



Government of Western Australia
Department of Education

Ellenbrook Secondary College

2017

Review Findings



Independent Public School Review

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School and Review Details

Principal:	Dr Peter Havel
Board Chair:	Mr David Koch
School Address:	100 Main Street, Ellenbrook WA 6069
Number of Students:	1721
ICSEA¹	989
Reviewers:	Mr Graham Rixon (Lead) Mr Peter Wilson
Review Dates:	30 and 31 August 2017

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal 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
- School Performance Monitoring
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Ellenbrook Secondary College, which commenced as an IPS in 2015, is located in the City of Swan on the north-eastern outskirts of Perth. The college has an ICSEA of 989 and, at the time of the review, an enrolment of 1721 students with approximately 5% (85 students) of Aboriginal descent. Students come from 54 different cultural backgrounds and there are 198 students with a language background other than English. The college's attendance rate has improved during the 2015–17 Business Plan and currently compares favourably with like-schools.

The college has some unique demographic, geographic and operational characteristics. It commenced in 2007 with 310 Year 7 and Year 8 students and has seen rapid growth in student enrolment. According to the Australian Bureau of Statistics, the Ellenbrook area experienced one of the largest population growths in Western Australia between 2015 and 2016, increasing by 9.2 % (3141 people) with a forecast population of 43 382 for 2017.

Findings

- The 2015–17 Business Plan was developed after considerable negotiation between various stakeholders. As a result the college's key strategic priorities are:
 - a positive school culture
 - engagement of students in effective learning
 - a safe, supportive and inclusive school learning environment
 - external curriculum initiatives (system goals set by the Director General)
 - utilisation of appropriate information and communications technologies.
- The staff and the board believe these key strategic priority areas enable the community to enact and support the college's mission "to create a vibrant learning community where there is an expectation of high levels of student achievement. All students should feel valued and affirmed, engage in the curriculum, achieve personal success that is celebrated by the school and grow up to become committed community members."
- The business plan outlines the strategies and key performance indicators (KPIs) to be employed that will facilitate improved outcomes for students. There are 47 KPIs and of these six have measurable targets with four of them academic

targets. The college emphasis on a range of KPIs/strategies in the business plan is to lift student performance.

- The initial overarching strategy has been to improve classroom environments so that they are more conducive to teaching and learning. Considerable funds have been expended in training teachers in classroom management strategies (CMS) and developing a college-wide pedagogy that is underpinned by the notion of explicit instruction, so that teachers can engage students in learning. The behaviour management data in the 2016 Annual Report supports the claim that there has been considerable improvement across the college.
- The detailed annual reports for 2015 and 2016 show a progression of aligning business plan priorities to budgets and to reporting procedures. The annual reports also indicate evidence of the continuous and rigorous self-assessment processes that are used to verify the performance of the college. The annual reports reflect or report on the progress towards achievement of the KPIs in the business plan.
- Over the three-year duration of the DPA and business plan and, at an operational level, the senior leadership team comprising the principal, manager corporate services, associate principals and heads of learning area (HOLA), have developed specific plans to implement their assigned components of the business plan. These plans are reviewed periodically throughout the year, to set their specific, measurable, achievable, relevant and time limited (SMART) targets. Measuring the achievement of such targets is the basis of the system of data collection for the business plan. While each HOLA was assigned a budget that progressively reflected historical needs, their learning area plans reflected developmental initiatives funded through the associate principals' plans. The learning area plans were aimed at engaging teachers in achieving the broad KPIs of the business plan.
- During July 2017, the senior leadership team reviewed the 2015–17 Business Plan and decided to maintain current priority areas in the next business plan with the addition of a priority on staff wellbeing. Further planning during 2017 involving the board and feedback from the senior leadership team will be used to finalise the priority areas for the 2018–20 Business Plan.
- The 2015–17 Business Plan is available on the college's website and as a hard copy to members of the college community on request.

Areas of strength

- The self-review of the DPA complemented by the implementation of the associate principals' and HOLAs' plans related to relevant sections of the business plan.
- These three-year plans developed by the associate principals and the HOLAs have updated targets that are reviewed annually.
- The comprehensive annual report includes reference to the KPIs in the business plan and the DPA and includes an introduction from the board chair on matters considered by the board during the year.

Areas for improvement

- Include SMART targets in the 2018–20 Business Plan that:
 - are based upon improving academic and non-academic outcomes for students
 - include comparisons against like-schools
 - relate to areas of improvement identified by the college and are unique to the student cohort and the college setting
 - engage all stakeholders.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- While there have been some improvements in the performance of students in Years 7–10, as shown through assessments such as the National Assessment Program – Literacy and Numeracy (NAPLAN), overall school performance is still at, or slightly below, like-schools. Senior school performance has improved and allows most Year 12 students to fulfil their post-school intentions.
- In 2013 all of the tested NAPLAN domains in Year 7 were below those of like-schools. Average scores for Year 7 students have gradually improved to the point that the 2017 results were similar to like-schools.
- Average NAPLAN results for Year 9 students have not shown the same gradual improvement against like-schools over the past five years. Numeracy scores in 2017 have improved; however, writing scores have declined to be below like-schools. Other domains have shown little improvement in comparison to like-schools since 2013, with reading a little below like-schools and spelling and grammar and punctuation similar to like-schools.
- Progress from Year 7 to Year 9 in 2017 is also generally at, or below, like-schools. Progress in grammar and punctuation is better than like-schools, spelling and reading are similar to like-schools while progress in numeracy and reading is below like-schools.
- The recently introduced online literacy and numeracy assessment is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement by demonstrating the minimum standard of literacy and numeracy. In lower school, results demonstrate that in 2016 a significant number of the students were in Category 1 or Category 2. Students in these categories are either at risk of not achieving a WACE in Year 12 or have not yet demonstrated through testing that they have achieved the minimum literacy and numeracy requirement.
- Senior school performance has been positive for the three years since the college became an IPS. Year 12 median Australian Tertiary Admissions Rank (ATAR) have been better than like-schools for the past three years.

- The participation rate of Year 12 students in ATAR courses leading to university in 2016 was 31%, similar to schools with a comparable ICSEA, although the current Year 12 cohort has a significantly lower ATAR participation rate.
- The college has been successful in increasing the number of students attaining Vocational Education and Training (VET) qualifications; from 46 students achieving a Certificate II or better in 2014 to 150 students in 2016.
- The level of certificates achieved has also improved so that in 2016 many VET students were attaining Certificate III, and virtually all a Certificate II, but around half the VET students only achieved a Certificate I in 2013.
- The VET program is also supported through direct and strong community links with a large number of employers.
- The attainment rate of Year 12 students, defined as an ATAR better than 55 or the achievement of a Certificate II, has been high, and was 96% in 2015 and 99% for 2016.
- Up until 2015 the college had almost all Year 12 students achieving a WACE. This result was not repeated under the more challenging WACE requirements introduced in 2016 where WACE achievement dropped to 84%. Improvements to counselling procedures for Year 11 and Year 12 students are likely to lead to an improvement in the percentage of WACE achievement.
- Significant improvements have taken place at the college over the past three years in the identification of students whose learning is below expectations. Year 6 students in the local-intake primary schools now undertake a range of the Australian Council for Educational Research Progressive Achievement Tests (PAT). This testing is funded by the college.
- The college introduced a direct instruction support program for identified students in Year 7 and Year 8 initially in 2016 and more fully in 2017. Three direct instruction classes are offered in both English and mathematics in Year 7 and two are offered in Year 8. Testing within this program shows improvement in literacy and numeracy for these students. Only the Year 7 students have so far participated in NAPLAN and, as stated earlier, some improvement has been seen in Year 7 NAPLAN scores. The college administration is aware that a major challenge is to improve the NAPLAN results of mainstream students.
- The college runs an Education Support program to cater for students with diagnosed disabilities. In 2016 the college had 41 students included in the program. Most of these students participate in mainstream classes with the support of teachers and education assistants. A smaller additional number of

students work in special smaller classes. Interviews with staff, the college administration and students indicate that the program is working well in supporting these students.

- Support for high achieving students across mainstream subjects is developing. The college streams many subjects in lower school into ability groupings and has extension classes as part of its mathematics and science courses. The college has programs to support high achieving students in mathematics extension and specialist courses, and has introduced a Thinking Science program available to all Year 7 and Year 8 students. A Curious Minds extension class has been initiated for Year 8 students in 2017 to help widen the curriculum for higher achieving and gifted students.
- The PAT undertaken in local primary schools and being used in the first years at the college also helps identify higher achieving mathematics students. Class material and teaching strategies are being used to ensure that these students can engage with sophisticated mathematics concepts in lower school and are then able to understand and cope with the demands of the more challenging Year 11 and Year 12 mathematics courses.
- Homework classes are run after school to help all students but particularly those in ATAR courses.
- College administration and HOLAs acknowledge the need to support extension for higher achieving students.
- The business plan discusses KPIs within the five strategy areas. Of the 46 KPIs only eight directly address measurement and targets for student performance, four targeting academic performance and four non-academic performance. The lower school academic performance does not detail any specific improvement target.
- The college has achieved two of its three targets in relation to Year 12 performance; a median ATAR better than like-schools and a high attainment rate. Several students did not achieve the target of an ATAR of at least 60, and some did not achieve university entrance.
- The business plan has one target for lower school academic achievement, “significant individual student progression ... in literacy and numeracy outcomes.” Despite the significant work in improving literacy for lower achieving students, this target has not yet been achieved for many students.
- Some of the non-academic outcomes for students have shown a marked improvement over the life of the business plan. There has been a significant

decrease in behavioural issues reported at the college, as indicated by the number of student referrals within the college's behaviour management process.

- Another KPI is the improvement in the effectiveness of behaviour procedures. This has been achieved and is evidenced by lower numbers of student behaviour reports and by college surveys which have shown that staff, students and parents believe that the management of student behaviour has improved over the past two years between the 2014 and 2016 surveys. However, there is still further improvement needed if the college is to achieve its stated goal showing greater than four on the five-point survey scale in relation to behaviour procedures.
- The business plan KPI for attendance is for increased overall attendance, especially for underperforming students. Attendance is very similar to that of like-schools at 88.7% for the whole college. This has shown a slight improvement over the past three years, despite declining a little in 2015.
- The college has strong processes for monitoring student learning both from teachers within learning areas and through its program of testing within the local primary schools. The college programs, such as its direct instruction support program go a significant way to supporting students needing special attention to improve literacy and numeracy.
- At a mainstream classroom level, the college has invested heavily in professional learning for teachers to improve classroom behaviour and instructional methods, both through the direct instruction support program and through the CMS professional learning.
- Many of the improvements in teaching have not yet flowed through to evidence of improvement in student academic results in lower school. This remains the challenge for the next three-year cycle of the business plan.
- Discussions with college administration, HOLAs and teachers indicate that considerable work takes place to improve the comparability between lower school grades awarded at the college and those of other schools; however, lower school grade data indicates that there is a lack of alignment between grades at the college and those of similar schools. The college needs to continue to work in this area to ensure the comparability of grades for all students.
- Meetings with parents and board members indicates that parents feel that they receive good feedback from the college about their child's performance. The college has begun to use the Department of Education's online Connect program. Reviewer interviews reveal that students believe that Connect has led to improvement in their understanding of their own performance. Reviewers

endorse the college decision to rapidly expand the use of the program to allow all parents access to student information in the next school year.

- The college has developed a strong program to ensure that students are made aware of and achieve their pathway goals after leaving school. The VET program has been particularly successful in assisting students from the college achieve their employment and training goals.
- The annual intentions and destinations survey which tracks the stated aims of students with their training, university or work destination after leaving the college shows a good match between the pathway students intend to take up and the pathway they achieve. An exception to this is the low number of students who achieve apprenticeship pathways on leaving school.
- Discussion with teachers shows that there is a high level of collaboration between teachers at the college. This occurs to improve teaching skills in the classroom through direct observation and peer support and through learning area sessions to improve grade moderation. Teachers who are new to the college also engage in collaboration with other teachers and with mentors. The college has recently employed some Teach for Australia staff who are well supported through a mentoring program.
- College documentation and staff interviews show that all staff are participating in annual performance management processes which involves classroom observation. Performance management processes are linked to college priorities. The college has made good use of the recently introduced PAT testing in Year 6 of feeder primary schools and in research supporting the use of a direct instruction approach to improve literacy and numeracy in lower school.
- Discussion with the college principal, administration and with teachers indicate that, in their view, the development of a college-wide pedagogy which is focused around specific lesson structures and methodology based on the research of John Hattie has also assisted in the improvement in student behaviour.
- The introduction of the Positive Behaviour Support (PBS) framework to support the safety and wellbeing of students and staff at the college is well-founded on recent educational research and has been highly successful in improving student behaviour and wellbeing.

Areas of strength

- The college VET program and the improved results gained in the past two years.

- The level of collaboration among teachers, particularly in classroom observation through the CMS program.

Areas for improvement

- Develop improved literacy learning within mainstream classrooms.
- Improve the development of extension and challenge programs to ensure that higher achieving students are well supported into Year 11 and Year 12.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- The college has a program of student assessments for new students enrolled at the school. This is comprehensive at a whole-college level. This leads to those students requiring extra support being identified early and placed in programs that maximise their learning.
- As a result of self-assessment, the college has embarked on a substantial change process over the past three years. The changes have focused on improvements in the orderly conduct of the college, in consistent classroom expectations, in positive student behaviour programs, an increase in staff numbers in student services and an increased focus on student and staff wellbeing.
- The rigorous and regular college self-assessment is focused on the college priorities and is demonstrated in the college annual report that reveals a high level of awareness of the performance of the college across different academic years and across learning areas.
- Interviews with parents and students indicated that, in their opinion, the reputation of the college in the community has improved because of the changes outlined in the business plan.
- Based on continual reviews of performance, the college has also introduced a program of explicit instruction for all classes based around the college motto of "Engagement, Success, Community" which operates within all classrooms. This has led to an increase in the consistency in teaching between different classes.
- The annual report, available on the college and Schools Online websites, provides a comprehensive coverage of the overall college results; however, there is not a strong link between targets outlined in the business plan and the reporting of the achievement of those targets.
- The college is currently in the process of creating its next business plan. The use of KPIs has been helpful in the college making progress in building a culture of student engagement.

- Targets have been reviewed; however, the lack of detail requires attention in the next business plan in relation to academic achievement.
- Across the college a variety of methods for monitoring student performance are used including grades, NAPLAN results, PAT and regular direct instruction testing. These are particularly well used in lower school. There is consistent monitoring of students with ATAR and Certificate courses in Year 11 and Year 12.
- The monitoring of student performance in Year 7 and Year 8 within the direct instruction support program for low achieving students shows improvement in basic literacy and numeracy skills for these students.
- Interviews with staff and HOLAs reveal that within mainstream classrooms there has also been an improvement in the feedback from teachers in relation to student performance. The strengthening of the use of common assessment tasks in classes and the use of Connect has led to greater clarity and frequency with which students receive information about their performance.
- Counselling for Year 10 students preparing to undertake senior school courses or certificates has enabled the college to foresee difficulties and to better place students into appropriate senior school pathways. The college has a skilled team of counsellors and works closely with all parents to ensure that students and their families understand the courses and certificates that are available and the skills required to succeed in them.

Area of strength

- Programs to identify and support students experiencing literacy and numeracy difficulty in their first years at the college specifically through the direct instruction support program.

Areas for improvement

- Continue to improve grade moderation in Year 7 to Year 10.
- Improve the link between the business plan and the annual report to provide clear information about the achievement of business plan targets in relation to student academic and non-academic achievement.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The curriculum at the college is designed and delivered in a systematic manner that fulfils the requirements of the *School Education Act (1999)*, its regulations and School Curriculum and Standards Authority requirements.
- College planning documents and interviews with college administration and staff show that the college is regularly monitoring student performance to ensure that the context of the college and the learning needs of students are considered in the design of the programs undertaken by students.
- Interviews with staff and students also reveals a sense of collective responsibility for student behaviour and learning outcomes among the staff. Staff enjoy working at the college and are committed to supporting student improvement.
- The college undertakes interim reporting to parents in Term 1 along with the required Semester 1 and Semester 2 formal reports. Interviews with staff, students and parents indicates that there is a high level of home communication from classroom teachers and year coordinators. Many of these are personal phone calls and include large numbers of positive and 'get to know you' calls. The college has also initiated a positive postcards scheme where positive comments are posted home to students and their parents. This level of communication contributes to the improvement in parent perception of the college.
- College publicity and information for students and parents occurs mainly through the Ellenbrook College Skoolbag application available for various mobile telephone, tablet and computer platforms. This is updated regularly. The college website also contains links to Skoolbag but has more general information including annual reports, financial information, contacts, business plan, publicity and enrolment. The college administration is continuing to work on improving the general information and publicity to parents, community and prospective parents.
- The college has a Department of Education approved specialist instrumental and voice music program. The program allows the college to attract students from outside its local-intake area. Over 100 students participate in the program and the intake into Year 7 music has recently doubled to around 60 new students

each year. The college has had success in interschool music competitions against schools with much longer established and larger programs.

- As well as class music and individual tuition, music students are part of a strong co-curricular program involving junior and senior concert bands, guitar ensembles and groups, a string ensemble, a percussion ensemble, a jazz band, junior and senior choirs and a song writing group. Music students participate in performances, competitions, community events and tours each year. College bands and orchestras have had significant success over a long period in Statewide competitions.
- Parents whose children are in the instrumental and voice music program provide a high level of parent support which is complemented by the wider college community and in the Parents and Citizens' Association.
- Discussions with parents of students in the music program indicated that the program is highly valued and provides a strong reason for parents to choose the school. However, a significant number of students do not choose music courses in senior school. The college administration is aware of this concern and is exploring new offerings and other changes to the program for the next planning cycle.
- As well as undertaking physical education classes, the college has several sporting teams and activities which allow students to participate in co-curricular netball, rugby and Australian rules football competitions.
- The college has many academic extension activities through student participation in mathematics, science, arts, public speaking, economics, geography and history.
- The scheduled opening of the new Aveley Secondary College at the start of 2018 will have an impact on the college. Enrolments, which have increased significantly each year since the inception of the college, are likely to stabilise and possibly decline. Good publicity for the college may help in ensuring continued high enrolments and will be important in contributing to the sustainability of initiatives, particularly in the ability of the college to maintain the current level of extra support for student wellbeing.
- The Aboriginal Cultural Standards Framework is identified as a priority in the Department of Education's Strategic Plan for WA Public Schools 2016–2019 and Focus 2017. The framework supports staff to reflect on their behaviours, attitudes and practices and identify opportunities for improved action. Following a period of familiarisation with the framework in 2016, from 2017 schools are expected to

use self-assessment against the framework in school improvement planning. The college is yet to meet its obligations.

- College documentation and interviews with administration and teaching staff indicate that the college complies with Department of Education policies and regulations for student safety and wellbeing.
- Survey data and interviews with students, staff and parents indicate that students feel safe and cared for at the college.
- The PBS framework, introduced as part of the business plan along with the implementation of the strong code of conduct, the continued use of the Good Standing policy and the use of consistent classroom management have led to improvements in both behaviour and in the consistency of behaviour and learning expectations across different classrooms.
- The PBS framework has been assisted by the formation of a Positive School Committee to assist in the implementation of the positive school culture priority of the business plan. This committee works to improve the sense of wellbeing of both students and staff at the college.
- Classroom expectations are detailed in the college's Explicit Instruction Handbook which outlines general expectations for teachers in lesson design and classroom operations. This consistent behavioural expectation between different classrooms has assisted in improving the behaviour management processes at the college.
- There has been a reduction in the level of seriousness of student behaviour reports. This has been accompanied by an improved perception of the college from students, staff and the community reported in surveys.
- There is considerable extra support for improving student pastoral care through a large student services support team. The staffing allocation to the team has increased over the life of the current business plan.
- The level of support for student wellbeing and child protection shown through the student services staff is also reflected in the skills and attitudes of teachers and support staff.
- College data and interviews with students and staff indicate that whole-college programs such as house points and the positive postcards scheme are also having a constructive impact on improving student behaviour.

- College documentation and data gained from interviews with the school psychologist and other staff show reductions in both the amount and the level of student stress and poor behaviour and improvement in student wellbeing.
- The college runs efficiently and students and staff interviewed by reviewers reported high levels of confidence in the administration of the college. Programs are well delivered and with increasing consistency between classrooms. Students show high levels of commitment to the college and staff report positive job satisfaction.
- The college has used its resources well to improve the day-to-day management of the college and to provide an effective and safe learning environment. Tasks are delegated to appropriate staff members and staff have a clear understanding of roles. Students also report having positive pathways to find support in academic areas and to ensure their own wellbeing.
- The relationship between the college principal and administration and the staff is strong and collaborative with high levels of distributed leadership. Staff express high levels of confidence in their opinions being listened to and acted upon.

Areas of strength

- The significant and highly successful music program involving large numbers of students and high levels of parent and community support.
- The introduction of support programs such as explicit instruction, positive postcards and house points which have assisted in improving the pastoral care for students and creating a positive culture at the college.

Area for improvement

- Ensure that all staff utilise the Aboriginal Cultural Standards Framework to reflect on their approaches to the education of Aboriginal students as identified in the Department of Education's Strategic Plan for WA Public Schools 2016–2019 and Focus 2017.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The supporting documentation, including an annual report and associate principal and learning area operational and improvement plans, indicates the college has a well-established review process. The process indicates clear stages where all staff play a significant role in the college's self-review.
- The self-review analysis is brought together in the annual report to demonstrate that the college reviews its performance against its business plan KPIs and strategies. A comprehensive review of the college's performance by the board chair and the principal appears in the annual report to inform the college community.
- The 2015-17 Business Plan is reviewed regularly and along with updated associate principals and learning area operational and improvement plans, including revised targets, demonstrates the college's capacity to respond to identified strengths and areas for improvement. The reviewers verified that the college has an established process of self-reflection.
- Sustainability issues identified in the workforce plan present a number of challenges during the life of the next business plan. This aspect of the college is managed by the principal and the manager corporate services. A particular issue is the retention of committed staff when Aveley Secondary College opens in 2018. The management of a number of staff due for long service leave and the potential retirement of three staff is another challenge being addressed by the college.
- The college site is in an area of rapid population growth. There have been several private schools opened nearby and the new public school, Aveley Secondary College, is opening in 2018. This will have an impact on the college's intake area and will mean that it will be difficult for the college to accurately predict future enrolments. The college is to be commended for attracting a range of students who have a preference for the college's music program. The staffing profile with a balance of permanent and fixed-term teachers will help in the management of this change.
- On the evidence presented, the reviewers are confident that the appropriate programs, culture and commitment to student learning within the college will

enable it to continue to attract sufficient student enrolments to be able to maintain its current programs and continue to provide a quality education for its students.

- The restructuring and management of staff in the student services area is adding a real focus on pastoral care, course counselling, transition, orientation and student attendance and participation, all of which are given high priority. The reviewers commend the college on the support of students through a dedicated and committed student services team.
- The reviewers were able to verify that the college takes pastoral care seriously in establishing a safe and caring learning environment for students. Teams ensure student social and emotional needs are monitored. There are five student services managers, year coordinators, two school psychologists, a chaplain, an Aboriginal and Islander education officer, a nurse and a youth worker who all work to ensure the best outcome for all students. The reviewers were able to verify that, as significant college resources have been deployed to establish student services teams, the effectiveness of this resourcing is reviewed.
- The self-review demonstrates the vital role the student services team plays in improving attendance, participation, health and wellbeing. This model is proving very effective with improved change noted in counselling services, transition preparation and team roles and responsibilities.
- The development of the college's physical environment to ensure that it is supportive of student wellbeing is being captured in a facilities plan. A plan for a Year 7 recreational area has been developed and a budget set with the construction to start in 2017.
- Following discussions with parents, students, board members and staff the reviewers were able to verify that a strong partnership exists between parents and the college. Parents are encouraged by the leadership team to form close links with the college and to focus on the best educational outcomes for their children. In addition to visiting the college, parents are encouraged to use Skoolbag, emails, texting and the soon to be available Connect program.
- Shared leadership is evident throughout the college and individual leaders are clear as to their particular role and expectations. This was evident to reviewers through documentation and through discussions with the principal, associate principals and HOLAs and by visiting teachers in their classrooms. The reviewers were able to verify that the leaders in the college, with the support from staff, have developed and are continuing to drive a climate of teamwork and innovation in the college.

- Staff strive to embed the use of relevant information and communications technology (ICT) into classroom practice. All teachers have access to professional learning to improve their own ICT skills and awareness of emerging technologies. Plans are being implemented ensuring that all staff are well prepared to raise the profile and focus of ICT in the college.
- A well-equipped college library is shared with the City of Swan Council as a public library facility. This facility is crucial to the college's strategy to improve student research and writing skills. Considerable funds are being spent to purchase resources that support the teaching of research skills and encourage the general public to engage with resources on topical and high interest subjects.
- Despite the likely impact of the new Aveley Secondary College the reviewers were able to verify that the principal, with the support of a committed senior leadership team and the board, is well placed in its structures, processes and resourcing to enable the college to enhance the learning and welfare of all students.

Areas of strength

- The college's priority in supporting all students through a dedicated and committed student services team.
- The senior leadership team and staff for the development of a collaborative whole-college focus as a team working together to achieve improved outcomes for all students.
- The management of a workforce plan that is aimed at retaining good staff.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- An effective and supportive board is in place that meets the requirements of the DPA. Meetings are held five times per year and the agendas are focused upon the annual report, the college's progress against the KPIs, college surveys, financial statements and student data.
- Discussions with the board chair indicated the board has continued to evolve during the 2015–17 Business Plan. There has been a period of transiency with membership and the objective now is to focus on a time of stability of board members although they continue to look out for members who reflect the composition of the college and that will further strengthen the governance of the college. The board has a good breadth of expertise in business and involvement in the Swan Valley community.
- In its evolution the board has developed a code of conduct, revised the terms of reference and is exploring the development of an induction package for new board members.
- The current board comprises four parents, four community representatives and five staff, including the principal and two student representatives. Meetings with the board chair and some board members confirmed that the board participates in the college's performance review cycle. The board is clear about its role in analysing student data and financial statements and members assist in setting the strategic direction of the college.
- The board is supported in its role through the timely provision of comprehensive documentation on student performance and the financial status of the college. The principal, associate principals and the manager corporate services report regularly on progress against the business plan, operational plans, financial and strategic plans. The reviewers support the board's intention to undertake a self-assessment of its performance and profile in the college community.
- The detailed annual report includes an informative introduction by the board chair on the business and areas of responsibility of the board.
- The reviewers verified that the board plays an important role in the cycle of college self-review.

Areas of strength

- The evolution of the board in its support of the principal and the operations of the college and its clear understanding of the role it plays in reviewing the college's business plan.
- The comprehensive annual report with an informative introduction by the board chair.

Areas for improvement

- Develop an annual college and board operational/planning/reporting schedule to support the self-review focus.
- Conduct regular self-assessments by board members of its own operations as a board.
- Promote the profile of the board and its role within the college community.
- Develop an induction package for new board members.

Conclusion

As an IPS Ellenbrook Secondary College has made significant steps in its commitment to the DPA and KPIs and strategies set in the academic and non-academic priorities of the 2015–17 Business Plan. Where there are issues to be addressed the board and the senior leadership team respond proactively to adapt operational plans and targets to improve the education for all students. The reviewers affirm that the college has a clear focus on the future and the emerging needs of the cohort of students that attend the college.

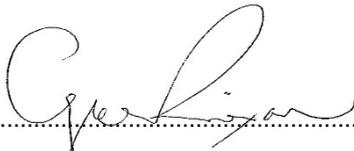
The reviewers identified key evidence that indicates the college takes the wellbeing of students seriously and acknowledges that some students require additional support.

The reviewers were confident that a committed senior leadership team, supported by dedicated teaching and support staff and an evolving board, will guide the college during the 2018–20 Business Plan towards improvement in the teaching, learning and wellbeing of all students.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Ellenbrook Secondary College, true and correct.

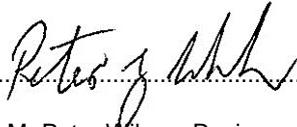
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Graham Rixon, Lead Reviewer

20 November 2017

Date



Mr Peter Wilson, Reviewer

20 November 2017

Date



Mr Ken Perris, Director
Independent Public School Review

20 November 2017

Date