



Department of
Education

Shaping the future

Carine Senior High School

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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Established in 1973 Carine Senior High School is located approximately 17 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1093 (decile 2).

It currently enrolls 2,519 students from Year 7 to Year 12 and became an Independent Public School in 2015.

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

The first Public School Review of Carine Senior High School was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a succinct, targeted and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Cyclical self-assessment is an embedded practice at the school where engagement with data to assess performance against measures and standards is used to guide improvements and strategies.
- The efficient leadership of the Principal, deputy principals and manager corporate services in undertaking the preparation for the public school review ensured that consistency was maintained throughout the Electronic School Assessment Tool (ESAT).
- The ESAT submission outlined the school's assessment of how the school is achieving its priorities, vision and the extent to which it is meeting its targets.
- A feature of the ESAT was the clear articulation of domains where improvements are either sought or efforts are underway to maximise the impact of the work of members of the school community.
- The interview schedule ensured that staff throughout the school were provided with an opportunity to engage with the review team. Staff spoke with detailed knowledge of their work and how it assists the school to meet its strategic aims.
- Student leaders from Years 7 to 12, including the 4 head prefects, participated in meetings across the domains as part of the validation schedule. Their input, as well as the contribution of parents and local partners was critical to the review team's ability to validate the school's self-assessment.

Relationships and partnerships

Relationships between all stakeholders are based on trust, supported by a strong culture, authentic and timely communication, and high levels of care. The school has an outstanding reputation in the local community.

Commendations

The review team validate the following:

- Students are provided access to a diverse curriculum supplemented by extracurricular clubs of interest in areas such as drama and media. The peer mentoring program and encouragement from staff to be independent in their learning are valued by students.
- Communication between the school and stakeholders is timely and succinct. Facebook pages for families in each year group and consistent staff use of Connect exemplify the ways that parents are informed and included.
- The School Board is cognisant of its role in supporting school governance. Members are invited to contribute to the determination of strategy and input is provided by students as non-voting members. Communication protocols ensure that members are informed and able to advocate for the school.
- With encouragement from the accessible careers manager, students access a broad range of opportunities to engage with universities, TAFE¹, industry providers and receive assistance with their tertiary applications.
- The P&C has sought to maintain a convivial atmosphere in meetings and a productive relationship with school leaders. A fundraising levy assists the P&C to support the school on projects of mutual agreement.

Learning environment

The learning support and student services teams work in tandem ensuring the academic, pastoral care and wellbeing needs of students are balanced in the delivery of support for them to thrive academically and socially.

Commendations

The review team validate the following:

- Transition processes that support students in their commencement of secondary studies are thorough. Students with the potential to be at educational risk are identified through data sharing relationships with local primary school staff.
- The school psychologist, community health nurses, youth workers and staff from external agencies work collaboratively under the coordination of a full-time student services manager for each year group.
- Staff are trained in classroom management strategies and instructional strategies, fostering consistency in the management of student behaviour. Conferencing of staff, restorative behaviour processes led by leaders and a clearly articulated attitude, behaviour and effort rewards system are key elements that support the maintenance of a positive learning environment.
- Reconciliation efforts are strengthened by the broad buy-in of staff. Cultural responsiveness is demonstrated through acknowledgements of country, NAIDOC² events, provision of Follow the Dream tuition and the incorporation of local artworks and stories in school plans and publications.
- Students requiring Tier 2 and 3 academic interventions access the Focus and Core programs. Both programs have a direct instruction component and are tailored to incorporate the unique learning needs of students.
- The neurodiversity, mental health and wellbeing of students is considered by clear pathways to support through approachable staff. Mega Life Week, focusing on mental health is driven by both students and staff.

Recommendation

The review team support the following:

- Proceed with the intent to develop a mechanism to track the effectiveness of student engagement in the classroom.

Leadership

An expansive middle and senior leadership structure, with clearly defined roles for all members, delivers support to priorities and operations throughout the large school. The wellbeing of staff is a priority of all leaders.

Commendations

The review team validate the following:

- The Principal is described as a listener and is viewed by staff, students and families as approachable. Their leadership modelling is replicated through all levels of the structure and, despite the size of the organisation, staff feel included in decision making and are active determinants of change.
- An embedded cyclical process where all staff contribute to the conceptualisation, development and adoption of each business plan and its associated targets attracts the keen engagement of all.
- A cohort of aspirants to attaining level 3 teacher status receive mentoring in the process. Barriers are removed in the development of opportunities for staff to undertake leadership roles where every skill set is harnessed. Staff are trusted to be professionals and report being treated as equals.
- Student leaders authentically connect school leaders and staff to the student cohort. Student leaders from diverse backgrounds are elected to their roles via an extended and complex selection process.
- As a hub school for the provision of support to pre-service teachers, access to an after school professional development program and presentations is provided to graduate and pre-service teachers. The graduate development program runs over 2 years and participants receive mentoring within their learning areas.
- The performance management and development process for teachers contains 4 steps which include planning areas for growth, goal setting and reflection and a classroom observation with follow up feedback on practice.

Use of resources

In close consultation with the executive leadership team, and with the transparency of Finance Committee oversight and Board endorsement, the Principal and manager corporate services manage the allocation of student-centred funding, ensuring that it is targeted to areas of development in improving student achievement and progress levels.

Commendations

The review team validate the following:

- Staff in the financial team work relationally with families who show their support for the school through a high collection rate of contributions and charges including through extended payment plan support.
- A robust team of allied professionals covers extensive areas of school operations from the cleaning and grounds team to administrative staff, medical support personnel and an array of education assistants working with students with special needs and Tier 2 interventions.
- Efficiency in timetabling the school with equitable workloads for staff is undertaken to ensure that the highly valued student assistance and leadership support structures can be maintained.
- Each student is allocated a school owned laptop computer which remains securely at school each evening. These devices are leased by the school and supported by the provision of the same device to staff. There is broad use of Microsoft 365 and Teams by all staff in communication and planning for student learning.
- Technical support for devices is provided by a team of Level 3, 4 and 5 technical and library officers. Students are rapidly provided a replacement device on demand to minimise gaps to learning.
- The allocation of funds to reserve accounts above the minimum expenditure requirement is carefully considered rather than arbitrary, privileging expenditure on each year's students with each year's funds.
- Workforce planning prioritises the recruitment of staff with attributes that align to the school's vision and plans. The pre-service hub is utilised to identify potential graduate hires in emerging recruitment processes.

Teaching quality

The engagement of staff in the Quality Teaching Strategy and Teaching for Impact Statement has provided affirmation to the school community of the relevance and effectiveness of established shared practice.

Commendations

The review team validate the following:

- All Gifted and Talented (GAT) teachers are required to collaborate on teaching plans ensuring fidelity and rigour in the student learning experience. Academic support for GAT students continues beyond the end of the program in Year 10 with extra support offered as they enter and complete senior school studies.
- The testing of all Year 7 students during their final year of primary school assists staff to determine if and the level to which differentiation is required, including potential inclusion in the Focus class.
- Professional learning is tailored to cover areas for development in teaching. Staff have undertaken Autism Spectrum Disorder modules, Classroom Management Strategies training and accompanying conferencing and explored the use of Microsoft Coaching and Artificial Intelligence.
- Feedback to teachers following observations conducted in their classrooms reflects on the elements of the Teaching for Impact Statement. A learning model for the delivery of lessons is in use by a significant proportion of the staff bringing consistency of approach across the school.
- ECU³ UniPrep is an enabling program, providing access to tertiary education for a broader cohort of students. Students from a range of academic backgrounds undertake the program, including General Pathway students. Strong support for wellbeing is provided to students undertaking this pathway.
- Collaboration between staff occurs principally in learning areas with extra discretionary groups such as the Differentiation Book Club available for staff participation. Collaborative time for staff is routinely scheduled during School Development Days.

Recommendation

The review team support the following:

- Partner with staff to establish school-wide opportunities on the potential utilisation of Artificial Intelligence and its appropriate use for students.

Student achievement and progress

Sophisticated data management processes lead to staff being highly informed about student achievement and how best to meet their needs. All school decision making is based on student achievement and progress data.

Commendations

The review team validate the following:

- Shared between the school and local primary schools, eWrite common tasks draw a moderated understanding of judgement standards and collectively identify emerging gaps in student knowledge.
- Robust support is provided to students in their preparation for meeting the OLNA⁴ qualification component of the WACE⁵. This includes the allocation of extra teaching resources and backward mapping students' literacy and numeracy needs to be incorporated into lower school and teaching programs.
- 2023 Year 12 students achieved 100 percent qualification in OLNA, a WACE attainment rate of 99 percent and a median ATAR⁶ of 86.65. A significant number of students achieved a certificate III or IV qualification.
- Comparability between teacher judgements is achieved through learning area analysis of Student Achievement Information System data. Learning area leaders regularly guide staff to shared understandings of the standards of achievement.
- Experienced staff are generally selected to teach ATAR subjects and mentors are engaged when staff teach these critical courses for the first time. Regular analysis of course differentials ensures that students are receiving comparable and standardised delivery of their ATAR program.
- Modified assessments are utilised in Focus and Core classes to mitigate the potential for assessment anxiety to cloud the demonstration of student knowledge and progress.

Recommendation

The review team support the following:

- Continue to demonstrate leadership through the engagement and analysis of new secondary metrics data.

Reviewers

Rohan Smith
Director, Public School Review

Andrew Host
Principal, Margaret River 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 to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 National Aborigines and Islanders Day Observance Committee
- 3 Edith Cowan University
- 4 Online Literacy and Numeracy Assessment
- 5 Western Australian Certificate of Education
- 6 Australian Tertiary Admission Rank