



Mr Heath Dullard
Principal
Ellenbrook Secondary College
100 Main Street
ELLENBROOK WA 6069

Dear Heath

I am pleased to advise that the Public School Review of Ellenbrook Secondary College has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review for your college has been determined through your self-assessment submission and validated by the review team as 3 years. The review is scheduled for Term 3, 2025.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your college and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

It was great to read about how your college teaching pedagogy - Instructional Intelligence - drives teaching practice across the college. Focusing on explicit teaching, consistent lesson design and active participation of students, it enables teachers the flexibility to choose the most appropriate teaching strategy to achieve high levels of student engagement.

Heath, I am also advised your leadership has engaged students, staff and the community in an intentional strategy to reset the culture and in so doing, elevate the reputation of the college and create a compelling sense of 'belonging' across the local community.

As stated in the initial correspondence, please make the report available to your staff and college community and upload it to your college website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

Melesha Sands
Deputy Director General, Schools

13 SEP 2022

cc Ms Raechelle Lee, Executive Director, Strategy and Policy
Mr Steve Watson, Director of Education, North Metropolitan Education Region
Ms Carol Strauss, Assistant Director of Education, North Metropolitan Education Region
Mr Lou Zeid, Assistant Director of Education, North Metropolitan Education Region
Chair, College Board, Ellenbrook Secondary College



Department of
Education

Shaping the future

Ellenbrook Secondary College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Ellenbrook Secondary College is located approximately 28 kilometres from the Perth central business district in the North Metropolitan Education Region.

The college opened in 2007 and became an Independent Public School in 2015.

Currently there are 1322 students enrolled from Year 7 to Year 12. The college has an Index of Community Socio-Educational Advantage of 985 (decile 6).

Community support for the college is demonstrated through the work of the Parents and Citizens' Association (P&C) and College Board.

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 Electronic School Assessment Tool (ESAT) submission provided a considerable body of information describing the college's performance within each domain.
- Leaders described a culture of continuous planning and review using a 'present to future tense' perspective to inform college decision making.
- Staff engaged in a process that identified relevant information and evidence for the review of each domain of the Standard.
- A collection of staff comments within each domain provided reviewers with insight into their reflections and the journey of the college since its opening in 2007.
- A significant number of staff, students, parents and community partners enthusiastically participated in conversation throughout the validation visit. Each demonstrated a thorough understanding of the college's ESAT self-assessment submission.

The following recommendation is made:

- Through the lens of the following reflective question: *Why do we think the evidence selected for our Public School Review demonstrates meeting the Standard?*, consolidate the parameters for selecting evidence to be included in future ESAT submissions.

Public School Review

Relationships and partnerships

Strong staff relationships and building sustained community partnerships are integral to the overall strategic intent of the college in creating a meaningful sense of 'belonging' for the students. Professional relationships, modelled by the leadership team, to build sustainable collegiate and collaborative interactions between staff, are compelling in both form and substance.

Commendations

The review team validate the following:

- A strong culture of collaboration between staff is underpinned by mutual respect and a collective commitment to student success and the college vision. Relationships within the college and across the community are powerful and empowering.
- Local community agencies play a significant role in shaping a positive future for the college by becoming active partners in its drive to become a school of choice. The college promotion plan offers a clear blueprint of objectives intended to achieve authentic levels of student and community engagement.
- Culturally appropriate practices underscore engagement with students and their families. This has amplified the emerging positive relational interactions both within the college and across the community, through the Mentor Me Reconnect, Australian Defence Force programs and the student Multicultural Committee.
- A strong and supportive College Board advocates for the college and actively engages in its strategic direction and governance. An energetic P&C enthusiastically promotes the college in the community.
- Premised on a foundation of respect and trust, the Positive Schools Committee is reinvigorating various options for staff to engage through the promotion of respectful relations, which acknowledges the college as an adult workplace.

Learning environment

Significant effort is directed to ensuring the conditions for learning are deeply embedded across the college. This has created a safe, caring and inclusive learning environment for staff and students. The college's leadership leaves nothing to chance by actively monitoring the degree to which staff and students are provided with a positive environment that promotes learning through inclusion.

Commendations

The review team validate the following:

- The college's physical environment is afforded the same consideration as other priorities to ensure students have the best chance of success. The provision of responsive learning spaces, with cultural artworks surrounding a recently built yarning circle, emphasises the college's commitment to cultural recognition.
- Student wellbeing and resilience is identified as 'priority one' and this permeates through all relationships in the college. Families appreciate that their children are known and cared for, even extending to staff taking time to learn the correct pronunciation of students' names.
- The student services team are united in their determination to deliver high quality wraparound support for all students. The importance of the work of this team to the college is evident through the conspicuous engagement of the Principal with students on a daily basis, promoting the ethos of 'belonging'.
- The consistent application of Classroom Management Strategies (CMS) has led to generalised calmness across the college campus and evident in the ethos of classroom 'calmness'. This has resulted in significant reductions in Tier 3 behaviour and a fall in the rate of suspensions.
- The Learning Hub, established in 2022 for students with special needs, provides an alternative learning space for work and assessments. Learning support coordinators offer students and families targeted support with smaller groups by utilising a daily check-in system, social stories and monitored short breaks.

Recommendation

The review team support the following:

- Explore options for gathering data on the impact of the Learning Hub.

Leadership

The Principal has engaged staff and the community in a deliberate and strategic process to reset the culture and elevate the reputation of the college. The Principal's leadership approach is variously described as principled, visible, empathetic and grounded by a clear set of values and expectations.

Commendations

The review team validate the following:

- Strong instructional leadership is driving consistency of teaching practice in every classroom. The pedagogical framework is based on the well-researched and evidence-based Instructional Intelligence model, introduced through external experts, and sustained through trained internal coaches embedding practice.
- Opportunities to lead are encouraged and supported. Strong, distributed, yet connected leadership, is evident across the college ensuring highly invested staff drive college initiatives collaboratively. Layers of leadership reflect the 'layered school planning' model designed to ensure continuity in learning and teaching.
- A leadership culture prevails across the college. Staff and students are in fierce agreement about what can be achieved when there is an authentic determination to give everyone a voice. This has led to the belief that genuine consultation and collaboration connects everyone to the vision of the college.
- Community leaders and allied agencies reported the emergence of strong and intentional engagement with the college, creating a community-wide belief in, and optimism for, the future of the youth of Ellenbrook.
- Performance management at the college assists staff to focus on how their role addresses student needs and college priorities. Self-reflection and planned or required professional learning are incorporated into all performance management agreements.

Recommendation

The review team support the following:

- Explore options for getting targeted feedback on existing change management processes and outcomes.

Use of resources

The college has effective processes to ensure that expenditure is responsive to the needs of students. Monitoring systems and decision making protocols are comprehensive and transparent.

Commendations

The review team validate the following:

- Industry standard financial process and practices are applied to ensure compliance with the expectations of the Funding Agreement for Schools, with governance principles such as transparency of decision making being overseen by the Finance Committee and College Board.
- The manager corporate services (MCS), in partnership with the Principal, maintains a strong oversight of budgetary demands and projected estimations to ensure the college is proactive and agile when balancing competing demands to meet student needs.
- Workforce planning is necessarily fluid and managed strategically to be responsive to the current and emerging staffing needs of the college. This is particularly evident in staff recruitment.
- Student characteristics and targeted initiatives funding is directed to support the students for which it is intended, whilst enhancing learning for other students requiring support through its prudent use. The college's resource allocation reflects targeted flexibility when required.
- Bearing in mind the critical importance of reputational management, the MCS had led the professional growth of the college's administrative support team to achieve internal efficiencies and a welcoming, engaging reception for families and visitors to the college.

Recommendation

The review team support the following:

- Continue with plans to prepare a holistic workforce development plan.

Teaching quality

Successful schools have a defined whole-school pedagogy underpinned by an evidenced-based purpose and structure. To achieve the level of pedagogical embeddedness evident at Ellenbrook Secondary College, a carefully planned change management process was undertaken.

Commendations

The review team validate the following:

- Implemented over a 3 year period, a whole-school pedagogy, Instructional Intelligence, drives teaching practice across the college. Focusing on explicit teaching, consistent lesson design and active participation of students, it enables teachers the flexibility to choose the most appropriate teaching strategy.
- A distributed but connected leadership model facilitates the use of instructional coaches to support existing staff and ensures new staff are trained involving structured coaching, observation, and targeted feedback. High quality ICT¹ infrastructure ensures staff can apply 21st century teaching delivery options.
- The college's strong background in using CMS augments Instructional Intelligence teaching practice delivery, facilitating the calm classroom ethos, and enables greater levels of differentiation including the use of specific strategies for students with special educational needs.
- Commencing in 2021, the college's Gifted and Talented program is gaining momentum with those students selected acknowledging the opportunity to have their academic pathway options widened. A reliable source of student engagement is the opportunity to participate in STEM² projects.
- All teachers use Connect to communicate assessment data with students and parents. Further, for each assessment, a Reporting to Parents task mark report is produced, which shows performance relative to other students in the same pathway/class.

Recommendations

The review team support the following:

- Continue to explore approaches to achieving earlier understanding for Year 8 and 9 cohorts about pathway options including senior school, the Western Australian Certificate of Education and pathways beyond school.

Student achievement and progress

There is a high level of appreciation that the use of data will drive a responsive, self-reflective culture to inform curriculum initiatives and practice. Curriculum structures and the use of digital learning options motivate, enrich, differentiate, and accelerate student learning and ultimate success.

Commendations

The review team validate the following:

- The college demonstrates a commitment to high levels of student achievement and progress and is responsive to systemic data through planning, setting of targets and sourcing support for improvement.
- NAPLAN³ performance and progress reports show stronger progress than that of students from statistically similar backgrounds. Achievements in Year 7 and Year 9 NAPLAN comparative data, 2017-2021, remained within reasonable limits across all assessment areas, noting a dip in 2021 spelling.
- A 5 year comparison of OLNA⁴ statistics indicates that Years 10,11 and 12 attainment is comparable with like schools. The main strategy used to support OLNA achievement is focused on early intervention, targeting students from Year 6 through to Year 9 with a view to improve pre-qualification.
- The college provides a range of VET⁵ opportunities for students, partnering with tertiary institutions and RTOs⁶ to create meaningful pathways for students. The Aboriginal coordinator is focusing on a range of initiatives to support outcomes for Aboriginal students including after school tutoring and support through the Polly Farmer Foundation, Follow the Dream program by liaising with external agencies.

Recommendation

The review team support the following:

- Review the impact of the Study Skills workshop for all students studying one or more Australian Tertiary Admission Rank subjects.

Reviewers

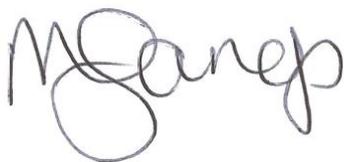
Rod Lowther
Director, Public School Review

Emma Walker
Principal, Geraldton Senior High School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for Term 3, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Science, technology, engineering and mathematics
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment
- 5 Vocational Education and Training
- 6 Registered Training Organisation