



Department of
Education

Shaping the future

Central Midlands 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

Opened in 1971, Central Midlands Senior High School is located in Moora, 172 kilometres north of Perth, within the Wheatbelt Education Region.

The school offers a wide range of academic and vocational education subjects. Students have access to excellent facilities including a trade training centre for hospitality and engineering, allowing students to learn in an industry standard environment.

Currently, there are 190 students enrolled from Year 7 to Year 12. A number of students reside at the recently upgraded Moora Residential College.

The school has an Index of Community Socio-Educational Advantage of 950 (decile 8).

Central Midlands Senior High School plays an important role in the community and partnerships have been arranged with local businesses to ensure the sustained success of the school's workplace learning program.

Support for the school is provided by the School Council and the Parents and Citizens' Association (P&C).

School self-assessment validation

The acting Principal submitted an adequate school self-assessment.

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

- This Public School Review was undertaken in 2021 in response to the school being inadequately prepared for the scheduled review in 2020. The review team were unable to validate the school against the Standard.
- The Principal received support and guidance from Ms Jennifer Graffin, then Director Wheatbelt Education Region, in developing a process to ensure the school was prepared for the review in 2021.
- The acting Principal indicated the school had intended to begin preparation for the review in Term 1, 2021 but described a number of challenges that prevented this occurring.
- The acting principal sought advice from the review team in preparing the Electronic School Assessment Tool (ESAT) submission. Although rushed, the school provided a submission adequate enough to be reviewed prior to the validation visit.
- Significantly more staff, students and parents participated in the 2021 validation visit than in 2020. The staff involved demonstrated a greater understanding of self-assessment processes and the ESAT submission than previously.

The following recommendations are made:

- Leaders engage in the Leadership Institute's 'Leading a Culture of Whole School Self-Assessment' professional learning.
- Prioritise school self-assessment to ensure any distraction does not impact the school's ability to routinely monitor its performance against the School Improvement and Accountability Framework (SIAF).
- Familiarise staff with the SIAF, the Standard and the ESAT.

Public School Review

Relationships and partnerships

Promoting the school to the wider community is a dominant feature of the school's business plan. With a significant number of students residing at the Moora Residential College, the school recognises the importance of effective relationships and partnerships.

Commendations

The review team validate the following:

- Staff value the importance of building mutually respectful relationships with students engaging them as partners in their own learning. This is also reflected in the relationships between staff.
- Parents describe teaching staff as approachable, engaging in open dialogue for the benefit of students.
- A small but committed P&C are keen to work with the school to provide opportunities and resources to benefit students.
- The School Council advocates for the school community and is keen to contribute to the ongoing school improvement.
- Extensive partnerships with the local community have been established to enhance the learning experiences of students.
- The National Volunteer Week engaged students with local volunteer groups exposing them to the benefits and importance of giving back to the community.

Recommendation

The review team support the following:

- Establish improved structures for communication with parents including mechanisms for receiving and acting on feedback. Similarly, efforts to improve and acknowledge Student Council voice.

Learning environment

The school has placed a high importance on ensuring a positive and engaging environment adds value to the learning experience of its students.

Commendations

The review team validate the following:

- Staff have genuine care for students who describe the school as a safe and positive learning environment.
- The commitment of staff to provide additional experiences that go beyond the classroom learning program includes after school involvement in the community.
- The school values the importance of knowing its students well. A comprehensive transition program for Year 6 students provides support for them, which is particularly valuable for those living some distance from Moora.
- Students are afforded high quality facilities including a trade training centre and commercial kitchen. Although challenges exist in staffing these facilities, the school actively seeks opportunities to engage students in these environments.
- The school aims to cater for all student pathways and has prioritised engaging students in SIDE¹ subjects in senior school. A dedicated staff member advocates for, and supports them in their studies.
- The Student Council coordinator engages young leaders in leadership opportunities and events across the school. Students hold the coordinator in high regard for the advocacy of the program.

Recommendation

The review team support the following:

- Create a more strategic approach in student support ensuring there are effective structures, processes and tracking of students.

Leadership

A significant number of staff assume responsibility in leading various aspects of the school. It is commonplace for individual staff to identify a need for and commitment to making a difference in the interest of all students.

Commendations

The review team validate the following:

- The curriculum leader is working with lead teachers in increasing curriculum knowledge, data literacy and operational planning aligned to the Department's expectations.
- Lead teachers carry a considerable load in leading and managing learning areas. Their commitment to supporting their colleagues and student learning must be noted.
- Some staff have a good understanding of data analysis to inform operational and classroom planning. Whole-school data literacy is developing.
- An organic and informal distributed leadership model has emerged where teachers and other staff lead a number of programs, initiatives and areas of need across the school.

Recommendations

The review team support the following:

- Consider reviewing the business plan, including targets, to more accurately represent the priorities currently driving the work of staff.
- Ensure the Principal and other leaders prioritise instructional leadership that drives improvement in teaching and learning. Robust, accountable and reflective professional review processes will be required.
- Ensure all priority learning areas have clear and effective operational plans. This is of particular importance for Aboriginal education.
- Review the current leadership structure and the degree of workload on lead teacher roles. Consideration to remaining in the role beyond one year will provide continuity.

Use of resources

Processes exist to effectively manage cost centre spending, however, support for the Principal and manager corporate services (MCS) is required to ensure greater compliance with the expectations of the Funding Agreement for Schools.

Commendations

The review team validate the following:

- The MCS is dedicated to ensuring high levels of financial and resource management.
- Targeted initiative and student characteristics funding is deployed to support the students for which it is intended.
- Significant funds, supported by the Department, have ensured appropriate building and facility upgrades have been, or are soon to be, completed.
- The school has third party hire of public school facilities in place, which supplements school funding.

Recommendations

The review team support the following:

- All resource decisions must be evidenced-based and align directly to the school business and operational plans.
- Ensure there is a dedicated Finance Committee that meets independently of the senior staff meetings.
- Access Departmental support and professional learning in financial and resource management for the MCS and Principal.
- Prioritise the documentation of asset replacement and reserve account schedules.

Teaching quality

Staff demonstrate a collective commitment to high quality teaching that enhances student learning, A focus on whole-school programs to drive improvement is evident.

Commendations

The review team validate the following:

- The whole-school instructional framework, designed collaboratively with staff, is promoting high quality lesson design and consistent practice across the school.
- Preparation for online learning due to Covid-19 has increased the capacity of teachers incorporating technology more effectively into learning programs enhancing engagement for students.
- Staff meet with the curriculum manager and student services to discuss the learning needs and identify adjustments for differentiation using documented plans required for students at educational risk.
- The English and HASS² learning areas are driving the implementation of the whole-school writing program, Seven Steps, engaging staff in professional learning and evidence-based through the gains being demonstrated in progress data.
- A comprehensive peer observation handbook has been developed to support a culture of teacher reflection.

Recommendation

The review team support the following:

- Reinvigorate the classroom observation and feedback process as a routine component of building teacher capacity.

Student achievement and progress

Staff engage in data analysis at the whole-school, learning area and individual student level reflecting on current practice to inform future planning.

Commendations

The review team validate the following:

- 'Club 21' is providing an alternative learning program to better meet the needs of students with disability. Students engage in ASDAN³ benefiting from the portfolio approach to measuring achievement progress.
- 2021 Year 7 NAPLAN achievement is comparable to like schools in all assessment areas. The Year 9 data was higher than like schools for all assessment areas in 2021.
- Year 7 and Year 9 NAPLAN progress and achievement data was higher than like schools in all assessment areas in 2021.
- One hundred per cent of eligible students achieved their WACE in 2020.
- Low student numbers undertake ATAR⁴ subjects each year through SIDE. One of three students achieved an ATAR above 90 in 2020.
- Senior school students undertake VET⁵ courses on site in partnership with Central Regional TAFE⁶. Sixty five percent of Year 12 students qualified for a Certificate II or above in 2020.

Recommendations

The review team support the following:

- Review the current course counselling process to ensure students movement between courses is reduced.
- Prioritise increasing the number of WACE⁷ eligible students and/or students achieving Certification II or above.
- Ensure a robust attendance strategy including coordinated case management of severe non-attending students.

Reviewers

Vicki McKeown
Director, Public School Review

Deirdre Morgan
Principal, Carnamah District 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.

The timeframe for the next review process focusing on the Leadership and Use of Resources domains only, will be Term 4, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Isolated and Distance Education
- 2 Humanities and Social Sciences
- 3 Award Scheme and Development and Accreditation Network
- 4 Australian Tertiary Admissions Rank
- 5 Vocational Education and Training
- 6 Technical and Further Education
- 7 Western Australian Certificate of Education