



Department of
Education

D18/0412361

Public education
A world of opportunities

Kent Street Senior High School

Public School Review

September 2018



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability Unit. 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, 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 principal's Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from your 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

Opened in 1940, Kent Street Senior High School is located four kilometres south-east of the Perth central business district. Sections of the school are heritage listed. The school enrolls 926 students from Years 7 to 12.

With an Index of Community and Socio-Educational Advantage rating of 1011, the school caters for a diverse population of students from 51 nationalities of which nine per cent are Aboriginal.

The school recently established 'entry on application' program Centre of Resource Excellence (CoRE) and has facilitated alliances with other secondary schools. It supplements the school's embedded specialist programs in Aviation, Cricket and Fashion Design.

School self-assessment validation

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

The following aspects are confirmed:

- a wide range of credible evidence was selected for analysis;
- staff engagement in the school assessment process was highly collaborative;
- analysis was thorough;
- there was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used; and
- a culture of reflection and continuous improvement was evident.

The following recommendations are made:

- use the most recent data to best represent evidence of school effectiveness.

Public School Review

Relationships and partnerships	
<p>Leaders have facilitated high levels of organisational trust. Staff feel empowered to commit to, and build on, the leaders' emphasis on responsibility to the students of this school and the broader educational community. The school functions with a focus on relationships and partnerships within an embracing and inclusive culture.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Respectful and engaging relationships are evident between staff and students. • School Board representatives are actively engaged in consultation regarding school direction. • Board members advocate strongly for the school and its achievements. • Communication processes are well established and respected by the school community. • Quality professional relationships underpin high levels of staff morale. • Effective partnerships have been established and fostered with the local community and external organisations. • Student, staff, parent and community feedback is sought routinely to shape improvement policy.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The ongoing development of partnerships with regional schools and external organisations to enhance the CoRE and Aviation remains a focus.

Learning environment	
<p>Strong foundations have been laid for the desired learning environment through formalised student services structures and processes for the management of attendance, behaviour, engagement and students at educational risk. Shared responsibility for safe and orderly conditions are evident.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student engagement is enhanced through extensive interagency support. • Behavioural expectations are articulated clearly and managed consistently. • Students at educational risk are identified, supported and monitored effectively. • Attendance and punctuality issues are addressed through explicit school-wide strategies. • Extensive wraparound support is provided to accommodate student needs.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student tracking mechanisms are to be established through SEQTA.

Leadership

A sense of empowerment has resulted from authentic engagement of staff in aligning school operations to agreed direction. Expectations for staff in school directions are outlined clearly and supported strategically to ensure successful implementation.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A shared and unifying vision underpins school direction.• Staff actively engage in reflective school improvement planning.• The link between school, operational and classroom planning is evident.• Change is managed strategically with consideration of expectations, support and accountability.• Staff development is aligned closely to quality professional learning and performance development processes.• Leaders provide quality curriculum instructional direction.• Staff are encouraged to undertake leadership opportunities established in accordance with student needs.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none">• There is an ongoing commitment to engage leaders actively with all stakeholders.• There is a goal to further improve teacher awareness of alignment between classroom practice and whole-school direction.

Use of resources

Clear and transparent alignment between the use of resources and school operations has been established through building staff and Board understanding and capacity. There is a clear and defensible link between the use of resources and the conditions for student success.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Budget planning is linked explicitly to the conditions for student success.• Student characteristic funding is deployed to support teaching and learning adjustments focused on improved student outcomes.• Funding for targeted initiatives delivers outcomes specified in funding requirements.• Formalised management processes have been established to ensure short-term and long-term planning for human and financial resources are fiscally efficient and effective.• Resource allocation decisions are evidence-based.• Innovative resourcing supports specific school programs.
---------------	--

Teaching quality

There is a school-wide commitment to quality teaching that underpins the school's improvement journey. A sophisticated process for support and oversight of agreed teacher practice assists staff in ensuring consistency and coherence.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A culture of high expectations for staff performance and student achievement is evident. • Beliefs about teaching and learning are understood and accepted. • Staff engage with a focus on information and communication technology to enhance the curriculum. • Teacher performance and development is aligned explicitly to the Australian Institute for Teaching and School Leadership standards. • Feedback regarding staff performance is regular and effective with quality practices celebrated. • Teacher collaboration is focussed on student achievement and progress with performance data used to inform planning and differentiation. • Assessment and reporting are supported by rigorous moderation practices.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Development of formalised learning area scope and sequences of curriculum (Years 7-12) is a work in progress.

Student achievement and progress

The school gathers and analyses school-based and systemic data to determine targeted approaches for improvement. Staff are aware that with unified commitment to agreed school-wide strategies, the desired improvement in student achievement will ensue.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student achievement data is generally at or above like school means in Year 7 and below like school means in Year 9. • Senior secondary Australian Tertiary Admission Rank (ATAR) performance is below the expected mean. • ATAR data is influenced by non-tertiary bound students in ATAR subjects. • Vocational education and training achievement is strong leading to an attainment rate above like schools. • Online Literacy and Numeracy Assessment response strategies are improving student achievement. • There is confidence that school-wide literacy and numeracy strategies will improve student performance.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Continue to improve student achievement through consistent approaches to data analysis, planning, teaching and monitoring. • Attention to achieving a balance in senior school course selection between student aspiration and demonstrated capacity is evident.

Reviewers

BRETT HUNT
Director, Public School Review

MARK GILLETT
Principal, Cape Naturaliste College
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE
Executive Director, Public Schools