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Education

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# Joseph Banks Secondary College

## Public School Review



# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto: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 opened in 2015 as an Independent Public School. 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.

Currently, there are 1,447 students enrolled at the college. Joseph Banks Secondary College has an Index of Community Socio-Educational Advantage of 993 (decile 5).

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

The first Public School Review of Joseph Banks Secondary College was conducted in Term 3, 2021. This 2025 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 comprehensive, reflective and celebratory school self-assessment.

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

- The college's preparation for the Public School Review engaged all staff in a highly collaborative and intentional process, with responsibility for the Electronic School Assessment Tool (ESAT) submission distributed through the executive team.
- The ESAT submission provided an authentic illustration of practice against the Standard and the domain foci, with analysis of evidence and its impact supporting the judgements made about the college's progress. Staff engagement in the development of recommendations for continued operational excellence were a noted feature of the submission.
- The Public School Review was viewed positively as an opportunity to reinforce and celebrate known strengths, reflect upon the unique structures and operation of the college and how they impact student outcomes, and refine the strategic focus of the college ahead of the development of a new business plan.
- The privileging of self-assessment to drive improvement and remaining curious and aspirational is embedded in the operation of the senior leadership team. The engagement of staff in cyclical and collaborative reflection since the inception of the college has led to a strong sense of unity of purpose and subsequently collective responsibility for student success.
- Leading teachers and domain leaders shared a high level of understanding of the value of their involvement in self-assessment processes and avowed judgements about the effectiveness of the college's unique operations, seeking affirmation and challenge from the process to support continued improvement.
- Proud and articulate students provided valuable insights into their relationships with staff and the operation of the college. Sharing their experiences at the college and the opportunities they have been given added much to the positive tone of the validation process.
- Committed College Board and P&C members, parents and community partners including the City of Wanneroo, The University of Western Australia and Trustwave, provided genuine reflections in support of the college's self-assessment and added value to the validation process, describing their individual and collective dedication to the college and its student-centred, future-focused and innovative operation.

## Relationships and partnerships

Collaboration is the cornerstone of the sustained success of relationships and partnerships at Joseph Banks Secondary College. This fortifies the foundation for ensuring 'no student falls through the cracks'.

### Commendations

The review team validate the following:

- A strong, collaborative culture is evident, with staff engagement in reflective practices sharply focused on the continual refinement of individualised pathways and support for enhanced student outcomes.
- Interdisciplinary professional learning communities are the foundation for effective collaboration and are pivotal in creating and sustaining the future-focused and aspirational college culture, built on trust and respect, that exists. Teacher-driven professional learning communities focus on de-privatising practice and building collective teacher efficacy.
- The college fosters a supportive, inclusive and innovative educational environment built on strong community connections and teamwork. Cultivating industry and tertiary partnerships provides students with authentic real-world learning experiences while strengthening stakeholder relationships.
- Joseph Banks Secondary College has an established reputation as a system leader of future-focused innovation, evidenced by the establishment of the Western Australian Space Science Education Centre, serving students across the state with innovative and immersive science, technology, engineering, and mathematics (STEM) programs. The college's collaborative culture is further exemplified by its partnerships with local feeder primary schools.

### Recommendation

The review team support the following:

- Strengthen self-reflection processes for collecting and analysing formal feedback data to support enhancements in classroom practice and school improvement decision making.

## Learning environment

Unique organisational structures foster an inspiring atmosphere and shared responsibility for pastoral care. Processes of support guarantee 'the right student receives the right support from the right person'.

### Commendations

The review team validate the following:

- Under the guidance of a cohesive leadership team, the college has crafted a contemporary learning environment that is proactive in prevention and prioritises equitable access to learning through targeted support, and acknowledges that valuable education extends beyond the traditional classroom boundaries.
- Staff demonstrate a high level of care and professional commitment towards students at educational risk. Referral processes are coordinated by the Wellbeing Warriors and targeted environments within the college, including the Learning Hub and the Kaartdijin Koolungah classroom, provide tailored support.
- Grounded in the college values of Aspiration, Inquiry, Respect and Resilience (AIRR), Positive Behaviour Support emphasises the modelling and teaching of expected behaviours, supported by a behaviour matrix signalling clear standards, recognition of positive student conduct, and reward through the P&C supported AIRR store.
- Students are encouraged to play an active role in maintaining the inclusive learning environment that exists. Opportunities provided, such as involvement in the Skittle Committee and Ishaar Multicultural Women's Health Services, enhance the student leadership development approach to building connections with peers and community groups.

### Recommendations

The review team support the following:

- Proceed with the refinement of tiered attendance supports and clearly defined roles and responsibilities to support increased attendance rates.
- Audit and refine whole-of-college support systems to align with a multi-tiered system of support model.

## Leadership

Intentional and purposeful decision making drives the college's strategic planning, fostering a collaborative professional growth culture, continuous improvement, and the development of key leadership attributes for all staff.

### Commendations

The review team validate the following:

- A multi-layered, interconnected, distributed leadership model exists. Developing future leaders is a priority and evidenced by a strong investment in staff development. Consequently, there is a deep understanding of, and buy-in to, the college's ethos, unique operating environment and improvement agenda.
- Leading teachers, 2IC (second-in-charge) teachers, and domain leaders are pivotal in actualising the college's vision. They provide coaching and mentorship, ensure teacher efficacy, and provide aligned and coherent strategic planning within their 'communities'. Their articulation of direction targets continual and aspirational improvement.
- Using a collaborative complex problem-solving approach, the methodology of change processes is purposeful and known by all. Change is guided by data analysis, seeking to ensure that implemented changes yield the desired improvements.
- Highly skilled allied professionals embrace professional learning to develop skills that enhance their contribution to the college and student outcomes. The introduction of the allied senior leadership team is testament to the regard with which they are held at the college.

### Recommendation

The review team support the following:

- Bolster the instructional leadership capacity of leading teachers and domain leaders to further enhance the implementation of consistent and connected practice across the college.

## Use of resources

Resource deployment and workforce management processes consider optimal student achievement while also fostering innovation of contemporary learning strategies.

### Commendations

The review team validate the following:

- Financial and workforce priorities are strategically and skilfully managed by the manager corporate services and Principal, ensuring school resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs, evidenced by an attraction and retention plan.
- Annual budgeting processes are consultative, overseen and approved by the Finance Committee and endorsed by the School Board. Processes and practices, supported by training, have been established to support cost centre managers to formulate links between budgeting and planning.
- The college invests strategically in staff development, which is anchored in the professional learning community model. Funding is prioritised for both optimising the learning environment and building staff capacity for the implementation of whole-of-college approaches.
- Effective device management ensures access to reliable and contemporary technology for staff and students, supplemented by scaffolded support. Significant uptake of the bring your own device program provides student access to technology and is complemented by the provision of devices at the point of need.
- There are clear data-driven links between the provision of support in classrooms for students' individual educational needs, the distribution of targeted resources, and access to allied professional support.

### Recommendation

The review team support the following:

- Implement measures to monitor and evaluate the impact of resource allocation on student achievement and progress.

Teaching quality
Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for connected practice to thrive.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The college acknowledges the critical importance of whole-of-college approaches, with a focus on low variance teaching practices to support student achievement. The implementation of an Instructional Rounds inquiry-based model provides a framework for professional growth and creates a culture of shared responsibility.</li> <li>• A multi-faceted approach and evidence-based teaching strategies such as Kagan Cooperative Learning are delivered with fidelity by committed staff, who are compelling advocates for the college's commitment to the curiosity and powerful learning framework.</li> <li>• The analysis of college-based and systemic data has been instrumental in driving college-wide pedagogical decision making, evidenced by the prioritising of academic rigour and differentiation, supported by staff capacity building, and the introduction of evidence-based interventions such as MacqLit.</li> <li>• Prioritising collective teacher efficacy and sharing of practice is evident. The interconnectedness of teaching strategies within 'communities' reflects a commitment to continuous improvement and successful outcomes for all students and is evidenced by the provision of individualised and targeted support.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Revisit the college shared beliefs about teaching and learning and formalise classroom observation and feedback processes to ensure the implementation with fidelity of whole-of-college instructional strategies, aligned to the Quality Teaching Strategy.</li> <li>• Further enhance the data literacy of all staff to inform differentiated teaching and learning interventions, including extension opportunities for aspirational students.</li> <li>• Proceed with the strategic implementation of the literacy and numeracy plan, including whole-of-college instructional approaches, curriculum area interventions and targeted professional learning to support consistent and connected implementation.</li> </ul>
Student achievement and progress
Data literacy is supported through the provision of data to inform classroom practice and identify appropriate and timely interventions.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Commitment and dedication on the part of staff to track senior school students is palpable. Effective course counselling processes and senior school pathway planning, supported by an understanding and application of the secondary school performance metrics, contributes to successful student outcomes.</li> <li>• A dedicated approach and applied support strategies are responding to OLNA<sup>1</sup> pre-qualification data, and it is recognised there is scope for further intervention planning and proactive action in Years 7 to 9 to increase rates and achieve alignment with like schools.</li> <li>• Rigorous data review regimes are actioned in 'communities' and focus on lines of inquiry. The college's complex problem of practice, a 'sea of Cs', is a priority and moderation processes and practices are being further refined in domains.</li> </ul>
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Further refine the purposive nature of system data analysis and implement mechanisms to determine the effectiveness and impact of instructional approaches on student achievement and progress.</li> </ul>

Reviewers	
Kate Wilson <b>Director, Public School Review</b>	Kelly Bennett <b>Principal, Comet Bay College</b> <b>Peer Reviewer</b>

### Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson  
**Deputy Director General, Schools**

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### Reference

- 1 Online Literacy and Numeracy Assessment