



Department of
Education

Shaping the future

Joseph Banks 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

Joseph Banks Secondary College is located in the suburb of Banksia Grove, approximately 40 kilometres north of the Perth central business district, in the North Metropolitan Education Region. The college is named after the botanist Sir Joseph Banks.

The college opened in 2015 as an Independent Public School and offers modern facilities in a rapidly expanding suburb. The initial intake was 440 students in Year 7 and Year 8, and by 2019, the college was enrolling students from Year 7 through to Year 12.

A STEM¹ Teacher Development School, the college has partnerships with the international P-Tech program and the CoRE² Learning Foundation.

Currently, there are 1520 students enrolled at the college. Joseph Banks Secondary College has an Index of Community Socio-Educational Advantage of 1010 (decile 5).

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

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Professional Learning Community (PLC) structure underpins a culture of continuous and rigorous school self-assessment at all levels of the college.
- The college's business plan is intentionally aligned to the School Improvement and Accountability Framework (SIAF) and is monitored through annual Target Plans.
- Leaders engaged staff in preparation for the college's Public School Review, developing an understanding of the process, unpacking the Standard and identifying evidence against each domain of the SIAF.
- Staff indicated the Public School Review process provided opportunity to recognise and celebrate the successes of the college.
- The Electronic School Assessment Tool (ESAT) submission provided a snapshot of the college's performance within each SIAF domain.
- A significant number of staff, students, parents and community partners participated in conversations throughout the validation visit, enhancing the ESAT submission.

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Relationships and partnerships

Positive working relationships exist at all levels within and beyond the college, which underpin the way staff, parents and the wider college community interact for the benefit of students.

Commendations

The review team validate the following:

- Joseph Banks Secondary College is acknowledged as one of a small number of internationally accredited Australian PLC schools. A culture of collaboration is fundamental to PLCs and drives school improvement with a focus on student and staff learning.
- High levels of respect are evident between staff and students. The PLC structure ensures staff get to know students well, with students identifying the level of care demonstrated by staff as what they appreciate most about the college.
- A number of mechanisms have been established to ensure effective communication within the unique organisational structures that exist at the college. Learning Mentors, situated in each 'community', are a conduit for information between students, parents and staff.
- External partnerships are valued by the college, with industry partnerships providing meaningful pathways for students and sporting organisations adding value to specialist programs. Each partnership is representative of the college's strategic approach to enhancing educational experiences for students.
- The College Board and P&C are supportive of the college. In addition to their governance role, the Board actively advocates for the college, resulting in the increased regard the community has for the college.

Recommendation

The review team support the following:

- Continue to engage stakeholders in the planning and development of the Space Science Education Centre.

Learning environment

The provision of an inclusive, respectful, contemporary and productive learning environment drives students' commitment to achieve their academic potential and supports their social and emotional wellbeing.

Commendations

The review team validate the following:

- The school 'community' structure features a dedicated team of staff collectively responsible for the learning and wellbeing of groups of students. Vertical communities in Years 7 to 9 allow staff to develop a deep understanding of individual student needs and build strong relationships with parents and carers.
- Student voice is valued and promoted by the college. Student leader representation on the Board, participation in Instructional Rounds, and involvement with college committees and programs such as 1-Culture, the Green and Rainbow teams, and the Garden Club, provide authentic opportunities for students to influence college decision making.
- The Wellbeing Warriors team monitors student data and develops targeted, whole-school wellbeing initiatives and pastoral care for identified students, using the Wellbeing Warriors hub.
- The college has invested in High Performing Teams (HPT) professional learning to support staff wellbeing, which is monitored through a monthly HPT School Pulse staff survey.
- Cultural safety for Aboriginal students has been enhanced through the appointment of a youth support officer dedicated to support the cultural responsiveness of the college.
- The wide range of academies and extra-curricular offerings are supported by flexible timetable structures, catering for students' strengths and interests.

Recommendation

The review team support the following:

- Further unpack National School Opinion Survey and HPT School Pulse data to inform decision making.

Leadership

College leaders articulate a shared vision based on contemporary educational research and a collective commitment to improving student achievement and progress.

Commendations

The review team validate the following:

- All planning, decisions and actions across the college are evidence-based and intentional in their alignment to the college vision.
- The Principal cultivates a leadership culture supporting staff to invest in professional growth. Aspirants identified through the Western Australian Future Leaders Framework meet regularly with mentors to progress their Leadership Development Plans.
- The college prides itself as a system leader, often supporting the Leadership Institute's School Improvement Programs. In leading the Wanneroo Education Network, the Principal has gained the commitment of colleagues to engage in self-reflection through the 'Immunity to Change' process.
- A robust distributed leadership model is guiding instruction at all levels of the college. Lead teachers work intensively with staff in building teacher efficacy and maintaining high expectations for student progress.
- There is a strong coaching ethos that is embraced by staff. Lead teachers and domain leaders participate in regular growth coaching with line managers and similarly engage their 2IC³s in the coaching process.
- Leaders are acutely aware of the college's performance and are responsive and collaborative in leading change to enhance student outcomes.
- The performance management cycle is a self-reflective process linked directly to role expectations and college priorities, and is supported through targeted professional learning.

Use of resources

As evident in each of the domains of the SIAF, finance and resource decisions are aligned directly to college priorities and the expectations as a PLC school.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in oversight of the financial position of the college. The manager corporate services is currently studying the Graduate Certificate of Education Business Leadership, which will further benefit the college.
- Ongoing monitoring and governance are undertaken by the Finance Committee and College Board. The finance infographic developed by the manager corporate services provides a strategic view of the whole-school budget.
- The 'Resources for Learning' business plan priority demonstrates the college's acknowledgement of the impact that targeted resourcing decisions have on student outcomes.
- Cost centre managers are afforded training to ensure they are aware of the policies, procedures and responsibilities involved in the financial management of the college. Ongoing guidance provided by the comprehensive cost centre managers financial handbook is valued by staff.
- The appointment of a youth support worker, Aboriginal and Islander education officer and the family/student engagement officer in 2021, is indicative of the college's strategic use of student characteristics and targeted initiatives funding to meet the specific needs of identified students.
- Workforce planning directly aligns to college priorities and the future needs of the evolving school, including provision for the new Space Science Education Centre in 2023.

Recommendation

The review team support the following:

- Continue resourcing and curriculum delivery planning for the Space Science Education Centre.

Teaching quality

Effective and purposeful instructional leadership is guided by the principles of effective PLCs. This is providing the structures and support for continuous improvement and a deep sense of collective staff efficacy that enhances the prospect of positive trends in student achievement and progress.

Commendations

The review team validate the following:

- The introduction of the Lead Teacher – Curriculum is contributing to consistency and support across PLCs. The curriculum team promotes the whole-school shared beliefs and practices in the college's Quality Teaching Framework document.
- Consistency in lesson design is monitored for accountability purposes through Instructional Rounds. Classroom observation is common practice, both formally and informally, and is promoted by the PLC model team structures.
- Lead teachers and domain leaders engage staff in cycles of data review to monitor student achievement and progress against their operational and teaching plans.
- Staff work collaboratively in differentiating assessment tasks, evaluating their effectiveness and sharing results and evidence of impact with PLC colleagues.
- A culture of continuous self-reflection and ongoing improvement underpins professional learning at the college. Opportunities for Professional Learning sessions are strengthened by the HPT meeting protocols.

Recommendation

The review team support the following:

- Continue to refine the college's Quality Teaching Framework in consultation with all staff.

Student achievement and progress

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.

Commendations

The review team validate the following:

- A targeted Australian Tertiary Admission Rank (ATAR) approach in 2020 resulted in significant improvement in the median ATAR and being acknowledged as the most improved Western Australian public school.
- In 2021, the college was commended by the Department's Director General for having a significant, positive impact on student progress and achievement and maintaining a strong focus on WACE⁴ achievement.
- Senior school achievement data is comprehensively tracked, identifying those students at educational risk requiring ongoing planning and intervention for success.
- Considerable professional learning in consultation with SCSA⁵ principal consultants was embraced by staff, resulting in a stronger understanding of Judging Standards and the development of rigorous ATAR assessments.
- A targeted Online Literacy and Numeracy Assessment (OLNA) plan has seen improvement in the percentage of students qualifying for OLNA between 2019 and 2020.
- The college provides a wide range of VET⁶ opportunities for students, partnering with tertiary institutions, TAFE⁷ and Registered Training Organisations to create meaningful pathways for students.
- Year 7 and Year 9 NAPLAN⁸ comparative data 2017-2021 was as expected in all assessments except Year 9 Numeracy.

Recommendations

The review team support the following:

- Continue the whole-school review of assessment tasks to ensure rigour, differentiation and moderation of teacher judgement.
- Continue to engage staff in interpreting NAPLAN data, ensuring a targeted approach to increase literacy and numeracy achievement and progress against like schools.

Reviewers

Vicki McKeown
Director, Public School Review

James Kent
**Principal, Churchlands 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, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Centre of Resource Excellence
- 3 Second in charge
- 4 Western Australian Certificate of Education
- 5 School Curriculum and Standards Authority
- 6 Vocational Education and Training
- 7 Tertiary and Further Education
- 8 National Assessment Program – Literacy and Numeracy