Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Kent Street Senior High School

Public School Review

D23/1080509
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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 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

Kent Street Senior High School was opened in 1940 and is located 4 kilometres south-east of the Perth central business district within the South Metropolitan Education Region.

The school caters for a diverse population of students and currently enrols 1124 students from Year 7 to Year 12.

Kent Street Senior High School became an Independent Public School in 2015. The school has an Index of Community Socio-Educational Advantage of 1025 (decile 4).

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

The first Public School Review of Kent Street Senior High School was conducted in September 2018. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

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 leadership team guided a frank and open self-assessment process that engaged and incorporated the perspectives of the whole staff and a range of school community representatives in preparation for the Public School Review.
- A wide range of staff, students and parents engaged in discussion with the review team, contributing authentic reflections about the school.
- This process was seen as a positive experience that extended staff understanding of the school's performance and enabled them to celebrate their progress and achievements since the previous review.
- A culture of reflection and continuous improvement, strongly led by the school leadership team, was evident**.**

The following recommendation is made:

- In future Electronic School Assessment Tool submissions, consider complementing evidence of actions with analysis of data that demonstrates the impact of those actions on student achievement.

Public School Review

Relationships and partnerships

Highly effective and positive partnerships that are clearly focused on adding value to the learning experiences and outcomes for students are a central component of Kent Street Senior High School.

Commendations

The review team validate the following:

- Creating and maintaining successful relationships with external organisations ensures specialist programs remain relevant in an ever-changing world. This focus on maintaining currency and connections equips students for future success beyond school.
- External partnerships with industry and universities provide meaningful pathways for students. Each partnership is representative of the school's planned approach to enhancing educational outcomes for all students.
- The Board and P&C are active and supportive. In addition to its governance role, the Board advocates for the school, continually lifting its profile within the community.
- The Kentian Society typifies the strong sense of pride and connection with past students and staff. This group supports current students in achieving high educational standards through the provision of scholarships, bursaries and prizes through the Kentian Scholarship Foundation.
- The use of strategic cross-curricula collaborative planning opportunities is creating a culture in which staff are connected and own whole-school initiatives.

Recommendation

The review team support the following:

- Continue to expand SEQTA[1] to include and enable communication with parents and carers about social, behavioural and academic progress, with particular attention towards parents from culturally diverse backgrounds.

Learning environment

The school brings a sense of high expectation to all that it does. It strives to create a welcoming physical environment within which students feel safe and can engage successfully in their chosen pathway.

Commendations

The review team validate the following:

- A comprehensive student services structure links all levels of intervention and support across learning areas. Significant resourcing provides high level wraparound care for students at educational risk and is reinforced through effective communication and rigorous processes to address student needs.
- There is a clear understanding of the impact social emotional well-being, belonging and pastoral care has on student achievement. This knowledge is clearly enacted in the school's processes. These include Year 7 transition, the work of the Aboriginal Cultural Standards Framework committee, the embedding of the Positive Behaviour Support approach and the way student voice is enabled.

Recommendations

The review team support the following:

- Leveraging off the successful student services model, provide opportunities for the extension of gifted students outside of participation in specialist programs.
- Given the changing cultural demographics of the school's community, continue to adjust school processes and approaches to support the inclusion of students and families with English as a second language or dialect.

Leadership

The strong moral purpose of the school's leaders is evident through their actions. There is a clear intention to create a connected and inclusive learning environment in which the success of students is the focus. Staff report that 'we all stand a bit prouder' because of this.

Commendations

The review team validate the following:

- School leaders are respected by the community for the direction they have set for the school, their visible presence and accessibility, and for their responsiveness.
- A strategically distributed leadership model is in place providing many opportunities for staff to lead. The creation of committees and teams from across all operations of the school, to progress school priorities and system initiatives, is resulting in a high degree of staff ownership.
- School planning drives improvement and there is clear alignment between the Department's priorities and the business plan.
- The school is focused on developing the instructional leadership skills of heads of learning areas (HOLAs) and level 3 classroom teachers to progress and implement whole-school pedagogy.

Recommendations

The review team support the following:

- Include student performance targets within the business plan to help determine the impact of the plan in progressing student learning and achievement.
- Refine the consistency of operational planning which integrate the needs of learning areas with the requirements of the business plan.
- Provide opportunities for all teachers to engage in a consistent and structured approach to peer observation through dedicated time to reflect on practice.

Use of resources

The school site is expertly managed to capitalise on any opportunity to renew or redevelop the infrastructure. The Principal and manager corporate services (MCS) have a united vision for improving student outcomes which drives the expenditure of school funding.

Commendations

The review team validate the following:

- Clear financial management and accountability processes are embedded. Budget information is shared with the Board and staff to build understanding and inform decision making.
- The MCS provides cohesive and consistent leadership to plan for and embed financial controls, management processes and practices across the school.
- The appointment of a level 3 facilities coordinator to oversee the management of faults and improvements to the school's physical infrastructure has delivered a level of quality assurance that has resulted in improved outcomes for the school.
- The school has a clearly articulated Student Characteristics Funding and Expenditure Plan which ensures resources are directed to address the needs of students facing potential disadvantage.

Recommendation

The review team support the following:

- As outlined in the Funding Agreement for Schools, ensure there is a clearly documented link between the school budget and plans for raising standards and attainment for all students

Teaching quality

The school is committed to improving the quality of teaching through analysing data and implementing evidence-based practices to embed consistent and connected teaching practice.

Commendations

The review team validate the following:

- There is strong support across the staff to consolidate the school's agreed lesson design and explicit teaching expectations. The use of modelling and exemplars, and the inclusion of reflective practice drive a whole-school approach to pedagogy.
- Changes to the structure of the student services team has provided a greater degree of support for teachers to address the learning needs of students at educational risk more effectively.
- The school provides opportunities for teachers to improve their practice through receiving and acting on feedback from students and/or colleagues.
- The literacy and numeracy working party has been successful in introducing strategies, across all learning areas, to support students with their writing. This allows all teachers, irrespective of learning area, to develop the expertise to support students to write more effectively.

Recommendations

The review team support the following:

- Build the capacity of HOLAs and program coordinators to provide instructional leadership and lead the progression of the whole-school approach to pedagogy.
- Continue the development of a whole-school pedagogical model.

Student achievement and progress

The school is committed to providing academic rigour and prosperous pathways that maximise student learning and outcomes.

Commendations

The review team validate the following:

- Senior school course counselling, involving students and their families, supports students to ascertain career goals and match them to the best pathway to reach their destinations beyond school.
- A continued focus on Western Australian Certificate of Education and Australian Tertiary Admission Rank achievements has resulted in better than like-school performance in both areas.
- To support the tracking of academic achievement and progress in lower school, the analysis of Progressive Achievement Test English and Maths assessments, have been introduced to complement the data provided through NAPLAN[2].
- The school has engaged with Elastik, as a student achievement database tool to support teachers of Year 7 to Year 9 subjects, to efficiently identify gaps in student learning and use this information to develop interventions.
- The Vocational Education and Training coordinator is continually looking at opportunities to broaden the options available to students, complementing the success of the school's specialist programs.

Recommendations

The review team support the following:

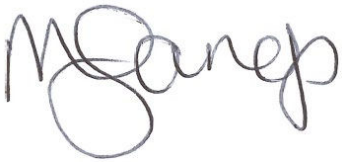
- Utilising the expertise available through Clontarf Foundation, review pathways to ensure these are culturally accessible for Aboriginal students.
- Continue to develop the data literacy of staff.

Reviewers	
Gary Crocetta **Director, Public School Review**	Jennifer McMahon **Principal, Greenwood College** **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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

1 Saron Education Quality Teachers' Assistant
2 National Assessment Program – Literacy and Numeracy