



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

D20/0628024

Public education  
**A world of opportunities**

# Rossmoyne Senior High School

## Public School Review

December 2020



# 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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board 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

together with the Funding Agreement for Schools.

## 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.



<https://creativecommons.org/licenses/by/4.0/>

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

---

Rossmoyne Senior High School opened in 1968. It is located approximately 16 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school's Index of Community Socio-Educational Advantage is 1121 (decile 1).

Student numbers at the school have remained steady over recent years and there are currently 2311 students enrolled from Year 7 to Year 12. Numbers are predicted to rise significantly in the coming years.

As a Gifted and Talented Languages school, with a reputation for excellence in teaching and learning, the school became a founding Lead Language School in 2017. This led to a successful, innovative and collaborative online German curriculum for primary schools in Newman.

In 2010, the school was among the first group of schools granted Independent Public School status.

The School Board provides oversight of school planning and direction, and collaborates with the school to develop the business plan. The Parents and Citizens' Association is actively involved in supporting the school through the provision of resources and facilities for learning, in addition to modifications to the physical environment at the school.

## School self-assessment validation

---

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

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

- The leaders have a strong understanding of school self-assessment processes and demonstrate a commitment to school improvement and public accountability.
- The process of preparing for the Public School Review provided an additional scaffolded opportunity to reflect on school performance and the role of leaders in the school's improvement cycle.
- Processes were in keeping with the comprehensive, ongoing and embedded procedures for self-assessment and improvement at the school and individual levels.
- A culture of reflection and continuous improvement using a strong evidence base was clear.
- Staff reported a very high level of understanding of the value of their involvement with the self-assessment process and endorsed the school operations.
- The Electronic School Assessment Tool submission provided a detailed account of the current school context, planning priorities and student and school performance.
- A broad range of interrelated and credible evidence was selected for analysis.
- A wide cross section of school leaders, teachers, support staff and parent and community representatives elaborated on the evidence and planning intentions, described in the submission, during the validation visit.

## Public School Review

### Relationships and partnerships

Strong relationships and partnerships have been established within the school and with the wider community. The culture is described by staff and community as positive, professional, inclusive and dynamic with a focus on excellence. Pride in this positive reputation is evident in student and staff conduct. Staff feel safe to create and innovate in this environment.

#### Commendations

The review team validate the following:

- Students articulate a sense of belonging and support for each other to balance competition and cooperation in achieving positive outcomes. They view the school as diverse, progressive and filled with opportunities for growth.
- Communication that is clear and transparent between the school and parents and students, enhances prospects for success.
- A series of proactive parent networking events ('Rossmingle') provide members of the school community with the opportunity to visit, gain a better understanding of relevant information and encourage a deeper connection to the school.
- Sustainable partnerships exist within and beyond the school. Highly valued and mutually beneficial educational partnerships have been established with the tertiary sector.
- Voluntary support for students and the school through 'alumni' drive the development of leadership skills, teamwork and resiliency.
- The highly effective School Board plays a significant role in the school's 'Plan-Act-Reflect-Evaluate' improvement cycle, providing targeted advice and support.

### Learning environment

The school prioritises the provision of an intellectually, physically and emotionally safe learning environment. It has successfully built an inspiring atmosphere where students are confident to take risks, are provided a voice, and flourish both collectively and individually through clearly articulated processes of support.

#### Commendations

The review team validate the following:

- Policies and procedures to support, monitor and act on wellbeing initiatives are deeply ingrained in the school culture. Highly effective monitoring and planning for improvement in attendance, behaviour and engagement meet student needs.
- Comprehensive multi-layered support is provided through the services of Student Central. This includes delivering a range of individual and small group engagement programs and opportunities.
- An extensive range of educational and performance activities in the Arts and learning area competitions, challenge and extend students beyond the classroom.
- Community service programs including Bush Rangers and 'Rosstainable', enhance a student leadership development approach to building connections with peers and community groups.

## Leadership

The strategic intent of the school is underpinned by the shared vision of a positive school culture, evident through the deeply ingrained iCARE values of Integrity, Connection, Aspiration, Respect and Excellence. High-level leadership and opportunities for professional growth lead to action, reflection and accountability for school performance.

### Commendations

The review team validate the following:

- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded with professionalism and passion into staff practice. They define the culture of the school.
- Purposeful alignment and coherence underpin all planning and decision making. This is evident in the articulation of school direction focused on aspiration and continual improvement.
- Student voice is recognised through a genuine commitment to the role of Student Representative Councillors. The structured student leadership program ensures an authentic and active role in the school decision making process.
- An effective and highly valued Academic Board leads school improvement by prioritising and activating strategies to focus on quality teaching, learning and leadership.
- A robust aspirant leaders' development program has guided and modelled consistency of understanding of school culture across learning areas and supported the model of distributed leadership.
- There is a strong leadership commitment to supporting the development of aspirant level 3 classroom teachers.

## Use of resources

Resource deployment and workforce management are strategic and creative in supporting agile and responsive school planning and action. The coherent alignment of resources to both long-term and short-term planning, and reflective of identified need, ensures effectiveness.

### Commendations

The review team validate the following:

- Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between budgeting and school priorities.
- Creative human resource recruitment, selection and deployment processes ensure a high quality workforce, committed to the sustainability and efficacy of programs and practice.
- Finance Committee members are well informed and plan proactively for considerations for optimal student impact.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies, including: EAL/D<sup>1</sup>; special educational needs; and cultural inclusivity.
- The Buildings and Grounds and Assets Replacement Plans have guided a strategic approach to replacement and refurbishment to aging school infrastructure.

## Teaching quality

Staff demonstrate professional enthusiasm for what they consider to be their core business of teaching and learning. This is underpinned by shared beliefs and expectations about how they engage students in order to optimise the development of the whole child.

### Commendations

The review team validate the following:

- Quality instructional programs are delivered by committed staff, who are advocates for the school's teaching and learning beliefs. A strong foundation is provided by a school-wide instructional framework.
- Formalised processes for collaboration ensure "professional conversations result in actionable strategies for improvement".
- The Future Readiness Framework provides a working document for all teachers to develop a shared language and embed a culture of collective teacher efficacy.
- Development of a shared understanding of what quality teaching looks like is enhanced through a self-sustaining model of CMS<sup>2</sup> and ISE<sup>3</sup>.
- The performance management and development process focuses on reflective practices and peer observations aligned to the AITSL<sup>4</sup> Australian Professional Standards for Teachers. It is well regarded and enhances staff capacity to observe, reflect and converse regarding teacher practice.
- Staff recognise the value of student feedback to provide a fair and insightful view of teaching effectiveness through the use of survey data from the Classroom Climate Questionnaire.

## Student achievement and progress

A focus on rigorous data analysis to inform classroom practice, targeted interventions, expansion of pathways, target setting, feedback for and from students, and a culture of high aspirations and excellence, contributes to ongoing student achievement and progress.

### Commendations

The review team validate the following:

- School performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to ensure targeted performance improvements.
- Results in NAPLAN<sup>5</sup> numeracy, reading and writing on a three-year moving average show an increase in the percentage of students achieving Band 8 and above, in comparison to like schools in Year 9.
- Results in NAPLAN numeracy, reading and writing on a three-year moving average show greater progress from Year 7 to Year 9 compared to like schools.
- In 2016 to 2019, the Year 12 cohort achieved 99 per cent attainment.
- In 2019, the school achieved the highest ranked median Australian Tertiary Admission Rank (88.65) within the like schools group and was the second highest ranked public school.
- Vocational education and training performance in 2019 showed an increase in the percentage of students on a three-year moving average: completing Certificate courses; and completing a Certificate III or higher.

## Reviewers

---

Brett Hunt  
Director, Public School Review

John Burke  
Principal, Bob Hawke College  
Peer Reviewer

## Endorsement

---

Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2025.



Stephen Baxter  
Deputy Director General, Schools

---

## References

- 1 English as an Additional Language or Dialect
- 2 Classroom Management Strategies
- 3 Instructional Strategies for Engagement
- 4 Australian Institute for Teaching and School Leadership
- 5 National Assessment Program – Literacy and Numeracy