



Department of
Education

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Public education
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Tom Price Senior High School

Public School Review

March 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

✓	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Opened in 1971 as a District High School with 700 students from Years 1 to 10, Tom Price Senior High School has undergone numerous changes in response to community needs. The school became a senior high school in 1995.

Located in the Pilbara Education Region, the school caters for students who live in the towns of Tom Price and Paraburdoo and in the Aboriginal Communities of Wakathuni and Bellary. It provides a range of educational and engagement programs, including academic, Vocational Education and Training (VET), Follow the Dream, Cadets WA and senior school engagement programs (SSEP).

The school, with an Index of Community and Socio-Educational Advantage rating of 916 (decile 9), currently enrolls 312 students from Years 7 to 12. The academic program is supported by strong community partnerships and the school is recognised for its involvement in, and support for, community events.

Tom Price Senior High School gained Independent Public School status in 2011.

School self-assessment validation

The Principal submitted a succinct school self-assessment.

The following aspects are confirmed:

- The school's self-assessment and validation visit reflected an open, honest and transparent account of the school's performance.
- A wide range of people were involved in the scheduled meetings, including parents, teachers, community members, students and support staff.
- The validation visit provided further insight into school planning and operations.
- Staff, students and the community engaged positively in the validation visit.
- A number of planned actions were identified and are appropriate to future direction.

The following recommendations are made:

- Use the most recent performance data to best represent evidence of school effectiveness.
- Develop clear links between current progress, areas identified for improvement, target setting and related planning in response to the observation and analysis of the evidence submitted.
- Provide a broad range of self-assessment evidence.
- Continue to build the culture of reflection and continuous improvement to embed the self-assessment process.

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Relationships and partnerships	
<p>The Principal has invested in building strong relationships both within the school and across the district. The school is well regarded by local partners and businesses, with high levels of trust and mutual respect evident between staff, students and the community. Effective communication and a commitment to genuine engagement have built confidence in the school's direction.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board understands and fulfils its governance role effectively. Board members are well informed and are strong advocates for the school. • The P&C¹ are proactive and work as true partners with the school. • Local businesses are highly supportive of the school through work placement opportunities. This is manifested in school based traineeships. • Conditions for establishing strong partnerships are evident. Staff are well regarded for their ability to engage authentically with all stakeholders. The breadth of student involvement in the cadet program is commendable.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build on the Ashburton Schools Alliance approach to sharing resources, expertise and knowledge across the region. • Strengthen the existing collaboration with partner primary schools through the continued development of a targeted and formalised transition program.

Learning environment	
<p>The tone of the school reflects a sense of pride and is described by students as a 'friendly, happy and welcoming place'. In addition to fostering a caring and supportive culture, the school demonstrates an ongoing commitment to an inclusive and engaging learning environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Behaviour management processes are clear, transparent and effective. • The Follow the Dream program is embedded and highly effective in providing a robust platform for student success and engagement. • A safe and orderly learning environment was evident. • A comprehensive approach to case management supports all students requiring intervention. All school personnel are highly collaborative and responsive to the changing needs of students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue the systematic implementation of PBS² strategies to support a school-wide approach to behavioural expectations and the explicit teaching of responsibilities and values. • Further develop the attendance tracking and monitoring strategies to support ongoing improvement in student attendance. • Continue to develop staff capacity in the use of RTP SEN³ planning for SAER⁴. • Evaluate the impact and sustainability of existing and proposed whole-school health and wellbeing programs and initiatives to inform future planning.

Leadership

The Principal and other school leaders articulate a shared commitment to improvement, adopting a proactive approach to building staff capacity and ensuring their engagement in the school improvement process. Leaders acknowledged the need to adopt a more strategic approach in aligning the layers of planning to a consistent improvement model.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are appreciative of the open, supportive and consultative approach adopted by the leadership team. • There is a distributed leadership model in place that recognises skills, attributes and interests and focuses on building staff and aspirant capacity. • Shared ownership of the new business plan was evident.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Use the Fogarty EDvance program to progress the implementation of the new business plan ensuring alignment of operational and classroom planning. • Establish and communicate leadership responsibilities to provide clarity of roles and certainty of support across the school. • Implement a consistent framework for improvement planning with an emphasis on expectations, support and accountability, to ensure consistent curriculum leadership. • Using the ACSF⁵, continue to build towards becoming a culturally responsive school. • Ensure the continued commitment of staff to the school improvement agenda through a targeted approach to change management. Build acceptance and commitment through support for the strategic implementation of whole-school initiatives and programs.

Use of resources

The Principal and MCS⁶ work in close partnership to ensure effective and targeted use of resources. Clear, transparent and compliant fiscal processes are embedded.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student characteristic funding is used to support those students who require intervention and support. • The AIEOs⁷ are used in a targeted manner to foster student and community engagement and support student achievement and progress. • EAs⁸ support groups and individual students through intervention programs using MacqLit⁹. • A robust performance management process is evident for support staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to instigate a proactive and strategic approach to ensuring a stable workforce that meets the needs of students. • Conduct a review of how ICT¹⁰ resources are being utilised across the school, to identify areas of deficit and to support classroom teachers. • Audit the plan for reserves to align with school improvement planning.

Teaching quality

High levels of staff turnover mitigate against programs and processes being embedded for the longer term in the school. Leaders are aware of the need to ensure sustainability of programs and processes such that they are not reliant on the expertise of individual staff.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • ‘Tactical Teaching’ has been implemented successfully as a whole-school approach to curriculum in reading (2018) and writing (2019). • PAT¹¹ is used in conjunction with NAPLAN¹² to inform literacy planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Through formalised disciplined dialogue, increase the capacity of teachers to use data to inform evidence based planning. • Develop a teaching and learning framework that will support a whole-school approach to quality teaching. • Ensure all teaching staff have the opportunity to engage in learning area collaborative meetings. • Develop a performance development tool, aligned to strategic planning and embracing all levels of experience, to provide quality feedback to staff.

Student achievement and progress

The school’s focus is on creating an environment that engages students in a range of pathways. Its context is reflected in the student progress and achievement data.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Lower and upper school SSEP are effective in engaging students with specific vocational aspirations. • The school uses common assessment tasks to ensure consistent judgements. This is validated further through the use of external measures. • A scope and sequence approach in HASS¹³ has ensured a streamlined Year 7 to 10 approach. • Students studying through SIDE¹⁴ are well supported by the school. • A suite of VET pathways, including engineering, offer students an appropriate range of opportunities to meet their vocational needs.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Strengthen counselling processes into senior school to ensure students are entering appropriate pathways in Year 11. • Rationalise the existing ATAR¹⁵ pathways to ensure student success. • Build the capacity of staff to use school and system data to inform planning and target setting at whole-school and classroom levels. • Review existing RTOs¹⁶ to ensure certificate courses of interest are offered through partnership with effective providers. • Focus on exam techniques, including time management, to improve student performance in ATAR courses. • Implement a scope and sequence approach to curriculum planning in all learning areas.

Reviewers

Joanne Harris
Director, Public School Review

John Burke
Principal, Inner City College (planning name)
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'needs improvement'.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Parents and Citizens' Association
- 2 Positive Behaviour Support
- 3 Reporting to Parents Special Educational Need
- 4 Students at educational risk
- 5 *Aboriginal Cultural Standards Framework*
- 6 Manager corporate services
- 7 Aboriginal and Islander Education Officer
- 8 Education assistant
- 9 Reading intervention program
- 10 Information and communication technology
- 11 Progressive Achievement Testing
- 12 National Assessment Program – Literacy and Numeracy
- 13 Humanities and Social Sciences
- 14 School of Isolated and Distance Education
- 15 Australian Tertiary Achievement Rank
- 16 Registered Training Organisation