



Government of Western Australia
Department of Education Services

Churchlands Senior High School

2016

Independent Review Findings



Independent Review of
Independent Public Schools

Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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School and Review Details

Principal:	Mr Neil Hunt
Board Chair:	Mr John Gillon
School Location:	20 Lucca Street, Churchlands WA 6018
Number of Students:	2486
Reviewers:	Ms Audrey Jackson AM (Lead) Ms Margaret Banks Mr Tim Emery
Review Dates:	25 and 26 July 2016
Initial Review:	2013

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school 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
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

School Context

What are the important features of this school's context that have an impact on student learning?

At the time of the initial IPS review in 2013 the enrolment at Churchlands Senior High School was 1566. In 2015, following the exit of the half cohort in 2014 and Year 7 becoming the first year of secondary education, the enrolment rose to 2271 an increase of almost 50%. In 2016 student numbers have again increased, with the current enrolment being 2486. This rapid growth in student numbers has had a significant effect on the infrastructure requirements of the school. A Year 7 wing has been constructed and work is continuing with a science/arts block, a new mathematics block, a technology centre and a new gymnasium under construction. Students have been accommodated in transportable classrooms which are located on one of the ovals. The Principal anticipates growth to 3000 students by 2019 which will require the retention of a number of the transportable classrooms and hence ongoing loss of space for recreation and school sport.

In 2016, the number of teaching staff has increased to 173 and the total workforce to 218. In order to provide effective leadership and curriculum delivery, the school has been structured as three sub-schools. Years 7 and 8 form the junior school, Years 9 and 10 the middle school and Years 11 and 12 the senior school. Each sub-school is the responsibility of an associate principal supported by a program coordinator. The Executive comprises the Principal, Associate Principals and Deputy Principal, Administration Systems and Deputy Principal, Human Resources. Both Deputy Principals have whole-of-school responsibilities. This structure has evolved over the period of the Business Plan and will be finalised from the beginning of 2017 with a further program coordinator to be appointed in each sub-school. While such a structure appears stratified it is complemented by a vertical faculty approach to curriculum with heads of learning areas (HoLAs) having Year 7 to 12 responsibilities. The House system, which is the basis of pastoral care, provides a further vertical link between the sub-schools.

Staff transience is low and there has been a focus on recruiting new graduates and early career teachers to reduce the average age of the teacher workforce. The school has Excellence in Teaching as a focus area in the Business Plan and the school's ethos is one of a professional learning

community engaged in programs which will enhance the quality of teaching and hence that of student learning.

The Index of Community Socio-Educational Advantage (ICSEA) is high at 1116 with over 50% of students in the top quartile, placing it in the first decile. Approximately 10% of the student population come from a language background other than English and there are 26 Aboriginal students enrolled. While the number of Aboriginal students is small in comparison with the total enrolment, it represents a steady increase from 2014. Student attendance is high with both overall attendance and regular attendance comparable with like schools. Aboriginal attendance rates are lower than like schools and the staff has established a program to address this.

The school offers a Gifted and Talented Education Program (GATE) in music, enrolling students from across the State. In addition to its defined local intake area, there are shared intake areas with Balcatta Senior High School, Carine Senior High School, Mirrabooka Senior High School, Mount Lawley Senior High School and Shenton College. Specialist programs offered at Churchlands Senior High School are academic extension, with entry based on ACER testing and science, technology, engineering and mathematics (STEM). Three specialist sporting programs are offered: AFL, netball and swimming and there is a link to the Western Australian Institute of Sport Elite Gymnastics program.

The school's resources are prudently managed with financial statements reviewed at each board meeting. The one-line budget and flexibilities in staff salary allocation, together with the growth in student numbers have provided the school with the opportunity to support key resource areas and to create a leadership model staffing structure that will ensure the continuation of the school's ethos.

The Board has parent, staff and community representatives. Members are elected for a period of three years and may renominate at the end of their term. Two long-serving community members resigned recently and replacements are being sought. The Head Boy and Head Girl are members of the Board for their period in office and bring a student perspective to board decision-making. It is evident in board minutes that the Board is engaged in the review of student performance and in planning for the future of the school including the development and review of the Business Plan.

The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

The 2014–2016 Business Plan set out five focus areas of: Excellence in Teaching; Excellence in Learning; Year 7 and 8 Transition; Active Citizenship, and GATE Music. Each focus area has clearly identified targets and milestones and a range of strategies were developed to help meet the various targets. All focus areas have been reviewed throughout the period of the Business Plan at various levels. Measuring progress throughout the three-year plan is managed by creating annual operational plans ensuring currency, relevance and continuous improvement are maintained. The operational plans prepared by each faculty indicate the selected strategies to drive improvement are periodically evaluated. Detailed reports are prepared by faculty heads and are included in the school's Annual Report to the community. Reports on, for example, attendance, National Assessment Program—Literacy and Numeracy (NAPLAN), Online Literacy and Numeracy Assessment (OLNA) and Year 12 exit data are prepared and presented to the Board by the associate principals. These contribute to the ongoing self-review process. The school's Executive Team meet weekly to review aspects of the Business Plan. Broad ownership of the Business Plan was evidenced through interviews with staff across the school.

Data sets are collected on numerous aspects of student performance and these analysed and presented at different levels through the school's administration structure, commencing with classroom teachers, at the faculty level and at the Executive Team level.

A high level of attention is paid to the data collected and used to inform decisions about student performance and course selection together with various workforce matters including staff participation in conferences and classroom observations.

The school's self-review concludes that the targets set in each focus area have largely been met. The Principal and Board Chair indicated that in those instances where the targets had been partially met, there was progress being made towards full achievement. Some targets not met, for example, Aboriginal student attendance, will require inclusion in the next Business Plan.

The review highlights the professional development of staff in its school-based approach to performance development. The high level of staff engagement in classroom observations and peer-to-peer reflective practice is noteworthy.

The regular self-assessments conducted throughout the period of the current plan have enabled staff to draw conclusions about focus areas that might be contained in the next Business Plan. The planning has commenced already, led by two classroom teachers with a large representative group of staff participating in the process.

School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The Business Plan 2014–2016 highlights the prime commitment of the School Board, Principal, staff and school community to support the delivery of the highest-quality education for all students. This commitment and emphasis on the five focus areas of the Business Plan has permeated the ethos, strategies, actions and outcomes over the duration of this plan.

The Business Plan is comprehensive, based on contemporary research on improvements to student learning and provides clear directions for the school's improvement. While the plan sets five focus areas, targets for student achievement are set in four areas, the achievements for the fifth on improving teacher capacity not being directly linked to specific student outcomes. Outcomes/results, milestones and strategies are defined for each focus area as follows:

Focus Area 1: Excellence in Teaching based on research, aims to build teachers' effectiveness in assisting student learning through their teaching, assessment and reporting

Focus Area 2: Excellence in Learning aims to support high standards of achievement for all students

Focus Area 3: Year 7 and 8 Transition provides plans for the entry of Year 7 and Year 8 students to high school ensuring care and support for all students

Focus Area 4: Active Citizenship engages students in their community in order to develop personal, social and environmental responsibilities

Focus Area 5: GATE Music aims to provide exemplary music education and support high achievements in other learning areas for students in this program.

In addition to the focus areas, the plan expresses the school vision, values, teacher beliefs and commitment to their own professional learning, positive relationships and student learning. Roles and responsibilities of the Board and Principal are also stated.

In relation to the student learning targets in focus areas 2, 3 and 5, the reviewers examined the data, discussed processes for analysis, strategies and outcomes with the Executive Team, HoLAs and teachers to verify the school's claims regarding the targets for literacy and numeracy (NAPLAN performance for Years 7 and 9) and Year 12 results (WACE Graduation, ATAR and VET achievements). It was evident the associate principals provide strong leadership and oversight in monitoring student progress by working with HoLAs, coordinators and literacy and numeracy specialists in moderating assessments and in providing strategies to maximise outcomes for all students. In addition to data analysis, interrogation of programs, rigorous assessments, standardised marking, provision of study groups and homework clubs, and ongoing support for teacher development are aimed at providing all students with what they need to achieve their potential.

The well-coordinated processes of review, analysis of the NAPLAN data and the response, especially for students at risk of not achieving their potential, is commended.

Knowledge of each student is fundamental to the school's aim of obtaining the best performance from all students. Beginning with their transition from primary school, early interactions between the high school and local primary schools provide information on students and transfer of data. Testing at week six of the first term provides additional data with tracking of progress continuing throughout their time at the school. Where a student's marks are low, or performance is lower than expected, parents are contacted, case conferences held and the student supported to address the concerns.

A high level of accountability and interrogation of the school's performance is assumed by associate principals, HoLAs and teachers in reviewing results and evaluating the effectiveness of the programs, assessments and exams. The gaps, areas of strength, and potential improvements are identified. The staff compare performance of groups including the academic extension classes and GATE music students, as well as against results from other schools. Teachers spend time learning from other schools performing well in specific areas. All learning areas are involved in the review of the school's achievements in academic, sporting and cultural areas.

Operational plans for each year have supported the achievement of the targets for NAPLAN results, the key measures for progress for Focus Areas 2, 3 and 5. The strategies for junior and middle schools have involved analysis of the data, preparation for the testing including practice and additional targeted support by the literacy and/or numeracy specialist teachers for students in the bottom 10% of the cohort. A target set to 'achieve higher than or close to the National and WA Government school average for like schools' was achieved across all areas of Years 7 and 9 NAPLAN testing. The achievement of this target for Year 7 students was used as one measure of success for the transition of this cohort of students to high school.

Another literacy target of '30% or higher percentage of students achieving in the top 20%' was also realised in all areas, for all years of the Business Plan. For instance in 2015, in Year 9 reading, 35% of Churchlands Senior High School students achieved in the top 20% and respectively, 43% in writing and 36% in grammar and punctuation. Numeracy targets of 40% or more students performing in the top 20% and less than 5% in the bottom of NAPLAN was exceeded in 2015 with 49% in the top, 2% below minimum benchmark and 3% at the National Minimum Standard for Year 9.

The achievements: in adding value and the level of achievements in NAPLAN, particularly the high proportion of students achieving in the top 20% of literacy and for numeracy, are commended.

Apart from minor occasional dips, the school has shown progressive improvements in NAPLAN lifting the percentages of students across all areas of literacy and numeracy since 2008. The school also demonstrated the target of evidence of 'value adding' for the 'stable cohort from Years 7 to 9' was achieved.

For Focus Area 2, senior school targets included rigorous expectations for achievements in the school's graduation rates, placement ranking in the top schools for ATAR results, number of courses ranked in the top 10 in the State, and increasing the percentage of students with ATAR of 95+ while decreasing the percentage of students with an ATAR below 70. The targets also set trends to increase the completion rates for VET certificates, raise the minimum attainment rate of 90% to 95%; a minimum of 95% of applicants to receive a university offer and the destination survey to show a minimum of 95% students in further training, education or employment.

The reviewers verify the school's claims of achievement of targets through analysis of the senior school data for improvement for Year 11 and Year 12 students, and the results for 2014 and 2015. Evidence was provided of the comprehensive range of strategies implemented to track student progress, support and mentor students at risk, and monitor the progress of groups of students. This included the GATE music and academic extension programs, students undertaking the OLNA support program and assessments, as well as the review of the effectiveness of the operational plans and Year 12 results. The Principal advised enrolment of Aboriginal students at the school has increased since 2014. In 2016, a coordinator has been appointed to support the students. Monitoring the progress of Aboriginal students will be included in future processes.

The reviewers recommend further consideration be given to addressing the needs of Aboriginal students in the next Business Plan.

The 2015 Year 12 results showed the majority of student performance targets were met and the remainder partially achieved with one that could not be measured, as data was not available. Ninety-nine per cent of students achieved a WACE compared with the State average of 96%. The staff analysed the details of students' WACE courses and VET performance. Reasons for the success of the results were attributed to the dedication of staff who, in addition to their teaching, mentored the at-risk students. The school was listed among the top-performing schools in seven Stage 3 courses, not quite achieving the target of 10 courses but with a large number of individual students achieving some of the highest levels of acknowledgement from the School Curriculum and Standards Authority, including a special general award, course exhibitions, certificates of distinction, special certificates of distinction and certificates of commendation. The school's performance is commendable. The median ATAR was 83.00, a slight drop from an upward trend over the last few years. The school did not meet targets of increasing the percentage of students with an ATAR of 95+ or decrease the percentage with an ATAR below 70. The school fell short of achieving the target of placement in the five top ranking government schools by being listed 8th; however, achieved the other element of that target by ranking 14th and therefore within the top 15 schools for ATAR results. It was noted the school's median ATAR was higher than 16 of 22 local high schools.

Evidence of achievement of three further senior student targets include: completion rates for VET certificates increased from 79% two years earlier to 97%; the minimum attainment rate improved from 91% to 95%, and 94% of university applicants received offers. A target on destination data has not been able to be determined, as the Department of Education has not published destination data since 2013; however, university offers and courses for Churchlands Senior High School students were reported in tabular and graphical forms in the 2015 Annual Report.

The commitment and dedication of staff in supporting senior students to achieve their WACE, complete their VET Certificates, and overall high standard of ATAR outcomes is commended.

The implementation of the Business Plan is a work in progress and the staff continue to review performance and plan for improvements. The 2016 results provide yet another opportunity for the staff to strive for achievement of these targets within the cycle of this plan.

Focus Area 5, GATE Music, set targets for retention, academic achievement and performance at festivals. It was reported the retention target of 85% for student transition points was met at 70% for Years 8 to 10 and 90% for Years 11 to 12. The average retention rate from Years 7 to 12 over the last five years was 89%. Three targets related to the GATE students' achievement in ATAR, Stage 3 music course results and achievement of outstanding results in performances. Two of the three were not met and reasons attributed to the aspirational level of targets. The reviewers verified details of the Faculty Report that stated the school provided 29 out of 402 (almost 7%) of the State's Stage 3 music students, with 17 % of these students scoring 75% or better in their ATAR. Their average mark was 66.86%, which was 1.9% above like schools, and 5.1% above the State average. On targets related to performance in festivals, written feedback from festival adjudicators provided evidence the target of senior and intermediate ensembles achieving outstanding results in State festivals had been met. One target for 100% participation by students in festivals was assessed as unclear with a reframing of the target required.

The reviewers commend the music faculty for the focus on and achievements in retaining students in the program and improvements in students' performance and course results.

The staff has attributed improvements in student achievement to an emphasis on Focus Area 1, Excellence in Teaching. Progress is measured through milestones aimed at improving the capacity of teaching staff and the quality of teaching, with a subsequent impact on the quality of student learning and achievement. The school has provided significant commitment and resources to teacher development through the school's programs *ChArT* providing development in classroom management, instructional strategies, differentiated instruction and assessment. More recently, *ChArT IDEAS* has progressed further ways in which teachers share and improve their skills and reflective practices through conferencing and classroom observation.

The reviewers commend the energy, dedication and expertise of school leadership and coordinators in providing an emphasis on building teacher excellence based on contemporary research, along with staff who have embraced the school's professional learning and development programs.

These programs are central to the school's approach to student improvement related to maintaining standards of excellence and increasing, for all students who attend the school, their endeavours and achievements in academic, cultural, artistic, sporting and community fields.

With the exception of one, the milestones established for teachers were met. These included building a professional learning ethos; participation in learning teams and/or action research; using technology for teaching, learning, assessment and reporting; and performance management of all teachers reflective of the Australian Professional Standards for Teachers. Completing the training in *ChArT IDEAS* programs was partially met as currently 61 of the expected 100 teachers have completed the program. Twelve teachers, it is anticipated, will complete their training this year.

School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?

It was evident during the review that quality student learning is central to the culture of Churchlands Senior High School and is a driving force for professional learning. The school's goal is to create a professional learning community through action learning. Professional learning focuses on the classroom and is based on reflective practice mapped to the Australian Professional Standards for Teachers. The concepts of *'Making Thinking Visible'* are central to the program and strategies include observation using conferencing and triad models. A teaching and learning coordinator, who is an accredited conferencer, has been appointed to work with teachers to support the integration of the program into classroom practice. All HoLAs have been trained in the use of conferencing and are now completing the second stage of the program in order to be accredited as conferencers. Once this is complete, the model will become a key component of ongoing teacher development.

The Vision Statement, which is central to the Business Plan, states that the school's aim is to 'provide a caring and supportive environment which challenges the school community to pursue personal excellence in endeavours and to be active citizens of the local and global community'. The school's values, which are displayed in classrooms, are Personal Responsibility, Social Responsibility and Environmental Responsibility. These values are evident in Focus Area 4 of the Business Plan, Active Citizenship. Students in Years 11 and 12 are expected to engage in community service either within the school or the community. The target for participation in community service was exceeded in 2015 with Year 12 students averaging 86 hours of service on graduation. While this target is specific to Year 12 students, all students are encouraged to engage with the program. Activities range from acting as marshalls for the *City to Surf* event, competing in *Relay for Life*, to sports coaching and umpiring at local primary schools. Environmental sustainability is a major theme of the Year 8 accelerated education program and is augmented by extracurricular activities including the *Trees for Survival* and an *Environmental Leaders* programs.

Student support is provided through the specialist student services team coordinated by the Associate Principal, junior secondary. The team comprises two school psychologists, a student support officer, a learning support coordinator and the Chaplain. The team implements structures and programs to address challenges as they emerge and seek external support when necessary.

The House structure is central to pastoral care. There are four houses at the school and at each year level there are two house coordinators giving a total of eight pastoral care groups. The house coordinators each transition through the school with their group ensuring continuity of contact for both students and families.

The opportunities afforded students and achievements of the school in sport, cultural events and community activities are worthy of note. For example, in addition to repeated first place in both A Division athletics and swimming carnivals, the school provides special opportunities in netball, AFL football and swimming (including the opportunity to compete in the Rottne Channel and English Channel Swims). Performance of students in these and other sports is commended. In addition to music performance tours, cultural exchanges with sister school Akashi Nishi High School, ski trips, drama tours and exhibitions of student work and talents including school productions add to the opportunities for students. The traditions associated with these areas will continue to provide for student diversity and excellence in sporting and cultural achievements.

The commitment of staff to providing students with opportunities and experiences in sport, cultural and community events and activities, and the standards of excellence achieved are commended.

Surveys of parent, teacher and student satisfaction were conducted in 2016. Respondents rated the school highly in all components of the survey. The strongest positive responses from parents were 'My child likes being at this school' and 'Teachers at this school expect my child to do his/her best'; rating 95% and 96% respectively. An equally strong response indicated most responders would strongly recommend the school to others. Both teachers and students rated highly the statement 'Teachers at this school expect students to do their best'. The statement 'I feel safe at this school' also received a high rating from students.

Communication with the school community is an ongoing priority. The fortnightly Churchlands Bytes, published on the school website together with a major newsletter published at the end of each term, keep parents informed of school activities. These publications are supplemented by regular emails to ensure parents stay informed. The interactive online teaching and learning administrative system, *SEQTA*, is being implemented as a mechanism to enhance communication with parents on academic progress.

The Parents and Citizens' Association plays an active role in engaging parents and the community, with the Year 7 family barbecue and the welcome sundowner being annual events. The music parents provide support for the many concerts held at the school each year and act as chaperones on interstate or overseas tours.

The school's concert hall is made available for public concerts which gives musicians access to an excellent facility and engages the school with the wider community.

School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

The staff is focused on providing a high-quality education for all students. Students are supported in their academic, musical, other cultural, sporting and community endeavours. The vision and goals of the school are clear and a unified approach to building an educational community where research, review and reflection drive improvement in teaching and learning. Extensive use of data to monitor student performance, as well as the effectiveness of strategies and programs, is embedded in school culture and procedures.

Strong, distributed leadership has ensured the school is well led and operates effectively and efficiently for students, teachers and parents. Every consideration has been given to the needs of students to enable each to achieve their potential. As the school prepares for, and responds to, the changing context of rapid growth in student numbers, the leadership, planning and management have laid the foundations for the reputation and outcomes of the school as a high achieving and caring school to continue. Concerns were raised by some members of the Board, parents and students at the anticipated size of the school growing to around 3000 students, the extensive building program underway for this purpose, and the consequential loss of sports grounds and open space. Forward planning is commended in anticipating needs and addressing these through structures, processes and staffing. The reviewers commend the Principal for his leadership, especially for the instructional leadership and relationships with the Board, parents and the community.

Indicative of the staff's capacity to respond to and resource current and future needs of the school has been changes to leadership structures and school organisation. Adjustments to structures and school organisation have been implemented along with the creation of several new positions aimed at supporting student learning and well-being, providing a greater sense of belonging, and ensuring 'no student falls through the cracks' in a 'big' school. Administrators ensure comprehensive oversight of complex administration and staffing needs. An extensive building program is under way in addition to the use of a significant number of transportable classrooms to accommodate students. First class facilities are provided for specialist programs.

The HoLAs, with oversight of their curriculum areas, and teachers within their department are responsible for maintaining and improving the teaching, learning and collaboration across their faculties. In addition, a number of coordinators and specialists provide monitoring and support for specific groups of students including, academic extension, transition from primary school, and students requiring literacy and numeracy support. A dynamic student services team includes psychologists, chaplains, youth worker, coordinators for Aboriginal students, student support and education assistants provide services and support for the learning environment catering for diverse needs. The House system, committees and working parties provide further structures and opportunities for planning, policy development, communication and support for staff and students.

The Board provides strong governance and includes community members, although at this stage, new appointments are to be made. The Board is skilled and strategic and highly supportive of the school, especially the Principal and school leadership. It engages with the Business Plan and the review of the performance of the school. The Board evaluates its performance and is building its profile and communication to the wider community. A recent initiative of the Board was the formation of the Churchlands Foundation; the goal of which is to ensure the school remains 'distinctive' and to support the school financially.

The staff commitment to professional growth and improvement is well established with teacher committees driving initiatives including the development of the next Business Plan. The orientation of the staff to instructional leadership and professional growth is now embedded into the school's culture. The program is well-resourced and central to the school's Business Plan and future directions. Staff are supported to take on leadership roles and responsibilities.

Evidence was provided to show the staff have set the course for the next cycle of the Business Plan. The school is well prepared to continue building the quality of teaching and striving for improvements in student's academic, sporting and cultural achievements. The reviewers are assured the school will maintain its tradition as a high performing school in academic, sporting, cultural and community fields.

Conclusion

Since 2014, the enrolment at Churchlands Senior High School has grown by almost 50%, reaching 2486 students in 2016. This has resulted in a significant increase in staff and demand on infrastructure, both of which will continue until 2019 when the enrolment may reach 3000 students.

In addressing the issues associated with these changes, the Principal and the Board have been determined that the culture of the school and its academic standards should be maintained. To achieve this, a new leadership model based on three sub-schools has been phased in over the period 2014 to 2016. In order to avoid fragmentation, HoLAs have responsibility for the curriculum from Year 7 to Year 12. A vertical model for pastoral care supports students from Years 7 to 12.

The Principal has recognised that with a much larger staff, ensuring a common approach to student engagement in learning presents a challenge. The appointment of the Teaching and Learning Coordinator and a focus on reflective practice has allowed the school to tailor professional learning to meet the needs of a diverse staff with a larger percentage of graduate teachers.

Through sound forward planning, Churchlands Senior High School has been well prepared to address the challenges of growth and is well positioned to develop its Business Plan for 2017 to 2019.

Commendations

The following areas are commended:

- the well-coordinated processes of review, analysis of the NAPLAN data and the response especially for students at risk of not achieving their potential
- the achievements: in adding value and the level of achievements in NAPLAN; particularly the high proportion of students achieving in the top 20% of literacy and for numeracy
- the commitment and dedication of staff in supporting senior students to achieve their WACE, complete their VET Certificates, and for the high standards of ATAR outcomes
- the music faculty for the focus on and achievements in, the retention of students in the program and improvements in student performance and course results
- the drive, dedication and expertise of school leadership and coordinators in providing an emphasis on building teacher excellence based on contemporary research, along with staff who have embraced the school's professional learning and development programs
- the staff, for their commitment to providing students with opportunities and experiences in sporting, cultural, community events and activities, and the standards of excellence achieved
- the forward planning and response of the leadership to the changing needs of the school due to growth in numbers
- the Principal for his leadership, especially for the instructional leadership and relationships with the Board, parents and the community.

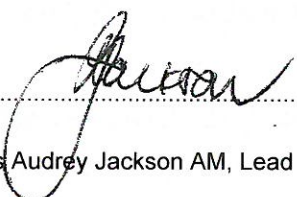
Areas for Improvement

The following area for improvement is identified:

- further consideration be given to addressing the needs of Aboriginal students in the next Business Plan.

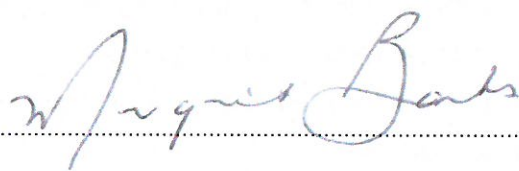
Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Churchlands Senior High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.


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Ms Audrey Jackson AM, Lead Reviewer

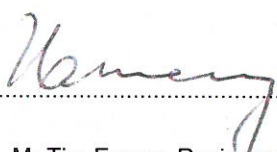
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Ms Margaret Banks, Reviewer

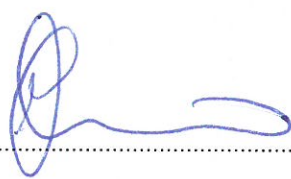
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Mr Tim Emery, Reviewer

30 August 2016
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Mr Richard Strickland, Director General,
Department of Education Services

6/9/2016
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