



Government of Western Australia  
Department of Education Services

# Hedland Senior High School

2016

Independent Review Findings



Independent Review of  
Independent Public Schools

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the school Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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## School and Review Details

<b>Principal:</b>	Ms Kelly Summers
<b>Board Chair:</b>	Mr Patrik Mellberg
<b>School Location:</b>	45 Roberts Street, South Hedland WA 6722
<b>Number of Students:</b>	808
<b>Reviewers:</b>	Mr Alby Huts (Lead) and Mr Ross Sweeney
<b>Review Dates:</b>	6 and 7 September 2016
<b>Initial Review:</b>	2013

## Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.

## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services, one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

### ***What are the important features of this school's context that have an impact on student learning?***

Hedland Senior High School is located in South Hedland, 18km south of the regional town of Port Hedland in the Pilbara region of Western Australia. Port Hedland is located 1700 km north of Perth and has a culturally diverse population of 17000 comprising representation from approximately 50 nationalities. The district is a traditional centre for Aboriginal people who represent 15% of the town's population and constitute 35% of the school population. There is a significant Muslim population, representing 7% of the town population and about 10% of the school cohort. With a significant intake of people with middle European backgrounds, for many students English is a second language.

The school commenced in 1971 and remains the only provider of secondary education in Port Hedland and the east Pilbara region. Hedland Senior High School attracts students from five schools; three in South Hedland: the Baler, Cassia and South Hedland primary schools, and two in the Port Hedland township: the Port Hedland and St Cecilia's Catholic primary schools. The school commenced as an Independent Public School in 2011 and underwent its first IPS review in December 2013.

The school's Index of Community Socio-Educational Advantage (ICSEA) of 915 places the school in the 9<sup>th</sup> decile nationally. Thirty-three per cent of students are in the lowest quartile and 9% of students are in the top quartile of the ICSEA distribution. Currently, the school population is relatively stable after a decline of about 10% in enrolments attributed to a downturn in the iron ore industry.

The student population is 808 students with an equal gender balance. The school receives supplementary funding for Aboriginal students, students with a recognised disability (21% of enrolment) and students with a social disadvantage (35% of enrolment). Twelve per cent of students have a language background other than English. The overall attendance rate at 82% matches that of like schools. Although the attendance rate for Aboriginal students is lower at 69%, it exceeds that of both like schools and Western Australian public schools. Student transiency rate remains high at 34%, illustrated to date in 2016 with 65 students leaving, to be replaced with 82 new enrolments.

Students have been enjoying the benefits of the extensive building program which commenced in 2012. The scope of the work saw a refit of Hardie House, the construction of four new classrooms, a new purpose-built administration block at the Hamilton Road entrance, the construction of a state-of-the-art Trade Training Centre (opened 2015) and a commercial kitchen and cafeteria also completed in 2015. The responsive design approach has taken into consideration the social and physical needs of students and has opened up the learning environment.

The district's primary industry is the export of iron ore. The majority of employment, directly or indirectly, relates to the mining industry. Iron ore companies play a significant role in the financial well-being and success of the region. The school receives generous support from the resources industry, with BHP Billiton Iron Ore providing significant funding for innovative programs, facilities and the appointment of some staff members. This support enables the provision of an impressive variety of locally developed programs to engage with students from a diverse community with extremes of need and high levels of transiency.

The distribution of staff numbers (Semester 1, 2016) was 11 in leadership positions, 48 teachers (47.4 FTE) and 30 (28.8 FTE) non-teaching support staff. The transient nature of the school is also reflected in the staffing profile. From term 1, 2016 to end of term 2, there was a 25% turnover of leadership positions. Of those positions, five are fixed-term appointments and for all senior administrators, Hedland Senior High School is their first promotional position at their current level.

A workforce analysis (2015) showed a 1:3 ratio of males to females in teaching positions and a ratio of 5:9 respectively in leadership positions. Four staff are Aboriginal. The school engages in pre-service partnerships with universities to recruit teachers via the Assistant Teacher Program (ATP). At the time of the review, seven final year university students were completing their 10 week ATP practicum at the school.

The School Board is deeply engaged in the life of the school with broad representation within its 15 members. With eight community, four staff and three parent representatives, the Board draws on considerable expertise and local knowledge. The Board is underpinned by sound terms of reference, thorough processes and accountabilities. It actively seeks to build alliances with local and international businesses to enhance and enrich the schooling experience for students. The Board is capably led, respected and well-valued within the school community as indicated by multiple nominations for vacant

positions. The Board has a sound governance history and profile as evidenced by its report in and public endorsement of the school's 2015 Annual Report.

Through local endeavor as an Independent Public School, the school has garnered significant resources to deliver an outstanding suite of educational programs. Most of these are embedded in the community, enabling rapid responses to the changing needs of individual students. Together with first class buildings and facilities and supported by a capable Board, the school has the resources to meet the needs of its students and to maximise the contribution of teachers and support staff.

## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

The 2014–2016 Business Plan priorities are: Excellence in Student Achievement, Fostering Community Partnerships, Excellence in the Provision of Education and Creating a Positive School Environment. These priorities are expressed as strategies, milestones and targets. The targets describe desired standards of achievement and the milestones which are quantified in the Business Plan are systematically monitored and reviewed.

Strategies are concentrated on achieving school improvement within the four priority areas. Target setting is used across priority areas and provides data that supports the achievement of priorities and targets over time.

Reviewing the success of strategies that support achievement of targets is a feature of review meetings during school development days, staff meetings and curriculum team meetings that involve all staff. Evidence-based decisions are made about school strengths and weaknesses, the contributing factors influencing student performance and recommendations for future action. Teachers confirmed that collection and analysis of student performance data is a focus in their classroom practice.

Key elements in the 2014–2016 Business Plan review process are: the assessment and reporting cycle that focuses on student performance and reporting to parents of individual student progress; individual education plans and student tracking data that support analysis of progress in meeting the achievement of Business Plan targets and milestones; the annual audit of the extent to which the school has met commitments in its DPA; and the reporting of outcomes from the self-review process in the school's Annual Report.

The supporting documentation, including learning area and operational plans, indicates the school has a sound analysis and review process. The annual analysis and review timeline indicates clear stages where all staff play a significant role in the school's self-review. The overall review process has led to the identification of effective measures of success and areas for improvement.

The principal has incorporated the recommendations of the 2013 IPS review into the 2014–2016 Business Plan.

The self-review analysis is brought together in the school's annual reports which demonstrate that the staff reviews performance against the DPA and Business Plan milestones and targets.

A wide-ranging review of the school's performance by the Board Chair and the Principal appears in the school's Annual Report to inform the school community.

The Board plays an important role in the self-review cycle. Board planning has identified a need to define a more active role for the Board in school review processes to further improve members' understanding of the self-review and business planning processes.

The reviewers verified that the school has an established annual cycle of self-review.

## School Performance—Student Learning

***How well has the school performed in improving learning (achievement, progress and engagement) for all students?***

To assess the performance of the school and to measure the efficacy of the Business Plan, student performance targets were set in two categories: Academic Achievement and Health and Well-being. The targets were listed together in the Business Plan but cross-linked to strategies and milestones in the four priority areas.

Four of the nine sets of academic achievement improvement targets relate to the school’s performance on National Assessment Program—Literacy and Numeracy (NAPLAN). The first set of targets sought to decrease the percentage of students below the national minimum standard (NMS) in Year 9 numeracy and reading. The school met this target for numeracy by a significant reduction from the benchmark of 23% (2013) to 10% (2016) of students below the NMS. For reading, the reduction target has not been met from the 2013 benchmark: 11% (2013) versus 14.5% (2016).

To drive top-end performance, a second set of targets was set to match like schools in Year 9 NAPLAN numeracy, reading, writing, spelling and grammar and punctuation, as in the table below:

NAPLAN Year 9	2013 Hedland SHS	2013 Like Schools	2016 Hedland SHS	2016 Like Schools
Numeracy	19%	24%	35%	31%
Reading	20%	27%	39%	32%
Writing	20%	16%	30%	23%
Spelling	34%	31%	40%	35%
Grammar & Punctuation	22%	18%	27%	22%

Percentage of students in Bands 8, 9 and 10

The school has met and exceeded its target in all five NAPLAN assessment domains. The reviewers commend the staff for increasing the proportion of students in the top levels of achievement in Year 9 NAPLAN.

The third set of NAPLAN targets concerned the rate of progress from Year 7 to Year 9 in numeracy and reading when compared to similar schools. The common group of students (stable cohort) was used and the target was for 95% of these students to meet a growth of at least 33 NAPLAN marks over the two years. Significant growth had occurred in both domains from 2014 to 2016 with the mean in numeracy increasing by 41 and in reading 43. Although not a target, the school did exceed the growth rate of like schools in reading (37) but not in numeracy (46) in that period.

The final set of NAPLAN targets related to Year 9 students, without special needs, to perform within one standard deviation of their expected level in all assessment domains. The school met this target in 2015 in all NAPLAN assessment domains except numeracy where school performance was -1.1 standard deviations below expectation.

Five sets of targets were established to measure end-of-school achievement in Year 12. The first sought to achieve an attainment rate comparable to like schools. Presently, comparative data is not available to the staff to evaluate success on this target; however, it is expected data will be available through Schools Online in 2017.

The second target was to maintain an achievement rate of 90% in secondary graduation as measured by Western Australian Certificate of Education (WACE) certification. The staff have met this target with 93% WACE achievement in both years 2014 and 2015.

The third target was to achieve a median Australian Tertiary Admissions Rank (ATAR) comparable to like schools. Schools Online data analysis shows the school's 2015 performance exceeded this target but still remains within the 'expected' category when compared to like schools.

The next two targets related to achievement of a Vocational Education and Training (VET) Certificate II. The target for 60% of students to have the opportunity to achieve a Certificate II was met in 2015 with 60.6% achieving the qualification. The target to achieve 100% success with Certificate II (Metals Fabrication) within the new Trade Training Centre was not met.

Linked to the school priority: Positive School Environment, the staff set three behavioural targets to assess improvements in the health and well-being of students. The school met its target to match the attendance rate of like schools in 2015 with an attendance rate of 81.7% compared to like schools at 81.0%. The target to reduce the suspension rate from the 22.6% benchmark

(2013) was met with the 2015 rate of 12.3%. Finally, the target seeking the school's Aboriginal attendance rate to be equal to the State Aboriginal attendance rate was met in 2015 with an attendance rate of 69.4% compared to the State rate of 68%.

Three targets in the Business Plan remain work in progress. Each requires a survey of either students (incidents and intensity of bullying), parents (perceptions of the school) or staff (confidence in ICT infrastructure) to gather baseline data before the setting of improvement targets. As yet, these surveys have not taken place.

To date, nine of the school's 2014–2016 Business Plan improvement targets have been met, two partially achieved, one not achieved and three remain work in progress. As almost all of the student performance targets were met or exceeded, the reviewers commend the staff for implementing the strategies to meet targets identified in the 2014–2016 Business Plan, effectively bringing about improvements in student performance. The reviewers verify all of the school's self-assessments on target achievement as published in the 2015 Annual Report. It is noted, however, that the school's annual reports stop short in affirming the achievement of targets and leave the reader to make the evaluation.

Looking at the school's performance beyond the targets set in the Business Plan, the reviewers note that 2016 NAPLAN performance across the five assessment domains in Year 7 and Year 9 falls within the 'expected' category according to Schools Online analysis. In addition, Schools Online reports that the school-allocated grade distributions for English, mathematics and science are consistent with NAPLAN; however, for humanities, art and social sciences (HASS) there is a significant mismatch as shown by a 'red-flagged' assessment. The reviewers recommend an investigation into allocation of grades, standards of work and comparability processes within the HASS learning area. In 2015, the staff achieved an impressive feat where performance on all five NAPLAN assessment domains, from Year 7 (2013) to Year 9 (2015), demonstrated higher student progress and higher student achievement than like schools. A similar result was achieved in 2016 with the exception of numeracy. The staff are commended on achieving better than like-school growth and performance for students from Year 7 to Year 9.

Schools Online shows that the school's 2015 ATAR performance falls within the 'expected' category. Also, the 2015 ATAR results for individual courses fall in the 'expected' category with the exception of the chemistry and physical education studies courses where performance was 'above expectations'.

In addition to delivering the full scope of the Western Australian Curriculum, the teachers deliver a wide range of tailored programs to increase the engagement and performance of particular cohorts of students. There are six concurrent pathways from Year 7 to Year 12 offering appropriate learning challenges articulated to post-school goals. The staff monitor the engagement and academic success of students in each pathway and although entry to a pathway is based on academic and behavioural evidence, placement in pathways remains highly adaptive as student needs change. The School House project is an example of one of these pathways. In response to a number of violent incidents from a small number of girls, the school created a purposeful one-teacher classroom environment. The program focused on addressing the students' social and emotional needs while being responsive to their physical needs. The individualised case management and high-care focus ensured five students successfully transitioned back to mainstream. The reviewers commend the staff for the development and successes of the learning pathways in providing a differentiated curriculum to suit the diverse needs of the students and the community.

In addition, the staff seek to enhance the performance of students in:

- **Academic Extension:** Students in the Learning Extension Academic Program (LEAP) in Years 7–10 are selected through on-entry testing and are required to maintain excellent results and good behaviour. In Year 10, students can choose either a science or humanities preparatory program for Year 11. Anecdotally, the staff view LEAP as successfully creating a learning environment for students who want to achieve outstanding results; however, an evaluation in terms of the achievement of LEAP students is yet to be considered.
- **Follow the Dream:** This program targets Aboriginal students with high aspirations. Through individualised case management in the areas of academic acceleration, longitudinal subject selection, career and transition support students are encouraged to complete Year 12 and achieve results that enable entrance into tertiary studies. Late in 2015, the school established baseline data and annual performance improvement targets. The reviewers heard anecdotal evidence of the success of the program but a formal evaluation of student performance was not evident at the time of the review.
- **Arts:** The specialist arts program is a collaborative and integrated arts program that includes music, dance, drama and visual arts. It is centrally approved and monitored by the Department of Education. Participants

enjoy access to the Matt Dann Performing Arts Centre, a shared facility with the Town of Port Hedland that is located on the school site. The school is seeking to rebuild the strength of this program. A review of the outcomes of this program was not evident to the reviewers.

- **AFL and Netball:** The Kicking Goals/Shooting Goals (KG/SG) programs are delivered by VSWANS, a community development project of the Swan Districts Football Club, supported by significant sponsorship from BHP Billiton. The KG/SG programs run across all year groups and offer elite sporting challenges to students in AFL and netball. The programs are integrated with the school curriculum and demand high standards of achievement, attendance and behaviour. Attendance monitoring demonstrates that the target to better the school attendance rate has been achieved. The school's self-assessment states the 'programs continued to excel in 2015' and the reviewers concur.

The performance of Aboriginal students remains of concern. An example is their over-representation in the bottom 20% of NAPLAN Year 7 results. Although the school's performance exceeds that of like schools, the exception is reading. The 2016 NAPLAN results indicate 60% of Year 7 Aboriginal students perform in the bottom 20% of the State (56% for like schools). This outcome is consistent with the school not meeting its target to reduce the numbers of Year 9 students below the benchmark in reading. The reviewers recommend an investigation, to include profiling, target setting and remediation programs, into the reading skills of Aboriginal students on entry into Year 7.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?***

The 2014–2016 Business Plan encapsulates the school’s vision to ensure students are able to access opportunity in a culture of unity while benefiting the local community. Students are encouraged to follow the school motto of ‘Together we achieve’ in a modern, safe educational institution that values cultural difference, promotes excellence in teaching and learning and empowers students to contribute positively in a world of constant change. Through classroom visits, extensive staff interactions and discussions with board members, students and parents, the reviewers were able to verify that this vision is shared by the school community.

Curriculum planning and interrogation of school performance data is conducted in learning areas including specialist subjects. This is followed up through data analysis presentations at senior management level. The reviewers affirm the senior management’s approach of working collaboratively with staff to ensure they interrogate data to identify students not performing to the best of their ability and assist them to achieve their potential. The curriculum and pathways are designed to ensure all students are provided with an engaging, relevant and meaningful educational program.

The reviewers affirm that the staff have developed a quality learning environment to engage students in learning. To attract, motivate and engage students, the school has a number of specialist and focus programs. These include the VSwans AFL ‘Kicking Goals’ and netball ‘Shooting Goals’ programs which are achieving positive outcomes for students and continue to boost school attendance.

School focus programs include ‘Follow the Dream’, for both senior and lower school Aboriginal students. Entry to both programs is selection-based and coordinators liaise with classroom teachers to ensure course work is completed that meets student needs. Whilst support for Aboriginal students is evident, it was noted that elements of the current Business Plan had not been actioned. The reviewers recommend the staff develop a renewed focus on improving Aboriginal student outcomes through school plans and school-wide implementation of the Cultural Awareness Standards Framework.

Students are also given the opportunity to extend their studies through the specialist arts (dance, drama, music and visual arts) and technology and enterprise (design technology, home economics and information technology) programs as well as VET courses in the Trade Training Centre (Metals Fabrication) and commercial kitchen as part of the cafeteria which was completed in 2015.

The school is one of three public senior high schools in Western Australia that offer a specialist arts program. Students accessing the arts participate in school productions, YohFest, music showcases, the annual visual arts, media and photography exhibitions, music ensembles and instrumental lessons.

Professional development is well planned to improve teacher skills, knowledge and pedagogy. The reviewers affirm the school's strong focus on performance management in providing staff with the appropriate feedback against the Australian Professional Standards for Teachers to improve classroom practice. The Principal is commended for the implementation of an authentic performance management process.

A full-time technician is employed to support the use of technology in the classroom. The school has classrooms with data projectors, smart boards or televisions to enhance the physical learning environment. However, it was evident from discussion with staff that the school lacks a coherent strategy for supporting information and communication technology (ICT) within classrooms. It is recommended the staff develop an ICT operational plan with a focus on ICT support and staff development for effective utilisation of technology in learning programs.

Improvements to the grounds have included sheltered seating, brick paving, recreational areas, an Aboriginal meeting place, murals, sculptures, shade sails, and beautification of the gardens to improve school ambience.

The recent restructure of portfolio responsibilities within the school's leadership team is aimed at improving student performance and well-being. The school has three deputy principals, each with responsibility for overseeing the implementation of a school priority in the Business Plan.

The school resources and supports a very committed health and well-being team lead by a deputy principal. The team includes a manager of health and well-being, two youth workers, two Aboriginal and Islander education officers, a nurse and a psychologist who work collaboratively with education assistants using a data-driven approach to address student needs. This is proving very

effective in providing a positive student learning environment and improvements have been noted as a result of counselling services, regular home visits and the establishment of clear team roles and responsibilities. The team plays a vital role in improving attendance, student behaviour, participation, health and well-being, which in turn lead to improved academic outcomes.

Targeted programs rely on collaboration with a range of community agencies through constant and regular meetings to meet the needs of students and their families. The reviewers commend the staff for the support and pastoral care provided for students by a dedicated and committed health and well-being team and their engagement with local interagency organisations.

Distributed leadership is evident throughout the school and individual leaders are clear about their particular role and expectations. This was apparent to reviewers through documentation, discussion with the Principal and deputy principals, heads of learning areas (HoLAs) and by visiting teachers in their classrooms. The reviewers were able to verify that the leaders in the school, with support from staff, are developing a climate of collaborative teamwork and innovation.

The development of strong community links adds value to the learning environment. The school has a number of significant partnerships, and formed a strong link with local industries and organisations. The benefits include training, work placements and industry awareness.

Several highly effective business and community partnerships have been formed. The staff have developed strong and sustained links such that opportunities are also available for students through long standing partnerships with Edith Cowan University, UWA Aspire, and the Pilbara Education Partnership.

Support from social organisations also enrich the learning environment. The reviewers commend the school for the achievement of significant outcomes through the Fostering Community Partnerships priority in maintaining and strengthening relationships to expand opportunities for students.

Expansion of the VET and university aspirant programs are key aspects of this collaboration in providing excellence and opportunities for students. Professional growth for staff is also facilitated by these partnerships.

The reviewers commend the staff for developing a quality learning environment that engages students in learning while providing an atmosphere that fosters care and well-being to a high level.

Parents and students spoke positively about the personalised approach to each student and the positive relationships between students and teachers. The reviewers were able to confirm that this is a key element of the learning environment and that strategies to develop a positive, calm and purposeful environment were consistently demonstrated across the school.

Some parents, however, expressed an appetite for greater communication about their child's educational programs, assessment and performance. It was evident from their comments that they valued the use of *Connect* but would like to see it utilised fully by all staff. It is recommended the staff investigate effective strategies and opportunities for improving communication with parents, leading to greater understanding of their child's educational progress.

## School Performance—Sustainability

### *How well placed is the school to sustain and improve its performance into the next planning cycle?*

Hedland Senior High School has established policies, plans and practice to provide a safe, caring and positive learning environment for all students.

It is evident that a culture of continuous improvement and self-review contributes to school planning. The Principal and leadership team have established strategic and coordinated processes and procedures as well as an ethos that promotes an active and effective distributed leadership structure throughout the school.

The 2014–2016 Business Plan is a key driver for improvement and it is systematically reviewed on a bi-annual basis. This has led to the collaborative development of operational plans for priorities and learning areas.

In discussion with HoLAs, teachers and support staff, it was evident that whole-school initiatives such as literacy and numeracy are implemented into classroom practice by motivated staff. It is also evident from the process of ongoing self-review of learning area plans and operational plans for curriculum, STEM and health and well-being that in-depth analysis of student performance features in school practice. However, it was apparent from changes to leadership, particularly with regard to HoLAs, that greater systemic, collaborative and rigorous involvement between the senior management team, staff and Board members is required for the development of clear measurable targets and milestones for all priorities in the 2017–2019 Business Plan.

The reviewers were able to verify the strong pastoral care focus that values and supports students. Meetings with parents, students and members of the Board indicated that they valued the outstanding pastoral care provided by all staff, as well as the opportunities provided for the students through academic extension programs, specialist programs in netball, football and arts supported by programs such as VSwans and Follow the Dream.

There is extensive use of individual education and behaviour management plans as well as the support provided by education assistants to support students at educational risk.

The Board is meeting DPA obligations and the representative membership consists of parents, community members and staff. The Board has engaged in self-review by conducting and analysing a Board effectiveness survey to improve its own procedures.

The Board is well established and is chaired by a parent representative. Although there have been some changes, a core group of highly skilled members has brought consistency and engagement to the governance of the school. It was also pleasing to note that an election for parent representatives was required and nominations were received from nine parents.

Discussion with Board members and the Board minutes demonstrated that the school provides comprehensive student performance information such as NAPLAN, ATAR and WACE results as well as attendance data for monitoring the achievement of Business Plan targets. The Board's active involvement in the review process, particularly through the focus on an improvement agenda and engaging in establishing a long-term strategic plan and vision for the school, is commended.

From the significant evidence provided, the reviewers are confident of the school's capacity to maintain optimal student learning opportunities and to provide for future improvement in student achievement through collaborative planning, target setting, work force planning and staff development.

## Conclusion

During the school's five and a half years as an IPS, foundations have been laid for effective operations into the future. The cycles for school business planning and review have been established and the Board has diverse and skilled membership, confident in the governance role.

The school provides curriculum and specialist programs to address the needs and interests of its students.

The implementation of the Business Plan has included the application of whole-school strategies resulting in improvements in literacy and numeracy.

The student services and pastoral care programs and dedicated staff ensure support for students' well-being is embedded across the school.

The school's engagement with community and industry has resulted in the establishment of unique and beneficial partnerships.

School planning through the Business Plan and operational plans is in place and, from the comprehensive evidence provided, the reviewers confirm that the accountability obligations of the DPA are being met.

## Commendations

### ***The following areas are commended:***

- the Board's active involvement in the review process, particularly through the focus on an improvement agenda and engaging in establishing a long-term strategic plan and vision for the school
- development of a quality learning environment that engages students in learning while providing an atmosphere that fosters care and well-being to a high level
- the support and pastoral care provided for students by a dedicated and committed health and well-being team and their engagement with local interagency organisations
- achievement of significant outcomes through the Fostering Community Partnerships priority in maintaining and strengthening relationships to expand opportunities for students

- the focus on staff development through an effective performance management process
- the significant NAPLAN outcomes in literacy and numeracy and the continued focus on improving the participation and achievement of students enrolled in subjects leading to VET awards and ATAR
- the increased proportion of students in the top levels of achievement in Year 9 NAPLAN
- the effectiveness of the 2014–2016 Business Plan in enabling staff to drive improvements in student performance
- the achievement of better than like-school growth and performance for students from Year 7 to Year 9
- the development and successes of learning pathways in providing a differentiated curriculum to suit the diverse needs of the students and the community.

### Areas for Improvement

*The following areas for improvement are identified:*

- greater systemic, collaborative and rigorous involvement between the senior management team, staff and Board members to enable development of clear measurable targets and milestones for all priorities in the 2017–2019 Business Plan
- a focus on ICT support and staff development for effective use of technology in learning programs
- a renewed focus on improving Aboriginal student outcomes through school plans
- development of the reading skills of Aboriginal students
- allocation of grades, standards of work and comparability processes within the HASS learning area
- investigation of effective strategies and opportunities for improving communication with parents, leading to greater understanding of their children's educational progress.

**Declaration**

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Hedland Senior High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Alby Huts, Lead Reviewer

20 October 2016

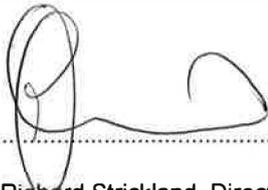
Date



Mr Ross Sweeney, Reviewer

20 October 2016

Date



Mr Richard Strickland, Director General  
Department of Education Services

8/11/16

Date

