



Department of
Education

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Public education
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Melville Senior High School

Public School Review

May 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Opened in 1960, Melville Senior High School is located 16 kilometres south-west of the Perth central business district, within the South Metropolitan Education Region. The school has a current enrolment of 1425 students from Year 7 to Year 12 and has an Index of Community and Socio-Educational Advantage rating of 1051 (decile 2).

Gaining Independent Public School status in 2012, Melville Senior High School is supported by a committed School Board and a highly motivated Parents and Citizens' Association (P&C). It receives strong parent support for a number of specialist programs including Aviation Studies, Gifted and Talented (GAT), Graphic Design Media and Netball.

Approximately 38 per cent of students come from a language background other than English. An Intensive English Centre at the school offers additional language support along with a dedicated team of English as a Second Language teachers.

The school prides itself on successes emanating from the provision of high quality experiences for students in the intellectual, physical, cultural and civic domains.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool submission and feedback provided during the validation visit delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- School assessment is underpinned by consistent and specific reference to school improvement with the business plan as the foundation for effective planning, action and review.
- A broad scope of performance evidence was selected for the review with planned actions aligned to judgements made.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- High levels of staff engagement and collaboration in the school assessment process is evidence of an organised and embedded culture of reflection and improvement.
- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations understood.

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Relationships and partnerships	
<p>Trusting and productive relationships and partnerships within the school, and with the community and networks, are founded on high levels of respect for the leadership. Parents, staff, students and Board members articulated high levels of advocacy for school direction.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Engaging and collaborative relationships exist between the school and the P&C as demonstrated through mutual support to refurbish the canteen. • High levels of staff morale result from quality relationships in a professionally predictable environment. • School Board representatives engage actively in the school community. They are well trained, committed to their role and add value in all areas of governance aligned to the business plan and the DPA¹. • Communication processes are well-established and respected by the school community. The school is a system leader in its use of CONNECT to: enhance parent partnerships to improve communication; improve student learning; and monitor academic progress and reporting.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the position as a system leader in the use of CONNECT strategies through further fine-tuning of the 'My Space' application.

Learning environment	
<p>The high priority given to the supportive and caring pastoral care system is evident in the significant resources that have been assigned to developing a proactive student services team in combination with its essential processes.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An inclusive, engaging and orderly learning environment is embedded to support positive behaviour and attendance. • Initiatives focussed on student health and wellbeing have been implemented successfully under the ABC² framework. SEL³ is further enhanced through the 'annual health week' and 'positive engagement activities program'. • There is a strong commitment to ensuring comprehensive wraparound support for SAER⁴ through timely and thorough interventions that include the Melville Learning Program, RISE⁵ and 'Focus'. • Accelerated learning, enrichment and extension opportunities with individualised intervention and monitoring, are features of GAT processes. • A wide range of co-curricular and community-based activities support and enhance student development.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the established focus on 'student voice' to further empower student leaders and augment their leadership roles and responsibilities.

Leadership

Leaders have created a highly organised, structured, united and supportive work environment. Comprehensive and targeted planning documentation articulates school operation effectively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Leaders guide staff in the authentication of the school vision and values.• The efficacy of leadership practices is enhanced significantly by the unity, trust and respect evident in the executive team.• Staff actively share various leadership opportunities, roles and responsibilities as part of a structured and agile distributed leadership model. Individual and collective capacity are identified and supported.• Quality performance management systems ensure staff development is aligned to individual and school needs.• Transition between the strategic and operational elements of school planning is modelled and supported effectively by leaders.• A comprehensive staff induction program is valued highly.• Effective change leadership and management is supported by explicit tools developed to enhance consistency and sustainability.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Maintain the ongoing focus on internal and external professional learning to further enhance the school's successful aspirant leaders program.

Use of resources

Resource deployment for the establishment of an optimal learning environment reflective of identified need in the school is clearly evident. This results from the astute alignment of short- and long-term planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Evidence-based decision making underpins quality resource management and deployment. Clear and defensible links exist between school budgeting and business plan targets.• Student characteristic funding is used to implement a range of evidence-based programs successfully, to support improved student outcomes.• Finance committee members are well-informed and plan proactively for short-term and longer-term needs. The committee plays a key role in strategic resource management.• Resourcing is targeted to support essential personnel and programs aligned to business plan priorities.• A strong sense of connection to the vibrant and aesthetic teaching and learning environment has been established for staff and students through a strategic capital works program.• A high quality information and communications technology platform supports digital learning options.
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Teaching quality

Teaching and learning is recognised as the basis for achievement of the school vision. The school-wide approach to practice communicated through the Melville Senior High School TLF⁶ is underpinned by the AITSL⁷ Australian Professional Standards for Teachers.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The TLF informs staff of expectations to guide effective curriculum design and classroom practice to fully engage students in their learning.• The school is a system leader in classroom observations in partnership with the Leadership Institute. Lesson observation is recognised by staff as a powerful tool for self-reflection and sharing effective practice.• Alignment of classroom observations within CMS⁸ to performance management and development processes has enhanced feedback mechanisms for staff.• Student feedback collected each semester through the established 'student voice survey' provides meaningful evidence for staff reflection.• The school has embraced the ACSF⁹ as the foundation for the proactive planning of strategies to support the development of a culturally responsive environment.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Continue current processes to engage deeply with the ACSF that ensure cultural responsiveness.

Student achievement and progress

Leaders and staff understand and appreciate the value of evidence-based decision making. Performance against school targets is reviewed regularly and rigorously to inform learning area and cohort planning for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Positive trend lines are evident in longitudinal data for most NAPLAN¹⁰ assessments 2014-2018.• School means were similar to, or slightly above, the like school mean in most assessments in Year 9 between 2014 and 2018.• Longitudinal student progress (Year 7-Year 9) was higher than like schools in most assessments in 2014-2018.• School performance is owned by all staff who share responsibility for making performance improvements.• Median ATAR¹¹ performance is above like schools and has increased annually since 2016. Average scaled scores for ATAR courses are consistently similar to or above the like school mean.• Student attainment has been at or around 100 per cent since 2016.• The WACE¹² achievement rate has been at or around 100 per cent since 2016.
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Reviewers

Brett Hunt
Director, Public School Review

Lois Joll
Principal, Perth Modern School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Delivery and Performance Agreement
- 2 Act, Belong, Commit
- 3 Social and Emotional Learning
- 4 Students at educational risk
- 5 Respect, Inclusion, Scaffold and Engage
- 6 Teaching and Learning framework
- 7 Australian Institute for Teaching and School Leadership
- 8 Classroom Management Strategies
- 9 Aboriginal Cultural Standards Framework
- 10 National Assessment Program – Literacy and Numeracy
- 11 Australian Tertiary Admission Rank
- 12 Western Australian Certificate of Education