



Government of Western Australia
Department of Education

Armadale Senior High School

2017

Review Findings



Independent Public School Review

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School and Review Details

Principal:	Ms Mary Griffiths
Board Chair:	Mr Craig Spencer
School Address:	169 South Western Highway, Armadale WA 6112
Number of Students:	660
ICSEA¹	942
Reviewers:	Mr Kevin Pilkington (Lead) Mr Alby Huts
Review Dates:	18 and 19 September 2017

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal 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's School Performance Monitoring
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Armadale Senior High School opened in 1953 and is located 39 kilometres from the Perth central business district. The school is adjacent to the Armadale Education Support Centre. It became an IPS in 2015 and has an ICSEA of 942 placing it in the eighth decile of schools in Australia. It has an enrolment of 660 students with a small proportion of those from non-English speaking backgrounds. The current student cohort includes 39 (5.9%) students with language backgrounds other than English, seven (1.1%) English as an additional language or dialect (EAL/D) students and 37 (5.6%) Aboriginal students. The transiency rate is 30.1%.

New facilities consisting of a commercial kitchen, cafe and upgraded home economics and engineering classrooms which were officially opened at the school in February 2017 complement the existing Trade Training Centre (for brick and block laying, carpentry and joinery), automotive workshop, beauty salon, arts and information and communications technology classrooms.

The school offers an Australian Tertiary Admissions Rank (ATAR) program and a comprehensive Vocational Education and Training (VET) program for senior school students.

The school also has local selective entry programs for visual arts, instrumental music and information and communications technology.

Findings

- A comprehensive business plan is available to the community and outlines the long-term strategic approach for the school. Clear links are made in the business plan between the school priorities, focus areas, strategies, targets and milestones.
- The business plan is based around the priority areas of strong academic achievement and positive engagement. Strategies and milestones for the focus areas of literacy, numeracy, pathways, attendance, behavioural expectations, emotional wellbeing and community partnerships are also embodied in the business plan. The strategies within the business plan focus on two major school initiatives: the development of a professional learning community and positive behaviour in schools.

- In 2014 the school entered into the Fogarty EDvance program for school improvement. Since then it is evident that there has been a more proactive and strategic focus on planning aimed at improving student outcomes.
- The planning process incorporates a clear planning and self-review cycle linked to school performance indicators. The process involves analysis of school and system student performance data, school survey data and is supported by educational research.
- The school improvement cycle is an ongoing dynamic process and interactive with involvement at whole-school, learning area and school leadership level. The leadership team meets each term to assess the progress against business plan targets, completing a traffic light review to identify milestones that have been achieved or are progressing.
- The business plan is supported by operational and workforce plans and learning area plans which are based around the whole-school priorities and targets.
- The business plan does not explicitly consider the backgrounds and learning needs of different cohorts of students such as students from non-English speaking backgrounds, Aboriginal students, gifted and talented students and students with learning or social difficulties.
- Although high expectations are embodied in the business plan targets, concerns related to the achievement of targets in teaching and learning were expressed during the review. The business plan has a limited number of student achievement targets for specific year groups. Evidence presented to the reviewers indicated that these concerns would be addressed within the next iteration of the business plan.
- The school has utilised concepts from the Fogarty EDvance program to help in providing a basis for the development of the next business plan.
- The business planning process for the next three-year IPS cycle with involvement from the school board and input from school staff is progressing.

Area of strength

- The clear sense of coherence within the planning process, the business plan and supporting operational plans.

Area for improvement

- Develop easily measurable student achievement targets which are appropriate for the school priorities, focus areas and specific student cohorts that are clearly understood by school staff and the school board.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- Three student achievement targets and one target related to school culture are outlined in the 2015–17 Business Plan. Two of the student targets relate to academic achievement and one to attendance. The achievement of some of these are referenced briefly in the 2016 Annual Report.
- The first student academic achievement target was to increase the Year 12 attainment rate from 74% in 2014 to 100% in 2017. In 2015 the attainment rate had improved to 88% and the target of 100% was achieved in 2016.
- The second student academic achievement target was that by 2017 the progress made in NAPLAN, by the stable cohort for Year 7 (2015) will be at or above Australian like-school standards when these students are in Year 9 (2017). This target was not reached during the life of the business plan for any of the NAPLAN domains.
- A consideration of the lower school achievement data based on NAPLAN shows that there has been a general improvement over the past four years and in the current three-year business plan cycle with the exception of the 2017 results.
- Year 7 and Year 9 NAPLAN results in 2016 fall within an expected band of results for all Western Australian public schools in all areas with the exception of writing which was above the expected performance for all Western Australian public schools.
- In 2016 Year 7 performance was below like-schools in all domains except writing and grammar and punctuation and Year 9 performance was below like-schools in all domains.
- Year 9 overall NAPLAN results for 2017 are lower than like-schools in the reading, writing, spelling, numeracy and grammar and punctuation domains. The Year 9 comparative performance across all NAPLAN domains declined significantly in 2017, particularly in writing.
- Year 7 overall school performance in NAPLAN for 2017 is similar to or lower than like-schools. The spelling domain was 0.2 standard deviations above expected

while there has been a decline in the average results for writing and grammar and punctuation domains when the past two Year 7 cohorts are compared.

- Senior school performance shows the results of a strong VET program with increasing numbers of students achieving Certificate II in Year 11 and Year 12.
- ATAR performance was below like-schools in 2014 and 2015; however, the relative 2016 ATAR performance was within the expected ranges and was better than that of like-schools.
- The 2016 cohort achieved an attainment rate (a Certificate II or an ATAR above 55) of 100%.
- The Western Australian Certificate of Education (WACE) graduation, under the changed requirements in 2016, was lower than previous years at 81%.
- The 2016 Year 12 eventual post-school destinations in the university, apprenticeship, traineeship and Technical and Further Education (TAFE) areas resulted in 20.9% gaining university entrance, 31.9% gaining TAFE entrance and 22% securing apprenticeships, traineeships or employment.
- In 2016 the Tell Them From Me survey was completed as a replacement for the Diagnostic Inventory of School Alignment (DISA) survey, so no longitudinal data is available due to the non-alignment of the surveys. At this time achieving the school culture target of “DISA and National Schools survey results report that 75% of students and parents view the school as a safe, caring and supportive learning environment” could be considered as progressing; however, the data from the 2016 Tell Them From Me survey of 204 students in Years 7–12 indicated that only 32% felt safe attending the school. This suggests that there may be a need to review policies, strategies and procedures as well as the target in relation to the Tell Them From Me survey outcomes.
- The business plan’s attendance target that the percentage of students who attend regularly (90–100%) in 2015 will increase and be maintained through to 2017 was achieved. While considerably below that of like-schools the regular attendance rate has increased steadily each year from 31.6% in 2014 to 41.6% in Semester 1 of 2017.
- The average Aboriginal attendance rate, in particular during 2016, was well below like-schools. However, the school has worked to improve student wellbeing policies, practices and support structures to improve attendance.

- Interviews with the principal, heads of learning area, school coordinators and teachers indicated that student learning is monitored closely and changes are made as a result.
- System data shows that school awarded grades have not been consistently comparable with those awarded in other schools. They have also varied within the same subject area from year to year. In 2016 there was a significant difference in the overall relative teacher judgement for grades in English, mathematics, science and humanities and social sciences. This data shows the need to implement a structured whole-school approach to improve school grade moderation in lower school.
- Parents and students state that they receive regular and worthwhile feedback about student progress. Interviews with teachers and parents indicate that quality feedback is provided to parents about programs and individual student performance.
- The school has strong pathways to meaningful and externally recognised post-school outcomes. The school's partnerships with the South Metropolitan TAFE and other Registered Training Organisations enables it to deliver a VET program with a wide range of appropriate training courses.
- There is a whole-school pedagogy in place both within classes and across the range of school programs. This was confirmed for reviewers by classroom visits and interviews with teachers, school leaders and students. Students with different learning needs are catered for through differentiated class activities where appropriate.
- The school has successfully implemented strategies and processes to ensure students who did not achieve Band 8 or higher in Year 9 NAPLAN have met the required Online Literacy and Numeracy Assessment (OLNA) outcomes for WACE graduation. Of particular note was the excellent improvement in writing where a school-wide approach resulted in the 39% pass rate in Semester 1 of 2014 improving to 84% by Semester 2 of 2016.
- Explicit Direct Instruction has been implemented in classes within the quantitative sciences faculty during 2017 with implementation planned across all Year 7 and Year 8 classes in 2018.
- Collaboration occurs between many teachers. A large proportion of teachers have undertaken the classroom management strategy (CMS) professional learning program and have used it as a basis for classroom collaboration. More recently teachers have undertaken professional learning on the Positive

Behaviour Support framework. Collaboration also exists in relation to course planning through learning areas and teams and the commitment to improve classroom teaching is widespread among the staff.

- Teachers new to the school, particularly beginning teachers, are well supported in developing their skills. These teachers engage with line managers through walk throughs, classroom observation, the use of Swivl technology where video observations strengthen and inform teachers' classroom practice as well as collaboration with other staff members.
- To ensure the effective delivery of programs by classroom teachers the school has recently appointed a teach-coach coordinator to support teachers with improved classroom practice.
- With the exception of education assistants, annual performance management is conducted for all other staff in the school. Teachers receive feedback from the leadership team, heads of learning area and program coordinators. School support staff are performance managed through line managers.

Areas of strength

- The VET program is vibrant and is well-linked to local employers through workplace learning connections. The program has led to an impressive increase in the number of students achieving Certificate II in senior school.
- The senior school programs that have resulted in a 100% attainment rate for the Year 12 cohort in 2016.
- The improvement in OLNA outcomes, particularly in writing between 2014 and 2016 for the Year 12 WACE students.

Areas for improvement

- Adopt strategies to improve grade moderation in lower school.
- Continue to monitor attendance rates across the school and review how successful policies, practices and structures are in making improvements, in particular with Aboriginal students.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- School performance and student improvement targets and priorities, as detailed in the school's business plan, were assessed and reviewed in accordance with a structured and published cycle of annual self-review.
- The 2015–17 Business Plan targets are currently being reviewed to determine refinements required for the 2018–20 Business Plan.
- Teachers used a variety of monitoring functions to inform their classroom practices and to provide relevant performance feedback to students and parents.
- In addition to NAPLAN (Year 7 and Year 9) feedback, Year 8 and Year 10 literacy and numeracy diagnostic assessments Progressive Assessment Tests (PAT) reading and PAT mathematics, and diagnostic analysis of ATAR results provided by the School Curriculum and Standards Authority (SCSA) learning area collaborative planning is informed by a range of data sets. These include moderation exercises, formative and summative assessments.
- Senior school (Years 11 and 12) classroom assessments and feedback are informed by adherence to the SCSA course requirements, analysis of data pertaining to previous results and complemented by internal and external moderation practices within year levels and courses.
- Students can use a range of methodologies to present their work in addition to written format. Practical assessments and performance are also utilised.
- Continuous and rigorous self-assessment processes were used to verify the performance of the school. Review is structured, regular and focused as per the milestone and key performance indicator Gantt charts that support the implementation of the business plan. These reviews were conducted by the teachers, senior leadership group and the board of management three times each term, as per the school self-assessment schedule, with analysis presented to the board at each of its meetings.
- An annual report has been produced in each year of the business plan and made public on the school and Department of Education website as well as being available in hard copy. It is an effective report that includes all the required

elements although the format of presentation regarding school performance does not directly track the progress towards the priorities and targets of the business plan.

- The school has practices in place to ensure the sustainability of student performance monitoring, such as:
 - the school self-assessment schedule clearly lays out the monitoring processes and schedule for teachers, heads of learning area, the leadership group, the principal and the board
 - current practice indicates the monitoring of student performance is regular, analysed and informs classroom teaching and regular feedback is available to both parents and students.
- The reviewers concluded through observations and interviews that staff clearly understood this monitoring process and that it was embedded.

Areas of strength

- The detailed planning and frequent review of strategies and timelines to achieve improved outcomes for students.
- The capacity building and professional growth expressed by staff to the reviewers by participating in professional discussions, analysing data, planning and working collaboratively with their peers over the period of the DPA.
- The involvement and support of the whole staff in the understanding of and the implementation of the school-wide strategies.

Areas for improvement

- Include in future annual reports the performance and achievements of the school in consideration of the priorities and targets of the business plan.
- Include in future annual reports analysis and response to the results of staff, students and parent surveys.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- With the exception of languages other than English, the school ensures that the curriculum is delivered within SCSA requirements. Scope and sequence documents are in place and teachers are aware of their obligations relating to curriculum delivery.
- A cohesive leadership team is in place and there is collective responsibility for the smooth operation of the school. Staff enjoy working at the school and are very committed to supporting the students.
- The school has been highly successful in creating a culture of care and support for all students. The deputy principal of student welfare, together with the student services team have focused on this by working towards achieving a culture of 'high care'.
- All students and parents interviewed throughout the review process agreed that students felt safe, welcome and cared for. However, data from the comprehensive Tell Them From Me survey of 204 Year 7–12 students indicated that only 32% felt safe attending the school, but 69% of the 46 parents who responded to the 2016 Parent National School Opinion Survey felt that their child was safe at school.
- While close attention has been paid to student attendance the school staff understands considerable improvement is required to achieve outcomes comparable with like-schools, particularly for Aboriginal students. Strategies to achieve this have been extensive and consistently applied throughout the school.
- CMS as well as the Positive Behaviour Support framework have had and will continue to impact upon the culture at the school both within and beyond the classroom.
- There has been a steady reduction each year in the number of students suspended, declining from 24.9% in 2014 to 20.9% in 2016. The average days suspended during the past three years has also reduced from 3.5 days in 2014 to 2.7 days in 2016.

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- The reviewers verified the strong pastoral care focus that supports students in an orderly school environment. There are a variety of different programs and extracurricular activities established within the school which have been chosen after careful consideration of the students' needs as well as their social and emotional wellbeing.
- The school has recently appointed a learning support coordinator to work with staff to ensure the development of appropriate policies and implementation of individual education plans.
- A staff induction handbook has been developed and teachers reinforced the value of this in ensuring consistent processes across the school. The handbook is also used to support the induction of new staff and ensure they are familiar with policies and processes.
- The school is proactive in meeting the needs of students from a range of backgrounds. There are 107 students who have been identified as being 'at risk' and are case-managed through a rigorous and comprehensive process.
- Students are supported by a well-resourced student services team which includes two full-time managers, a learning support coordinator, year coordinators, a full-time school psychologist position and 0.6 full-time equivalent (FTE) chaplain, 0.8 FTE school nurse and Aboriginal and Islander education officer positions.
- The school has partnerships with many external organisations which add value to student education. Strong links are made with local employers to support student workplace learning associated with the VET program. Partnerships with organisations such as the Beacon Foundation and the City of Armadale's Aspire Program as well as tertiary links with Curtin University through its Ahead program and with the University of Western Australia Aspire program, help in raising student aspirations and school engagement to enter the workforce or tertiary education. With Cecil Andrews Senior High School the school is part of the Follow the Dream program to encourage and support Aboriginal students to achieve at school and participate in post-school education.

Area of strength

- The school has been successful in creating a culture of care and support for all students through the positive student support program and student services team.

Area for improvement

- Engage all teachers in the implementation of individual education plans for students at educational risk.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The finances of the school are managed by the manager corporate services who is accountable to the principal. The school has an internal finance committee which is advisory to the principal. The board endorses the annual budget and closely monitors the financial position of the school by receiving statements at each board meeting. Board members unfamiliar with the financial reporting process have the advantage of the manager corporate services being a board member and she gives a detailed breakdown of the report. The board checks for the alignment of resource allocation in addressing stated school priorities. A summative statement of financial position is also made public in the school's annual report.
- The school has demonstrated it is diligent and effective in the allocation of resources and provides adequate and timely support to implement strategies that cater for a wide range of student abilities and needs. The school meets all required operational allocations plus manages to give discretionary resources to priority areas. Examples include the allocation of FTE to employ above formula: learning support coordinator (1.0 FTE), a teacher coach (1.0 FTE), additional 0.5 FTE school psychologist time, additional 0.2 FTE chaplain time, increased school nurse to 0.6 FTE, two year coordinators (total 1.0 FTE), two student service managers (2.0 FTE) and one extra education assistant (1.0 FTE).
- The workforce plan is future-focused and is considerate of succession planning. Recruitment and retention of quality staff is key to improving student outcomes. This year, due to commencing new initiatives plus individual circumstances there has been an unusually high number of 21 appointments. The workforce plan can be improved by detailing expected future growth and areas of need as well as the types of skill sets the school is looking to recruit in new staff. The school has been strategic in the acquisition of skilled staff to progress teacher development and implement programs (eg teacher coach, literacy support coordinator, specialists, VET) within the academic and non-academic spheres. This has directly enhanced learning outcomes for students.
- The school has maintained enrolment of around 660 students for the last few years. It carries adequate reserves for replacement of items but is reliant upon recurrent funding to sustain its initiatives and extra programs from year to year.

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Discretionary funds are directed to funding the programs and strategies that support school priorities as stated in the business plan.

Areas of strength

- Financial allocation and associated planning is well managed and transparent.
- There is significant investment in providing extra resources to enable teaching and support staff to improve outcomes for students.
- There is a clear alignment of resource allocation and school priorities.

Area for improvement

- Expand the workforce plan to identify future areas of growth and the particular skill sets and attributes of staff required to meet the ongoing needs of the school.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- The board members represent the parent body, community and staff. To this point members have been co-opted and community members invited to join. It is hoped that as the board becomes increasingly established and more is known about its purpose and functions then parent and staff interest will be high enough to necessitate elections. Board members are engaged and collectively have a range of relevant skills to provide oversight of the school. The principal (ex-officio) and manager corporate services (voting member) further enhance its effectiveness. In the first year of operation the members accessed training provided by the Department of Education. There is no formal process of induction for new members and this is an area that the board agrees needs to be addressed.
- The terms of reference for the board detail the roles and responsibilities of the board. Minutes and agendas from meetings held between 2015 and 2017 along with discussions held with board members affirm: feedback and endorsement of the 2015–17 Business Plan; presentation of and analysis of student performance data sets; endorsement of the budget and regular review of finances and input to the strategic direction and initiatives in place to achieve the stated outcomes of the business plan. Discussions held with the board also confirm sound understanding and commitment of the members to fulfilling their roles and responsibilities.
- An annual report has been produced for each year of the first two years of the 2015–17 Business Plan. The annual report is not compliant with the DPA as it does not explicitly address the school's progress towards the priorities and targets of the business plan. Mention is made in the annual report of satisfaction surveys conducted of parents but no in-depth analysis is provided. The annual report is currently the only public medium utilised to communicate details of student performance and engagement and progress towards the targets of the business plan.
- The board does not currently formally communicate information about its activities to the wider school community. Discussion with the chair and representatives of the board has indicated that they are open to ideas about how this might best be achieved. The board may use formal communication channels

such as the school newsletter, website and Facebook to more effectively communicate with the broader school community.

- To this point the board has not conducted a formal review of its own performance. The chair has been advised on how to introduce this practice and how to use the results to improve board performance. It is intended to conduct this evaluation before the end of 2017.
- The board participates in the school's self-review process by receiving and discussing data sets and conclusions drawn by the school. Minutes of meetings and discussion held with board members affirm the data analysis is questioned but there is less evidence that the effectiveness and value of specific programs and strategies in place are interrogated. The board demonstrated knowledge of the areas of strength and weakness of the school in both academic and non-academic domains. Increasing the detail contained in minutes of meetings will effectively provide for reference points and identification of trends and ongoing areas of focus. Currently the board meets once per term and it was noted that more frequent meetings may lead to better continuity of monitoring and interrogation of school performance.
- The board does not currently communicate progress towards the business plan priorities and targets in any forum. The board members and principal acknowledge improved communication channels to the school community and specifically addressing the priorities and targets in the annual report will rectify this.
- The board has been slow to transition from a school council to a school board. The attracting and retention of parent and community members with the appropriate skill sets to contribute has taken some time and then the induction into understanding and fulfilling the roles and responsibilities of the board has been ongoing. The board is engaged and keen to continue to improve its own performance and that of the school. The members interviewed as part of the review process affirmed that the board is unified and conducts meaningful discussions that robustly examine progress towards achieving the school's intended directions. It looks forward to playing an active role in the development, implementation and monitoring of the 2018–20 Business Plan.

Areas of strength

- The strong engagement with the school and commitment to fulfilling its roles and responsibilities to help the school in setting and achieving its strategic direction.
- Careful attention to fiscal monitoring has ensured the sustainability of school initiatives and their alignment to stated priorities.

- The broad skill set and knowledge of community members who sit on the board.
- The strong relationship and mutual respect that exists between the school executive leadership and the board.

Areas for improvement

- Formalise a structured process of induction by the board for new members.
- Consider communication strategies by the board to better advise the school community and parents of student progress and achievement towards the business plan targets and in addition make public information about its own functions and activities.
- Provide an analysis of satisfaction surveys completed by teachers, parents and students detailing what actions will be taken to address any concerns or strengthen areas of high satisfaction in the annual report.
- Ensure the board reviews its performance and acts upon the findings.

Conclusion

Armadale Senior High School has clear strategic direction and well-designed strategies to help in achieving its priorities. Careful fiscal management has allowed it to provide resources and support in identified areas of need. Building staff capacity in data analysis and collaboratively planning in informed professional learning communities is a significant initiative impacting on student learning. Staff, students, parents and board members all affirm that the public perception of the school has improved markedly in recent years due to the influence of Positive Behaviour Support framework strategies, support for learning and the introduction of multiple pathways in VET and specialist programs.

The biggest challenge facing the school is to improve regular attendance. Significant resources have been allocated to this in the form of FTE accompanied by various strategies of encouragement and raising of awareness. Small but steady improvement has occurred in each year of the DPA and this is expected to continue and grow into the future.

The requirements of the DPA are being met and have been developed and imbedded throughout the triennium. The 2015–17 Business Plan is well supported by a multi-layered operational plan which is time bound and subject to ongoing rigorous review.

The school is a complex environment. With the relatively low ICSEA of 942 (Decile 8) the school has responded to its context by providing effective student support services which are multi-faceted and collectively meet the social and emotional needs of the students. In an environment where students know they are safe and cared for they can turn their focus to achieving academic aspirations. The school offers specialist programs and pathways designed to engage students and meet their current and future needs. Significant community and industry links provide learning opportunities for students. Students who regularly attend can access an engaging education and transition to university, training or employment. Destination surveys confirm this to be the case for past graduating Year 12 students.

The school has maintained its enrolment numbers over recent years despite a new high school opening in a neighbouring suburb which previously fed into the school and no new housing being established in the immediate area. Parents are choosing to enrol their children and in some cases, are travelling significant distances to access programs on offer. Parents affirmed their satisfaction in the standard of education, the approachability of staff and the exemplary care that their students receive. Acceptance of difference and inclusion were cited as strengths.

As the planning is under way for the next triennium 2018–20 the school executive and board confirm the focus will remain on improving academic achievement, providing pathways to meet the needs of students and re-engaging disaffected

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students. This will be achieved by continuing to build the capacity of staff to deliver engaging curriculum within a safe, supportive and caring environment.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Armadale Senior High School, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



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..... 9 November 2017



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Mr Alby Huts, Reviewer

..... 9 November 2017

Date



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Mr Ken Perris, Director
Independent Public School Review

..... 22 November 2017

Date