



Department of
Education

Shaping the future

Duncraig 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Duncraig Senior High School opened in 1979 and is located approximately 20 kilometres from the Perth central business district within the North Metropolitan Education Region.

In 2010, the school was among the first group of schools granted Independent Public School status.

The school's Index of Community Socio-Educational Advantage is 1077 (decile 2).

There are currently 1859 students enrolled from Year 7 to Year 12.

Duncraig Senior High School is supported by a dedicated School Board and a committed Parents and Citizens' Association (P&C).

The first Public School Review of Duncraig Senior High School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a targeted school self-assessment linked to the domains of the Standard.

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

- The executive team demonstrated an understanding of self-assessment processes and were united in their commitment to school improvement.
- The Principals judgements indicated an aspirational outlook on the school's improvement agenda with ambitions reinforced by School Board members and P&C representatives.
- Use of well-structured 'story' summaries remained a feature of the school's approach to demonstrating performance against the Standard, with credible evidence selected for analysis.
- A selection of staff were invested in the collaborative development of the Electronic School Assessment Tool (ESAT) submission, writing to and collecting evidence for, the domains of the Standard.
- Proud student leaders provided valuable insights into their relationships with staff. Sharing their experiences at the school and opportunities they have been given, added much to the positive tone of the validation process.
- Committed Board members and P&C representatives provided genuine reflections in support of the school's self-assessment and added value to the validation process, describing their individual and collective dedication to the school.

The following recommendation is made:

- To further develop the evidence-based decision making ethos, introduce robust, whole-school data analysis techniques that enhance self-assessment processes and data interrogation and interpretation practices at all levels of the school's operation.

Relationships and partnerships

Highly effective and positive partnerships that are focused on adding value to the learning experiences and outcomes for students are a central component of Duncraig Senior High School.

Commendations

The review team validate the following:

- A tangible collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and in turn supporting opportunities for student success.
- Purposeful and intentional opportunities to connect with the community are established and sustainable partnerships exist within and beyond the school. Highly valued and communally beneficial educational affiliations have been established with Edith Cowan University, ASDAN¹, Woodvale Secondary College, and the eagerly anticipated ALIVE Festival events generate meaningful connections.
- A range of contemporary communication media augment messaging between the school and parents, as well as within the school. The SEQTA² platform and In the Loop weekly communications support timely information sharing.
- The School Board Chair, with a dedicated interest in building community through connection, is leading a passionately and confidently invested Board that advocates for the school and contributes valuable feedback to guide its direction.
- Strong partnerships with primary schools in the Duncraig network underpin effective transition processes and aligned professional development for primary and secondary staff.

Recommendation

The review team support the following:

- Continue to pursue mutually beneficial opportunities with external partners.

Learning environment

The school prioritises the provision of a socially, emotionally and academically safe learning environment. It has built an atmosphere in which students are confident to take risks, are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes of support.

Commendations

The review team validate the following:

- A relational and values-based approach to maintaining consistently high standards of behaviour has been collaboratively developed with staff and student leaders. This ensures that expectations are articulated and supported by consistent management practices.
- The school's motto, Care, Engage, Excel, is at the heart of the school's operation. The recent reinvigoration of the House system has brought opportunities for student voice and agency, evidenced by the collaborative and culturally responsive development of House logos and mascots.
- Extensive student services support is characterised by thoughtful creation of roles, embedded processes, documented plans and pastoral care that is highly responsive to the diverse needs of students.
- Student leaders are passionately invested and see their role as contributing positively to their school and the experiences of the student population.
- An extensive range of educational and extra-curricular activities including the Bush Rangers WA Cadets unit, student exchanges, together with A2Z and the Climate Club, challenge and extend students beyond the classroom.

Recommendations

The review team support the following:

- Cultivate a deeper understanding amongst staff of the functions of student behaviour to better equip them to engage with and support students who exhibit challenging behaviours.
- Continue to refine the Staff Wellbeing Framework, including attention to psycho-social hazard mitigation.

Leadership

Underpinning the strategic intent of the school's leadership planning, is the belief that a collaborative professional growth culture of continuous improvement will cultivate key leadership attributes for all staff.

Commendations

The review team validate the following:

- Relational, approachable and responsive leaders support the needs of students, staff and parents.
- A distributed, yet connected leadership model, provides professional growth for staff by creating opportunities to enhance their knowledge and skills, fostering an understanding of and buy-in to, the school's improvement agenda.
- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded into staff practice with passion and tenacity. Effectively, this defines the culture of the school.
- Leaders provide clarity about the purpose of all actions. This is complemented by support for implementation and accountability, largely but not exclusively, through the bespoke Quality Teaching and Innovative Practice (QTIP) course.
- Purposeful alignment fortifies planning and decision making. This is evident in the articulation of the school's focus on targeting continual and aspirational improvement.
- Education assistants are highly valued for their impact on student achievement. Opportunities for professional development are sought proactively to enhance their skills.

Recommendation

The review team support the following:

- Continue to build the capacity of middle leaders to provide instructional leadership and lead the progression of whole-school approaches to teaching and learning.

Use of resources

Resource deployment and workforce management processes consider optimal student achievement while also fostering innovation of contemporary learning strategies. The alignment of resources to both short-term and long-term planning are reflective of the identified evidence-based needs of students.

Commendations

The review team validate the following:

- The combined and complementary acumen of the manager corporate services ensures responsive deployment of resources, providing all students with the best possible learning opportunities.
- Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between budgeting and school priorities.
- Finance Committee members are well informed and plan proactively for the distribution of resources to maintain the conditions for optimum student impact.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies including, but not limited to, intervention.
- Workforce planning is monitored and regularly reviewed, with consideration given to the continuity of the teaching and learning program delivery and succession planning.

Recommendation

The review team support the following:

- Within the development of whole-school and learning area operational plans informed by the business plan, ensure resourcing links are overt and aligned.

Teaching quality

A commitment to developing high quality instruction to meet students' individual needs is evident. Skilled teacher leaders are supported to lead the ongoing development of consistent programs and practices across the school.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for consistent and connected practice to thrive.
- A strong foundation is provided by a school-wide Teaching and Learning Model, which has recently evolved to include an Instructional Framework. The curation of interactive resources to support the introduction of the framework is underway.
- The teaching and learning team, learning area walks and the QTIP course are pivotal in the planning and implementation of consistent and connected practice, promoting a strong sense of ownership and empowerment for all team members.
- The school invests prolifically and effectually in teacher development and aspirational leadership, as evidenced by the engagement of selected teachers in an 18 month aspirant leaders' program and associated project delivery, developed by the Duncraig network of schools.
- A targeted focus on enrichment and engagement is apparent, beyond the Gifted and Talented endorsed program. Teachers are adaptive and responsive to the data interrogated by the literacy and numeracy team.
- Understanding and implementation of differentiation is evident. Individual education plans and targeted programs such as Year 7 Engage and MacqLit offer options for staff to meet the needs of a range of student abilities.

Recommendation

The review team support the following:

- Continue to support the implementation and embedding of the Instructional Framework into the culture and practice of all staff through building upon the existing classroom observation and feedback processes.

Student achievement and progress

There is a strong commitment amongst the school's distributed leaders to use data narratives that put names and number analysis together to effectively inform decision making and measure outcomes.

Commendations

The review team validate the following:

- Layered planning guides the school's committed efforts to continually improve student progress and achievement. The case management approach to monitoring students in the senior years is comprehensive and collaborative. Families are well informed of student achievement and progress levels.
- Staff are exploring use of the secondary metrics data to track the success of senior school cohorts and individual students, as well as continuing their engagement in the analysis and tracking of traditional metrics.
- The introduction of targeted preparation of students for the OLNA³ has led to the achievement of this qualification by the significant majority of Year 12 students. The median ATAR⁴ performance has trended upwards, with the Gifted and Talented cohort of students performing considerably above like schools.
- There is a wide range of vocational courses available to students providing meaningful and engaging pathways linked to career aspirations.

Recommendation

The review team support the following:

- Continue to embed data-driven conversations and a collective whole-school understanding of achievement and progress aligned to the established business plan targets.

Reviewers

Kate Wilson
Director, Public School Review

Paul Leech
Principal, Applecross 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

1. Award Scheme Development and Accreditation Network
2. Saron Education Quality Teachers' Assistant
3. Online Literacy and Numeracy Assessment
4. Australian Tertiary Admission Rank