



Department of
Education

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Duncraig Senior High School

Public School Review

December 2020



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 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 Principals' Statement of Expectations

together with the Funding Agreement for Schools.

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

Duncraig Senior High School opened in 1979 and is located approximately 20 kilometres north of Perth within the North Metropolitan Education Region. In 2010, the school was among the first group of schools granted Independent Public School status.

There are currently 1621 students enrolled from Year 7 to Year 12. The school's Index of Community Socio-Educational Advantage is 1073 (decile 2).

Specialist programs offered at the school include the Gifted and Talented program and the Duncraig Triathlon Academy for talented athletes.

The school has a committed Parents and Citizens' Association (P&C), which works with the school in the provision of resources and facilities. Duncraig Senior High School is also supported by a dedicated School Board.

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:

- The school provided examples that clearly demonstrated the effectiveness against each domain.
- The school 'story' summaries provided reviewers with a succinct overview of its performance, evidence supporting how they know and the next steps for further development.
- Working documents viewed during the validation visit showed the level of staff collaboration in preparing the Electronic School-Assessment Tool (ESAT) submission.
- Considered Principal judgements indicated understanding of the school's current performance against the Standard.
- The validation visit provided the review team with further evidence that enhanced the ESAT submission.

The following recommendation is made:

- Consider providing an assessment summary to highlight the effectiveness of the school's self-assessment processes.

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Relationships and partnerships	
Genuine relationships and partnerships exist, with effective communication underpinning the way school staff interact with each other, families and the broader community.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Respectful staff/student relationships provide for a positive school climate with families valued as partners in student learning. • Teachers communicate often with parents by providing regular updates of student progress. The school engages fully with their selected student management system. • The School Board played a significant part in the review and development of the current business plan. In particular, they contributed to revising improvement targets to be more aspirational. • The school recognises the importance of building strong business and industry relationships to support student engagement in Vocational Education and Training (VET) and career opportunities.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to monitor the reach and impact of communication strategies to ensure the right balance of information is shared with families.

Learning environment	
Duncraig Senior High School prides itself on creating a learning environment that is safe, supportive and provides the conditions that enhance student learning.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is an explicit health and wellbeing focus across the school. The student services team is well resourced and has robust structures and processes to ensure individualised care in a large student population. • Students have a positive connection to the school and attendance rates routinely exceed those of like schools. • Opportunities are provided for Aboriginal students to showcase their culture and to educate their peers. The Reconciliation Action Plan (RAP) Committee is working toward completing the RAP for approval by Reconciliation Australia. • The school is committed to providing the best physical learning environment for its students. Grounds and buildings are well maintained to ensure they reflect the motto 'Care-Engage-Excel'.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop cultural responsiveness utilising the Aboriginal Cultural Standards Framework. • Continue to promote student voice with the goal to influence classroom teaching practice.

Leadership

The leadership team share a common purpose, which is articulated clearly to the school community. A collaborative growth mindset is further developing emerging instructional leaders across the school.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The senior leadership team has collectively engaged in professional learning to further develop leading effective teams for improved teaching and learning.• Senior leaders have developed a 'Statement of Intent' and operational plan that aligns with the strategic direction of the school.• Leadership is a focus area in the current business plan. This will influence the school's capacity to progress the 'High Quality Teaching and Learning' and 'Literacy and Numeracy' focus areas.• Students are provided many leadership opportunities including representation on the School Board. An increase in the number of students seeking leadership roles demonstrates the value of programs offered by the school.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Continue to develop the instructional leadership of senior leaders to consolidate a shared understanding of what is required to achieve high quality teaching practice consistently across the school.

Use of resources

The deployment of resources is aligned to the business plan. Students who attract student characteristics funding are specifically catered for to ensure their educational needs are met.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The school's financial management processes follow appropriate governance protocols, together with standard compliance and legislative framework requirements.• Strong financial management processes ensure budget and resource management are underpinned by school planning.• The workforce plan links directly to the quality teaching focus and is reflected in targeted recruitment processes.• The Gifted and Talented targeted initiative is a strong example of how funds are being used for their intended purpose.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Continue to plan for the anticipated increase of student enrolments in 2021-2025.

Teaching quality

The school business plan defines expectations for the delivery of high quality teaching practices. Staff demonstrate a preparedness to engage in professional learning to increase collective teacher efficacy.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff collaboration using data to inform planning is embedded across the school. A data analysis tool has been designed to support learning area grade moderation in lower school. • Integration of technology in learning programs has accelerated following the impact of COVID-19. The ICT¹ and innovations coordinator supports teachers in the development of high quality online interactive lessons. • All staff participate in the Advanced Instructional Course program, facilitated by the teaching and learning coordinator. Targeted classroom observation and coaching follows the professional learning. • Parent engagement in monitoring of student progress through the teaching and learning management system is a positive development.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue development of the whole-school instructional framework to which all members of the school community are committed and accountable.

Student achievement and progress

Student achievement and progress is closely monitored at all levels of the school. Data management platforms enhance the school's capacity to analyse student learning and inform case management of individual students by classroom teachers.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Senior school student performance data are comparable to that of statistically similar schools. • The targeted Year 10-12 program is showing improvement in the number of students achieving the Online Literacy and Numeracy Assessment qualification. • NAPLAN² comparative performance is within the expected range. • Senior school subject selection and the tracking of progress is rigorous. This ensures students are meeting the requirements of the Western Australia Certificate of Education, Australian Tertiary Admission Rank and VET courses. • Ongoing moderation and data analysis occurs at both the learning area and classroom level.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Build on the whole-school writing focus to achieve improved and aspirational NAPLAN results.

Reviewers

Vicki McKeown
Director, Public School Review

Brendon Wallwork
**Principal, Leeming 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 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy