



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Churchlands 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

An Independent Public School since 2011, Churchlands Senior High School is located in the North Metropolitan Education Region, approximately 11 kilometres from the Perth central business district.

Established in 1962, it has undergone recent building upgrades and provides facilities within well-established grounds.

The school offers a Gifted and Talented (GAT) music program and includes a 500-seat acoustically engineered concert hall, 270-seat acoustics auditorium and a dedicated choral studio.

Currently, there are 2797 students enrolled from Year 7 to Year 12. The school has an Index of Community Socio-Educational Advantage of 1118 (decile 1).

Support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

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's self-assessment was robust and provided a holistic view of current performance.
- The Principal sought advice from leaders in other schools, prior to preparing the school-self assessment submission in the Electronic School Assessment Tool (ESAT).
- The executive team were responsible for developing evidence specific to each domain of the Standard, in consultation with various teams across the school.
- Staff indicated that their involvement in the ESAT submission highlighted a sense of pride in what has been achieved.
- The school's self-assessment was enhanced throughout the validation visit.

The following recommendation is made:

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

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Relationships and partnerships

Positive relationships and partnerships enhance the overall learning experience for students at Churchlands Senior High School. Past students are strong advocates and dedicate a considerable amount of their time for the benefit of the school.

Commendations

The review team validate the following:

- There is a strong connection between the School Board, P&C, Music Parents Committee and the Churchlands Senior High School Foundation and Alumni. These groups articulate a deep commitment to, and collaborate for, the common good of the school.
- The well-established Foundation and Alumni has a unique and positive role within the school, providing a vast range of intellectual and financial support.
- Communication is a priority for the school. The Family and Community Engagement Team is developing an approach to engage with families as genuine partners in student learning.
- The school's transition program is seen as a positive experience for incoming primary school students and their families. Students are introduced to the school in novel ways, including virtual tours and interactive experiences.
- Strong partnerships with training organisations and industry are providing valuable VET¹ and workplace learning opportunities for students.

Learning environment

The school caters for a large and diverse student population. A culture of 'caring for all' is evident across the school, with flexible approaches to meet the needs of individual students.

Commendations

The review team validate the following:

- Well-established structures underpin the school's pastoral care system, supporting the mental health and wellbeing of students.
- The Aboriginal Cultural Standards Framework is guiding the school in becoming increasingly culturally responsive. Aboriginal student voice has influenced the visibility of their culture throughout the school.
- Staff commitment to providing extra-curricular activities enhances the overall school experience for students.
- The Learning Support Team monitors and supports students identified through NCCD². They deliver professional learning to staff and have provided support to SSEN:D³ in developing their online learning modules.
- Student behaviour is managed using an engagement approach, with professional growth for staff enabled through accredited Classroom Management Strategies conferencing.
- The school value of 'Social Responsibility' is promoted through the successful community service program. The program is valued highly by students and the community.

Leadership

Leadership at all levels of the school is very robust and guided by a shared vision and common beliefs around quality teaching and care.

Commendations

The review team validate the following:

- The school fosters a culture of capacity building for its leaders, with structures to allow staff to access leadership opportunities and training at all levels.
- A clear leadership ethos is communicated through the 'leadership artefact'. Staff at all levels understand and value the vision through its three pillars.
- Staff are guided in establishing processes to enhance teacher growth and development, evidenced by the graduate support program being led by aspirant leaders.
- Ongoing monitoring and reviewing of progress is embedded across the school. Operational plans are reviewed against their targets, with teachers analysing data at the class level.
- Instructional leadership, collaboration and collective efficacy is being supported through a focus on alignment and connection between teams. A common language is shared between heads of learning areas and their staff.
- Student leaders are provided a comprehensive leadership development program to build their capacity as leaders. This program and the resultant experiences are valued highly by students.

Use of resources

As the largest school in Western Australia, Churchlands Senior High School operates with a significant one-line budget. The school makes evidence-based decisions aligned to the priorities of the business plan when deploying resources.

Commendations

The review team validate the following:

- The school has a cutting edge, flexible ICT⁴ delivery and learning model. Staff are provided with technology and support to promote the delivery of innovative and engaging learning experiences to students.
- Significant human resources are directed toward student services, ensuring students are monitored closely and supported individually, despite the large student population.
- Targeted initiative and student characteristics funding supports the students for which it is intended. The GAT music program is provided with additional school funds to ensure its ongoing success.
- The school is innovative in creating opportunities to raise funds locally. The Concert Hall and other facilities provide significant revenue to support school operations.
- Resources have been increased to support STEM⁵, with the STEM Club catering for growing numbers due to its successful model.

Teaching quality

Leaders are providing the conditions for quality teaching to occur in every classroom and staff have the collective belief in their capacity to improve student achievement by developing their teaching craft.

Commendations

The review team validate the following:

- Student survey data indicate that high quality teaching is a feature of Churchlands Senior High School.
- There is a culture of teachers learning from each other. The action research approach of the 'Think Tank' professional learning process has teachers implementing evidenced-based strategies into their teaching practice.
- The 'Churchlands Art of Teaching' professional learning, delivered by the program coordinator of teaching and learning, is valued highly by staff and supports the consistent pedagogical approach across the school.
- The systematic and safe implementation of classroom observation and reflection across the school is progressing. The use of ICT in the recording of lessons and feedback highlights the innovative approach of the school.
- There is a large uptake of the Bring Your Own Device program. Teachers have embedded technology into their lessons, promoting 21st century learning and engagement.

Student achievement and progress

Systemic data evidences the excellent student achievement of the school. It is well within and above the expected range of like school performance based on students' entry level data.

Commendations

The review team validate the following:

- Strong value adding can be seen in student progress from Year 7 through to Year 12.
- The dynamic of the writing strand in the NAPLAN⁶ data is lower in the junior years, but has progressed considerably when analysing the final Year 12 results.
- Established and complex data analysis systems allow staff to modify the curriculum to address the needs of students where needed.
- A culture of excellence in student achievement is derived from students achieving their personal best.
- The 65-70 per cent of students completing ATAR⁷ are well supported and the outcomes are consistently strong. Equal attention is provided to students undertaking VET programs, through personalised care and tracking to ensure success.
- Typically, 97-99 per cent of students in the school achieve the Western Australian Certificate of Education.

Reviewers

Vicki McKeown
Director, Public School Review

Mitchell Mackay
Principal, John Curtin College of the Arts
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2025.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Nationally Consistent Collection of Data on School Students with Disability
- 3 School of Special Educational Needs: Disability
- 4 Information and communications technology
- 5 Science, technology, engineering, mathematics
- 6 National Assessment Program – Literacy and Numeracy
- 7 Australian Tertiary Admission Rank