Warnbro Community High School

2017

Review Findings

Independent Public School Review

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School and Review Details

Principal:	Ms Kya-Louise Graves
Board Chair:	Ms Riria Grant
School Address:	2 Swallowtail Parade, Warnbro WA 6169
Number of Students:	930
ICSEA[1]:	957
Reviewers:	Mr Gerry Chapman (Lead)
	Mr Greg Clune
Review Dates:	11 and 12 September 2017

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

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[1] The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/_resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal 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

- School Performance Monitoring

- Schools Online reports

- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Warnbro Community High School is located 50 km south of Perth in the City of Rockingham and services the suburbs of Warnbro and Port Kennedy. The school is co-located with the Warnbro Community High School Education Support Centre and the shared City of Rockingham Warnbro Community Library. Buildings and facilities are relatively new and modern with infrastructure that is updated to meet current standards.

The ICSEA is 957 and has been declining over the current business plan cycle as the demography of the area changes and adjusts to the recent economic downturn. The area has experienced a reduction in 'fly-in fly-out' activity, and an increase in rental accommodation. Transiency is relatively high at 21% and 'attendance' requires regular and ongoing monitoring to sustain appropriate levels.

The student population of 930 includes 130 (14%) Maori and Pacific Islander students and 65 (7%) Aboriginal students. Ten students (1%) have a disability.

The workforce profile includes 125 staff (112.4 full-time equivalent [FTE]) of which four are executive level, 10 are heads of learning area (HOLA), 57 FTE are teaching staff and 36 are support staff.

Community issues, including trauma, mental health, poverty and family dysfunction, have necessitated that the school invest significant resources in support staff.

Findings

- Warnbro Community High School has a vision to provide students with high quality learning programs, where high achievement is fostered through quality teaching, academic rigour and opportunity. Using encouragement, recognition and reward, the school seeks to promote self-belief and aspiration.

- The business plan is framed within the Department of Education's key objectives and plan for public schools and sets out the college's purpose, aims and values as revisited by the staff and board when becoming an IPS in 2015. The school's vision is clearly articulated and is the essence of the school community's drive to improve outcomes for all students. The business plan is available to the wider community on the school's website.

- The business plan is strategic, outlining direction for the school in the context of four priorities:

  o a teaching and learning environment where high engagement and achievement are promoted and recognised

  o literacy and numeracy

  o an inclusive, safe and stimulating learning environment which embraces school pride, good citizenship and student success

  o success for all students.

- Planning details the strategies to be employed, what milestones will indicate progress towards the achievement of the strategies, what data is to be collected for tracking annual and triennial progress and what academic and non-academic targets are to be achieved.

- The school executive, with the support of the leadership team and staff, is driving an improvement and change agenda using the strategies, milestones and targets set out in the business plan. The agenda is focused on literacy, numeracy and positive behaviour support with an emphasis on improving outcomes for a diverse range of students.

- The school uses a self-assessment schedule that details the cycle of review and the key aspects that are to be focused on at specific points in the overall process. A documented timeline for planning and review, with explicit links to key planning, assessment and reporting schedules and processes, indicates that whole-school self-assessment is conducted and reviewed annually and triennially. This cycle is rigorous and well embedded.

- There is a comprehensive summary of data and documentation to support the achievement of the business plan targets and the achievement of the roles and responsibilities of the DPA. As the planning and review cycle progressed, it became evident that the initial target setting was quite aspirational for some areas which has led to a reassessment of some targets based on consideration of the annual data analysis.

- There is a well-documented process for staff to engage in the self-assessment and self-review processes with supporting processes to provide the time and resources to support engagement. The staff have completed a full summary of the extent to which the school has met each aspect of the DPA requirements with an assessment of levels of achievement and provision of evidentiary data and documentation to support each assessment made. The staff's judgements record that the school is 'progressing' towards achievement. In many cases, these

judgements are conservative and the evidence provided suggests the school is, in fact, 'achieving' the requirement.

- The leadership team has conducted a comprehensive review of the extent to which each of the targets in the business plan has been achieved. This review analyses the level of progress towards target achievement using current data, the implications and trends that are emerging and what actions or adjustments need to be instigated to affect the required outcome. This review is well supported by analysis of student achievement data relevant to each of the targets and anecdotal records and internal staff records of achievement.

- The business plan is supported by operational plans and learning area plans with specific targets for improvement. These plans are clearly and explicitly linked to the targets set out in the business plan. The learning area plan targets are linked to teacher planning for improvement at the classroom level. Teaching and learning is guided by careful and thorough analysis of student achievement data. Learning area planning is reviewed annually with a thorough analysis of the extent to which the targets have been achieved and this data is further addressed in accountability meetings between the HOLA and the principal with it forming a component of the performance management criteria.

- The strategic plan for professional learning is directly linked to the business plan and sets targets to support achievement of the strategies and milestones of the business plan.

- The planning and self-review processes are well embedded across all levels of the school with staff having a sound understanding of the school's management information processes.

- Instructional leadership by the executive and leadership team is demonstrated by the roles they have performed in changing the learning culture in the school to achieve a focus on data analysis from a range of sources which are closely interrogated and used to effect improvements to the learning culture, process and environment.

- The board, parents, staff and students commented that there has been a significant change in the culture of the school towards a positive learning environment and an improvement in the overall behaviour of students. This was supported by the school's behaviour management data records and evidence of a reduction in interventions.

Areas of strength

- Planning and self-review processes that are well embedded across all levels of the school with staff having a sound understanding of the school's management information processes.

- The close alignment of planning and review across all levels of the business plan, learning area plans, operational plans and classroom planning.

- The comprehensive summary of evidentiary data and documentation to support the achievement of the business plan targets and the achievement of the roles and responsibilities of the DPA.

- Instructional leadership by the executive and leadership team to achieve a focus on data analysis from a range of sources which are closely interrogated and used to effect improvements to teaching and learning.

- The significant change in the culture of the school towards a positive learning environment and an improvement in the overall behaviour of students.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- A number of academic targets, with milestones for student learning and achievement, plus aspirational targets, were set in the business plan.

- Discussion with staff confirmed a school-wide approach to data analysis and implementation of strategies to address key areas of literacy and numeracy and common pedagogy, for example through the Madeleine Hunter Magnets structure to create common approaches for lesson presentation and a common language across the school.

- While the targets described in the business plan were a focus for the review, the school leadership group has moved beyond these to identify further targets as a result of data analysis. These targets will help in framing the next business plan.

- Achievement targets for the National Assessment Program – Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA):
  - trending towards 'high progress' while also moving towards the 'high achievement' in the Schools Online data
  - mean scores within 30 naplans of the State mean in each test
  - percentage of Year 9 students at and below the national minimum standard (Band 6 or below) less than 35% in each test
  - 12% of students in the top 20% of the State
  - more than 79% of students achieving Category 3 (OLNA).

- The milestones for NAPLAN and OLNA were to:
  - value-add to the performance of all students in all NAPLAN assessments
  - achieve above the Department of Education expected means in all NAPLAN assessments
  - minimise the declining number of students within or below the national minimum standards in NAPLAN.

- Data provided shows the school did not achieve the targets (the stated aspirational targets appear to be not achievable). While most targets have not been met, the school demonstrated sound capacity to transparently analyse and

respond to factors which may be impeding achievement. The school has undertaken regular and systematic data analysis and adjusted its targets in a dynamic and responsive way which is evidenced by, for example, the decisions to create specialist literacy and numeracy support classes in Year 7 and Year 8 and remove physical education studies and drama from the Australian Tertiary Admission Rank (ATAR) suite of courses.

- Specialist literacy and numeracy intervention classes provide differentiated instruction for students below the national minimum standard. Numeracy independent education programs are developed for all Year 10 students below Band 8 (OLNA). In response to the 2017 data, small group interventions commenced through Cars and Stars programs which provide reading intervention support in Year 7 and Year 8. Learning area strategic plans indicate a clear improvement focus linked to data and targets. The data confirms the school's need to focus on these targets.

- NAPLAN/OLNA outcomes:
  - 2017 NAPLAN data shows an overall relative achievement of –1.53 standard deviations
  - 2017 Schools Online longitudinal data shows, in comparison with like-schools and Western Australian Public Schools, the trend is largely static in the "lower progress – lower achievement" quadrant
  - 2017 NAPLAN comparative performance summary shows the school achieved in the expected range in all areas
  - for 2017, mean scores were outside the 30 naplans target in most assessments
  - the percentage of Year 9 students at or below the national minimum standard exceeded the below 35% target in each test
  - in 2017, the percentage of students in the top 20% of the State was less than 12% except for Year 9 reading (13%) and Year 9 grammar and punctuation (15%)
  - Category 3 (OLNA) achievement indicates continued improvement with 90% achievement for writing and reading (80% for numeracy) in Year 12 (September 2016).

- Targets set for senior students were:
  - graduation rate of 98%
  - attainment of 80%
  - percentage of ATAR students scoring 55 or above: 90%
  - ATAR tricile distribution of 15%:50%:35%

- o percentage of students with scaled score of 75+ in a course: 12%

- o ATAR course performance: all courses achieve a mean scaled score equivalent with the State mean or higher

- o Vocational Education and Training (VET) achievement (full qualification end): 80%

- o VET participation: 95% on non-ATAR students and maintain position in top 50 schools

- o retention rate: 70%.

- Data provided for 2016 shows achievement of some of these targets:

  - o graduation/Western Australian Certificate of Education attainment rate: 86%

  - o attainment: 94%

  - o percentage with score of 55+ in ATAR: 44%

  - o ATAR tricile distribution of 4%:8%:88%

  - o percentage of students with 75+ scaled score: 16%

  - o ATAR course performance: no course achieved the target

  - o VET achievement: 65%

  - o VET participation: 88% and position: 51

  - o retention rate: 67%.

- Non-academic targets referenced:

  - o Attendance: 60% of students to have attendance rate above 90%.

    The target was not met in 2016 (52.6%). For Semester 1 of 2017, the rate of 64.2% exceeded the target. The attendance data shows consistent improvement since 2015 when regular attendance was 50%. An attendance policy, attendance process, staff response to escalating attendance issues procedure and attendance support plan have been developed to address less than regular attendance. These approaches are monitored closely by the student services team and seem to be having an impact.

  - o Aboriginal and Maori and Pacific Islander (MAPI): 65% of students with attendance rate above 80%; percentage of suspensions equivalent to non-ATSI/MAPI and Years 10–12 retention rate close to school rate.

    A MAPI project was implemented in 2016 to address issues of engagement, attendance and retention. To support Aboriginal students, there are specialist staff and the school is part of an outreach Follow the Dream program,

Australian Indigenous Mentoring Experience program, Deadly Sistas Girlz and Boyz groups, as well as literacy and numeracy support groups. The school has been unable to extract some data for MAPI students. Aboriginal attendance rates have increased to 60% (2017) of students with over 80% attendance having been 50% of students in 2015. Suspension rates for Aboriginal students have decreased from 26.5% (2015) to 10.2% (2017); MAPI suspensions have decreased from 36% (2015) to 13% (2017). These outcomes reflect the school's strategic focus on engagement programs and strengthening the student services resources in response to attendance and behaviour data.

- o Behaviour: percentage of students suspended to be below 10%.

  School population suspensions have declined from 9.8% (2015) to 7.9% (2017).

- o Approved Specialist Programs (ASPs): retention to ATAR or certificate course.

  Evidence shows decreasing enrolment into ASPs with limited numbers of external applicants and small class sizes. With a target of 80%, only 47% of 2016 ASP students transitioned to a 2017 ATAR pathway.

- o Primary School Transition: various percentages for five local primary schools.

  Enrolments from nearby primary schools have increased on a percentage basis. The school seeks to actively engage with local primary schools with these students visiting the school in Year 5 and Year 6 by way of introduction and orientation.

- Students have a wide range of courses and pathways to choose. The Year 11 Course Booklet shows pathways are provided for students to engage in either ATAR or vocational programs. Most students participate in a vocational/general pathway. Partnership with YMCA provides an additional educational (and wellbeing) pathway through the Future Links program. In Years 7–10, the school offers a program in all required Western Australian Curriculum and Assessment Outline learning areas. Extension classes are provided across mathematics, English, science and humanities in Years 8–10 to provide an ATAR pathway. Three specialist programs are available in Year 9 and Year 10 as preparation and introduction for ATAR and certificate studies. After-school enrichment clubs (extracurricular, homework groups, mathematics homework, English ATAR study groups, mindfulness Year 7 and Year 8, robotics) complement academic pathways.

- There is convincing evidence of collaborative and whole-school analysis of data which forms the subject of staff meetings and professional learning days. Discussion with staff verified an embedded practice of data analysis and focus on strategic issues identified through the data. Staff reported they have sound skills of data analysis which enable them to contribute to target development and strategic response. Key staff receive specialist training to become facilitators who then share their learning with colleagues through programs such as the Tactical Teaching for reading and writing. Strategic focus issues, such as literacy and numeracy, form part of performance management processes which were reported as systematic and relevant. Performance management processes are embedded and linked to the Australian Professional Standards for Teachers and targets of the strategic plan. Professional learning opportunities are extensive and include peer learning through observation and feedback, specialist training in various programs including the Positive Behaviour Support (PBS) framework, Classroom Management Strategies and course and conference attendance.

- Increasingly, benchmark data is gathered using diagnostic assessments such as the Progressive Achievement Tests. There is a whole-school commitment to responding to data and implementing academic and wellbeing strategies to promote success for all students. Through discussion and observation of classrooms, the reviewers consider staff are committed to school-wide priorities in learning and pedagogy. This commitment is exemplified by the consolidation of a whole-school approach to literacy with a focus on four strategies across all learning areas through glossaries, think-pair-create, text preview and paragraphing.

Areas of strength

- Continuous, transparent, systematic and rigorous analysis of data.

- School-wide interrogation of data and implementation of common pedagogical strategies.

- The focus on and strategies implemented to address literacy challenges.

- Pathways provided for students.

Areas for improvement

- Formulate strategic, clear, challenging and realistic business plan targets/milestones.

- Measure 'value-adding' in a systematic manner using benchmark diagnostic assessments.

- Continue to focus on early identification of 'at risk' students and differentiated teaching strategies.

- Develop a whole-school numeracy focus (to replicate literacy focus).

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- The school undertook an intensive review process using the National School Improvement Tool in 2016. The tool has provided an additional level of independent external assessment. The report generated provides affirmations and indications of areas of improvement. The school is progressing to addressing the identified areas for improvement.

- The school leadership team focuses on self-review processes with an emphasis on strategic capacity building. Learning area staff meet regularly with a focus on, for example: moderation, assessment and achievement of priorities. Professional learning days and opportunities are structured to focus on academic achievement matters.

- All staff are systematically engaged in the regular and frequent review of student performance data. Opportunities for review are provided through regular staff meetings, both whole-staff and learning area staff. There is competent and thorough analysis by the school leadership team which is used to inform and challenge staff. Implementation strategies are data driven and are exemplified through the commitment of additional student services resources to address attendance, behavioural and wellbeing issues and through a school-wide focus on literacy outcomes which includes an intensive support class in both Year 7 and Year 8 to help students with additional learning and wellbeing needs. Support staff reported they are included in the review process and can contribute to discussion. Data is used to inform whole-school processes as well as individual education plans.

- Discussion with teachers confirm there is a variety of student monitoring processes using both in-class and external assessment and diagnostic tools. Teachers are very aware of the targets of the business plan and the degree to which these are being achieved. They believe the handover of individual student performance and personal data between teachers could be more systematic.

- An annual report is published. The report provides information regarding the school's priorities but not in terms of its business plan targets.

- The school demonstrated it has established review processes which provide confidence it will be able to sustain its focus on improvement in student learning outcomes.

Areas of strength

- An embedded self-review process which engages all staff.

- Processes and structures which focus on achievement of priorities.

Areas for improvement

- Establish a systematic student tracking/data transfer to provide staff with ongoing access to current student data.

- Include information in the annual report that addresses the achievement of the business plan targets.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The Western Australian Curriculum and Assessment Outline is fully implemented.

- There is a strong commitment to student safety and wellbeing. Behaviour management and excursions procedures are in place to ensure student safety. There is a proactive approach by the student services team to identification, analysis, intervention and monitoring of students who require additional support. As well as provision of internal school support, students and families are linked to community support services. Reporting to an associate principal, the team includes three student services managers, year coordinators, a psychologist, Defence Department support liaison, a full-time chaplain, nurse and You Can Do It and PBS framework facilitators. The student services team exercises a critical role in student wellbeing as well as closely monitoring behaviour and attendance. The significant improvement in behaviour and attendance data is a consequence of a whole-school, proactive pastoral care approach. As well as programs for students, the school provides a daily breakfast club and support for parents through, for example, Positive Parenting Program workshops. Student data is reviewed every term with the result the student services processes reflect an action-research model of proactive intervention.

- A staff code of conduct defines professional standards for staff. Staff have completed the online Protective Behaviours and Mandatory Reporting training. Parents reported the school provides good support for their children. Students interviewed reported they feel safe at school and they believe that bullying is minimal.

- The PBS framework program provides common strategies and a common language and understanding of the expected behaviours for students. Staff report the whole-school use of PBS is having a positive effect by enabling greater focus on positive classroom environments.

- Board members, parents, staff and students interviewed confirm the school is capably led and administered. Reviewers observed a cohesive and collaboratively supportive leadership group with strong staff commitment to meeting the goals of the school and the diverse needs of students.

- The procedures of the school support a safe environment in which students, staff and parents are respected and valued. Regular and rigorous collaborative review practices provide confidence the school can sustain its improvement trajectory.

Areas of strength

- The use of evidence-directed improvement strategies.

- Provision of supportive and inclusive student services process with a whole-school approach to pastoral care.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- Resourcing of business plan strategies, milestones and targets is supported by the manager corporate services, the executive team and the leadership team monitoring the appropriate allocation of funding to enable effective delivery of the programs, projects and curriculum.

- The leadership team and staff give considerable time for collaborative meetings and committees to focus on implementing the priorities of the business plan. This structure supports distributed leadership and decision-making across the school.

- Human resource delivery is in accordance with a line-management structure organised to provide both instructional leadership and effective management of both human and physical resources. The structure ensures appropriate levels of supervision of both curriculum and financial resource monitoring by cost-centre managers. Resourcing of professional learning includes supporting staff to engage in a range of training opportunities aligned to achievement of the business plan priorities, milestones and strategies.

- Workforce planning is comprehensive and responsive to local context. The school has employed teachers and support staff to address cultural diversity. This includes an Aboriginal teacher, Aboriginal and Islander education officers, a MAPI officer, defence liaison support staff and a school chaplain. There is an executive agenda to provide effective support for staff with a view to improving both attraction and retention. New staff are actively inducted and provided with collegial support.

- Staffing and resourcing for specialist programs is selective, relevant and intended to provide appropriate high level expertise to ensure the success of these programs. Special projects are supported by additional staffing allocations. The school has invested significant staff resources in the Future Links and Literacy Intervention program to ensure greater engagement and success for students.

- The student services team has been resourced with additional staff to provide a comprehensive student support process for the implementation of the school's classroom and behaviour management priorities. This level of resourcing enables a stronger focus on intervention and on meeting individual student needs.

- The support staff profile is responsive to providing students and teachers with effective and targeted support tailored to specific student needs. Significant additional staffing has been allocated to enable the school to provide high level intervention and targeted programs to support underperforming students and students at educational risk. Additional education assistant time, above formula, is provided to support students and help teachers.

- Curriculum resourcing is supported by involvement in the Peron Curriculum and Teaching Alliance to enable sharing of resources and to broaden student course availability. Networking, partnerships and alliances are well-developed to support industry and community links and provide greater access and opportunities for students.

- Finances are managed effectively and distributed in accordance with resourcing of priorities outlined in the business plan. The finance committee meets regularly and determines appropriate distribution of resources to the priority areas and learning areas.

- Asset replacement schedules ensure that the school has modern equipment and that capital items are functional. The school provides a high level of digital technology to ensure that students have access to the necessary technology and are without disadvantage. This was particularly evident in the areas of graphic arts and media. High levels of access to computers and Apple Television are available to staff and students across the school. The school funds a full-time technician to service the network, maintain the software and hardware and help staff and students with access.

- Repair and renovation of equipment and facilities is appropriately resourced. Buildings are well maintained to ensure that the learning environment is safe and learning requirements are met. The reduction in enrolment means that there is adequate classroom space and that there is a reduction in the number of transportable classrooms. There has been a visible program of refurbishment over the period of the business plan with some redevelopment of underutilised areas to create more effective learning and office spaces.

- The executive, leadership team and staff have clearly defined roles and responsibilities in ensuring effective management of resources which supports the implementation of the business plan and the achievement of the operational and learning area plans. The principal and board have placed an emphasis on ensuring that all of the essential learning and socio-emotional needs of students are well resourced with the best available staff. Without exception, the staff interviewed were professional and passionate about improving outcomes for students.

Areas of strength

- Resourcing that is effectively distributed and monitored to effect successful implementation of the business plan priorities.

- The strategic workforce planning that ensures appropriate human resourcing of key programs and projects.

- The high levels of support provided to meet the requirements of a diverse student population with a focus on supporting individual student needs.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- In making the transition from a school council, the board reviewed its values, terms of reference and code of conduct at the commencement of 2016 with members requested to revisit the documents and provide feedback.

- Membership is consistent with the act having an appropriate balance of parents, staff and community members. Student representation on the board is through membership of the school captains who present reports to the board for consideration and approval. There is cross-cultural representation and the inclusion of community representatives with affiliation to the school's support programs. This has broadened the skill set by the inclusion of a community member with links to the school's special project involving the Future Links program. The board chair and members are mindful of the terms of its members and the need for succession planning. New member induction is addressed through the provision of a board operations and procedures handbook; however, training for board members is advised.

- Board meetings follow the appropriated format with the board members moving motions and deciding on key issues related to their governance role. Appropriate information is circulated prior to meeting to ensure members have adequate opportunity to prepare. Signed minutes are circulated in a timely manner; however, key decisions made by the board could be better communicated and made more available to the school community.

- The board has participated in:

  o the endorsement of the DPA

  o development and endorsement of the school's annual report

  o the development, endorsement and review of the school budget and business plan

  o processes to review school performance.

- Minutes evidence that the business plan and its implementation are regularly monitored and endorsed by the board. The board is also appraised of additional school performance issues including the outcomes of the school findings from the National School Improvement Framework analysis. Members of the executive

and leadership team provide information sessions at board meetings with a view to ensuring the board is well informed on planning, assessment and student achievement. The board ensures it is updated on a range of program related areas through informational presentations by staff members and learning area leaders. These presentations include a coverage of student performance data and the outcomes of the data analysis.

- Principal's reports presented to the board are focused on key governance matters and information relevant to keeping the board aware and upskilled on matters that will require their informed decision-making.

- Finance reports are approved by the board with current financial management and finance related matters presented in a timely, action-related schedule. The board is well informed on matters related to resourcing and buildings and grounds improvements.

- There is evidence the annual reports and survey data are presented to the board for information; however, it was not evident the board analysed or acted upon any aspects of the survey responses.

- Board communication and profile, both within the school and the community, is limited. It acknowledged this is a matter members intend to address in the next phase as is the need for the board to review its own performance.

- The board has taken an active role in monitoring the school's performance with members strongly supportive of the principal, staff and the improved outcomes they have achieved.

- The emerging role of the board will add to the sustainability and accountability of the school's improvement agenda.

Area of strength

- The board's active role in supporting the staff and principal and in monitoring the implementation of the business plan and review process.

Areas for improvement

- Enhance communication to the school community regarding key decisions made by the board.

- Raise the profile of the board in the community.

- Enable training for board members.

- Analyse and action aspects identified through survey responses.

- Establish a process to review board performance.

Conclusion

Warnbro Community High School has pursued its vision to achieve significantly improved outcomes for students through a determined focus on providing relevant curriculum and programs for a broad range of students from diverse backgrounds.

This has been enhanced by a distributed leadership model which has empowered the staff and board to implement a responsive business plan and a dynamic self-review process. Planning and review is embedded across all levels in the school with the goal of improved outcomes for all students. Data is analysed effectively and used to inform teaching and learning and achieve improvement. There is significant progress towards the achievement of the business plan milestones, strategies and targets. Well informed, strategic planning is in train for the next planning cycle.

These processes have been supported by a professional and enthusiastic staff engaged with the improvement agenda and responsive to meeting individual student needs. The decision to provide a comprehensive student support team, focused on meeting the varied socio-emotional and mental health issues, is reinforcing a caring and inclusive school and providing an improved learning environment.
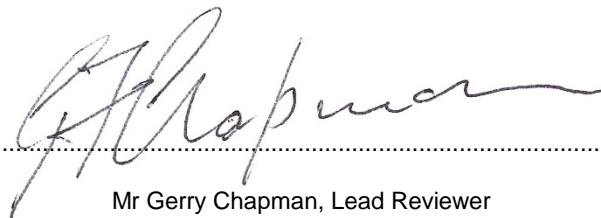
Resourcing is well managed and targeted at ensuring careful deployment of staff and provision of modern facilities and equipment for students and staff. Professional learning is valued and directed at achieving improvements to teaching and classroom management. Productive alliances with industry, business and the broader education sector provide relevant and increased opportunities for students.

The board is providing a governance role while strongly supporting the principal and staff in their endeavours to achieve the school's vision and the business plan targets. The school is proud of its achievements and the significant positive change in the learning culture.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Warnbro Community High School, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.
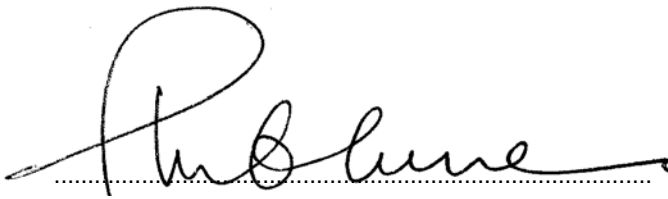

....2 November 2017...................

Mr Gerry Chapman, Lead Reviewer   Date

....2 November 2017...................

Mr Greg Clune, Reviewer   Date

....9 November 2017...................

Mr Ken Perris, Director   Date
Independent Public School Review