Committee comprised of parent, teaching and senior leadership representatives.

Recommendation

The review team support the following:

- Strategically manage responses to the impacts of the upcoming building program.

Teaching quality

Staff have demonstrated a long-standing commitment to the development of the school-wide pedagogy. There is a shared understanding that this approach in developing teaching quality will deliver long-term sustainable change.

Commendations

The review team validate the following:

- Peer coaching is used effectively in observation and reflective discussion. Teachers engage in robust professional dialogue and provide feedback on classroom observations to challenge and support each other in their professional growth.
- A range of professional learning activities and feedback from colleagues are indicative of a shared obligation to improving teaching practice.
- Professional learning and focus groups provide an opportunity for differentiated professional learning based on interest and need, leading to increased staff motivation and engagement.
- Teachers track, monitor and differentiate learning through the use of student achievement data to examine the impact of teaching strategies and make adjustments accordingly.
- Staff are provided with support to enhance their teaching practice and support roles. Growth in teacher competence in ICT², cultural understandings, and instruction in writing (Tactical Writing) is evident.

Recommendation

The review team support the following:

- Develop a differentiated and encompassing instructional model to incorporate the school-wide pedagogy.

Student achievement and progress

Student achievement is consistently close to like school comparisons across the range of academic offerings. Longitudinal data and students' performance against systemic and school-based targets are analysed by staff to inform planning.

Commendations

The review team validate the following:

- Performance trends are positive in all NAPLAN³ assessments in Year 7 between 2015 and 2019. School means were above the like school mean in most assessments in Year 7 and Year 9, since 2015.
- The Western Australian Certificate of Education achievement rate in 2020 was equal to the like school and above the State means. The attainment rate has been above like schools and the public school rate annually, since 2016.
- Literacy and numeracy progress between Year 9 NAPLAN and Year 12 Online Literacy and Numeracy Assessment in 2020 was significant. Targeted intervention strategies have been highly beneficial.
- Vocational pathways ensure student engagement and success. A high proportion of students complete Certificate II or III Australian Qualifications Framework credentials.
- Staff are encouraged to set class targets to align with school targets, to reinforce ownership, build efficacy in classroom practice and assist staff in determining their impact on student achievement.

Recommendation

The review team support the following:

- Develop a whole-school focus on numeracy as per the identified business plan strategy.

Reviewers

Brett Hunt
Director, Public School Review

Kate Wilson
Principal, Kent Street Senior High School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy