



Department of
Education

Shaping the future

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

Context

Opening in 1996, Clarkson Community High School is located in the suburb of Clarkson, approximately 35 kilometres from the Perth central business district, in the North Metropolitan Education Region.

It currently has 365 students enrolled from Year 7 to Year 12 and has an Index of Community Socio-Educational Advantage rating of 906 (decile 9).

The school is supported by a dedicated School Council.

The first Public School Review of Clarkson Community High School was conducted in Term 4, 2019. This 2023 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 and rigorous school self-assessment.

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

- The school provided an open and honest account of its current context and operations in delivering its improvement agenda, including the recent leadership changes and focus on resetting the school vision.
- The Principal engaged all staff in comprehensive consultation and reflection to determine the school's performance against each domain of the Standard. This served to create a shared understanding of the school's improvement journey and considerations for ongoing improvement.
- An extensive range of staff, students, parents and community members, together with leaders, contributed to the validation visit discussions, demonstrating significant support for the school's student-centred focus and commitment to student success.
- A tour of the school provided further understanding of the school's context adding value to the school's submission.
- Leaders valued the review process and viewed it as an opportunity to reflect on and celebrate the school's achievements as part of its improvement journey.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, select evidence sources which best demonstrate the school's performance against the Standard and refine the number of entries to maximise clarity.

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Relationships and partnerships

At the school's core is an unswerving commitment to building authentic, mutually respectful relationships with staff, students, families and the community. Staff voice is actively sought and there is a strong sense of cohesion between leaders and staff, giving rise to same page thinking.

Commendations

The review team validate the following:

- Parents value the school's high expectations and individualised support for their children. Students value the individual support and opportunities for tailored pathway planning in line with their interests and needs.
- Cultural responsiveness is developing through a commitment to prioritising language and culture with links to Aboriginal community members and the engagement of a staff member in Aboriginal languages teacher training. Workshops and on-Country learning for staff and students, and the building of relationships with Aboriginal students and families by the AIEO¹ have further enriched cultural responsiveness.
- With a view to expanding partnerships to support increased learning opportunities aligned to students interests and needs, the school is developing connections with the North Metropolitan TAFE².
- The school's career practitioner is invested in building community links and expanding Year 9 careers learning experiences, as well as enhancing student pathway planning.
- A growing rugby program is contributing to the building of trusting relationships with families.

Recommendations

The review team support the following:

- Continue to use the Engaging and Working with your Community Framework to further engage families across the diverse school community.
- Continue to ensure wide representation of the school community through School Council membership.

Learning environment

The belief of staff that every child matters and is capable of success is palpable. Students are at the centre of an inclusive environment and benefit from individualised planning and support. Based on this, the school is well placed to progress processes and practices for the continued development of a positive learning environment.

Commendations

The review team validate the following:

- The LSC³ is contributing to an increased understanding of the needs of students with special educational needs. This is being realised through the provision of staff professional learning and support for the development of Individual Education Plans (IEPs) and monitoring of progress.
- In establishing the student services team, roles and responsibilities have been structured in line with the needs of students.
- A behaviour flow chart, reward system and good standing policy aim to support positive student behaviour.
- Led by the school chaplain, the mountain bike program is a positive school initiative for targeted groups, enhancing student engagement, relationship building and sense of belonging.

Recommendations

The review team support the following:

- Continue to build a whole-school approach to support students' social and emotional development, including the adoption of a RTI⁴ model and consideration of a social and emotional development curriculum in line with student needs.
- Progress the development of a comprehensive whole-school approach to support student behaviour using a RTI framework. Include the collaborative development of agreed behaviour expectations, the teaching of expected behaviour and align rewards to expected behaviour.
- Build on the positive work to date to further develop and embed comprehensive processes and strategies for the identification, support and monitoring of students at educational risk. This includes the utilisation of existing resources within Compass to support information management and case management of students.
- Continue to build robust processes and targeted strategies and interventions to improve regular attendance.

Leadership

Championed by the Principal and school leaders, a robust improvement agenda is being driven by a strong moral purpose and deep commitment to the development of a school culture focused on collaboration and the optimising of staff voice in decision making.

Commendations

The review team validate the following:

- The school's business plan is connected to Department priorities and is guiding the school's work in progressing key strategic priorities, with operational planning documents providing an outline of improvement strategies.
- The leadership's commitment to setting the conditions for quality teaching is evident in the school's selection to participate in Leading Cultures of Teaching Excellence.
- Student leadership is being developed through the Student Council and the school has prioritised student voice through opportunities for consultation and data collected in the Pivot Survey.
- Opportunities for teachers to undertake leadership responsibilities have been created through working party membership and the development of champions in key strategic focus areas.
- The teaching and learning committee has broad membership from across the school and is working to oversee the development of the school's pedagogical framework.

Recommendations

The review team support the following:

- Aligned to business plan priorities, further develop distributed leadership roles including the literacy and numeracy coordinator and wellbeing coordinator roles.
- Consider the development of discrete annual operational plans to drive improvement in whole-school approaches to literacy and numeracy which outline targets and strategies.

Use of resources

The management of resources is responsive to the changing needs of the students and is supported by efficient and compliant financial processes and practices.

Commendations

The review team validate the following:

- The management of information and communications technology (ICT) is a school focus to ensure the ongoing sustainability of resources across the school. This includes an ICT technician, a full audit of resources and current infrastructure by an external organisation and the prioritisation of infrastructure and resource replacement.
- The Principal and the manager corporate services work collaboratively with Finance Committee members to monitor expenditure as well as the allocation of school resources to ensure effective financial oversight. Financial information is provided to the School Council with opportunities for discussion.
- Professional learning delivered to all staff on school finances and decision making processes has enhanced staff understanding of the school's management of the budget and allocation of resources.
- To support student wellbeing and learning outcomes, funds have been allocated for additional psychologist time, a school chaplain, a number of student services roles, as well as leadership roles in literacy and numeracy.

Recommendations

The review team support the following:

- Continue to monitor student numbers to ensure the sustainability of future staffing in line with the needs of students.
- Ensure that operational plans have clearly identified resource allocation to strengthen the explicit link between business and operational plans and resource allocation.

Teaching quality

Teaching staff demonstrate their student-centred approach by privileging the building of authentic relationships with students. Staff commit to learn about students' needs, strengths and aspirations, and adjust teaching plans, to deliver targeted support.

Commendations

The review team validate the following:

- There is a strong desire to implement research-based practices and approaches in line with the school's pedagogical framework as well as exploring innovative approaches to teaching and learning.
- The development of mathematics teaching programs is evolving with a focus on addressing gaps in understanding for the individual needs of students. Staff report increased levels of mastery and a sense of success among students.
- The Creative School's Project has been embraced by staff who value the pedagogical approaches and increased student engagement. Students' increased participation in their learning as a result of the project has been demonstrated in the Pivot Student Survey feedback.
- Professional learning in differentiation to build staff capacity to accommodate students' individual needs, and a focus on supporting students requiring academic extension, is evident. .
- Teaching staff expressed the value of the Pivot Student Survey in providing student feedback on teaching and learning to inform and adjust planning and delivery.

Recommendations

The review team support the following:

- Guided by Leading Cultures of Teaching Excellence, progress the implementation of the school instructional model and consistent low variance teaching practices.
- Progress the work commenced to develop a whole-school approach to teaching literacy.

Student achievement and progress

A focus on high expectations and lifting standards is informing the school's individualised approach to student pathway planning and the tracking of student progress with a focus on improving outcomes.

Commendations

The review team validate the following:

- To support students from linguistically diverse backgrounds, the school has developed EAL/D⁵ support plans using the progress maps, designed to incorporate teaching strategies, increase curriculum access, and support learning.
- The school has embedded five-weekly data reviews within learning areas to monitor student progress and support the early identification of areas requiring action.
- Course counselling is a key part of the school's planning to ensure students leave with a pathway into further education and/or employment.
- To enhance pathway planning for Aboriginal students, the school has engaged with the North Metropolitan TAFE⁶ AIEO to work individually with students to support pathway planning and identify work placements.
- The literacy and numeracy coordinators draw on Year 7 NAPLAN⁷ data to identify groups for additional support. Further intervention is evident in the delivery of small group and individual OLNA⁸ tutoring for Year 9-12 students.
- In line with student needs, the school is delivering a number of Certificate II and III courses on-site including Business II and III, Music and Leadership.

Recommendations

The review team support the following:

- Continue to review the collection of school-based assessment data to maximise the ability to track student progress and support early identification of learning gaps to inform class and whole-school decision making.
- Continue to build the literacy intervention program in line with student achievement data and continue to explore evidence-based programs that target improvement areas.
- Continue to establish systems and processes to ensure SEN⁹ plans and IEPs are used to maximum effect and are data driven.

Reviewers

Kim McCollum
Director, Public School Review

Alen Kursar
**Principal, Safety Bay 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.

The timeframe for the next review process focusing on the Learning environment domain only, will be Term 2, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Tertiary and Further Education
- 3 Learning support coordinator
- 4 Response to Intervention (Tiered Interventions)
- 5 English as an additional Language or Dialect
- 6 Technical and further education
- 7 National Assessment Program – Literacy and Numeracy
- 8 Online Literacy and Numeracy Assessment
- 9 Special Educational Needs