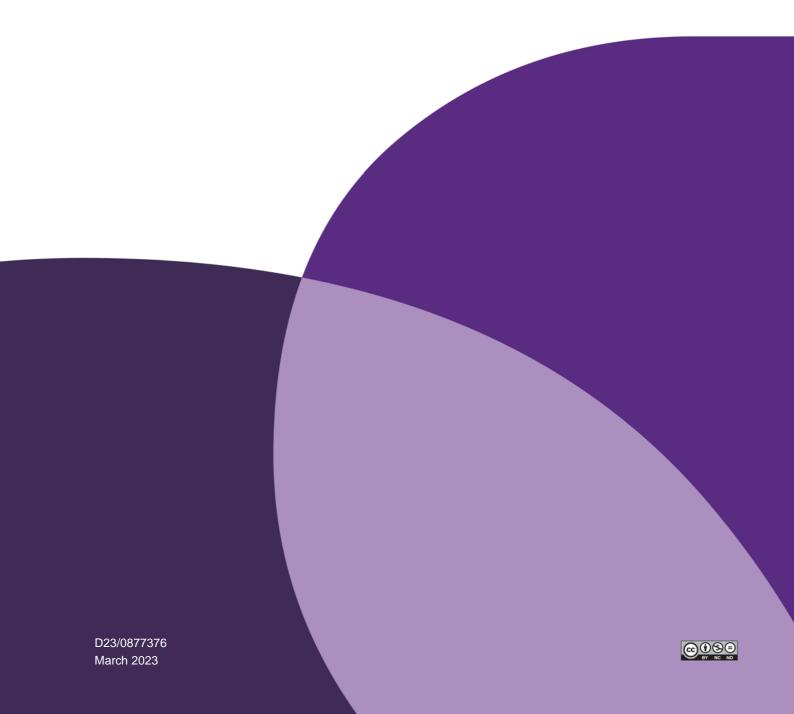Shaping the future

Ridge View Secondary College

Public School Review

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, as well as the Professional Performance Review of the Principal.

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

Opening in 2019 as an Independent Public School Ridge View Secondary College is located approximately 53 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1002 (decile 5). It currently enrols 718 students from Year 7 to Year 10.

Ridge View Secondary College has the support of the School Board (the Board).

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:

- Leadership of self-reflection of the school's performance against the domains of the Standard was distributed among the executive team.

- Staff, leaders and community members were all invited to contribute to the presentation of evidence for the review.

- The input from families, students and staff during validation meetings reflected the school's successes in establishing itself as a key local institution over a very short period of time.

- Areas for growth, identified during established cycles of self-assessment, were formalised throughout the Electronic School Assessment Tool (ESAT) submission, providing a blueprint for continued establishment of processes and consolidation of the shared cultural vision.

- A tour through the new and soon to be delivered facilities provided contextual understanding to the review team of the evolving nature of school growth and provision for local students.

- Board members and parents joined the review team either in person or via web conferencing to add to the validation process on the day of the review visit.

The following recommendation is made:

- Consider distributing the authorship of ESAT entries among the broader staff to foster ownership and acknowledge the purpose of consistent school self-reflection.

Public School Review

Relationships and partnerships

There is strong alignment between the goals and intended outcomes for students at the college and its community. The shared beliefs 'I can be a champion, we all matter, and we are family' are shared by all.

Commendations

The review team validate the following:

- Students describe their interactions with teachers and support staff as relational. They report that staff have their best interest in mind and frequently share progress and achievement information with them. Staff are determined to maintain the 'family' approach to wellbeing and pastoral care as the college grows.
- There is tangible evidence of the consultation that was undertaken with parent and community stakeholders in the establishment of the college. Parents value the high expectations staff place on students and express their confidence in the school's ability to support the needs of their children.
- Customer focus is evident in the communications between staff, parents and students. Communication channels between home and the college are established and effective.
- The appointment of a senior school pathways coordinator has ensured access to a range of VET[1], ATAR[2], General and post-school options for students as the college expands into Year 11 and Year 12.

Recommendations

The review team support the following:

- Prioritise the formation of industry and business links in order to secure opportunities for senior students and embrace local community organisational partnerships as the community grows and develops.
- Consider staggering the terms of office of the Board members to ensure consistency of membership and knowledge of board processes.

Learning environment

All staff are considered members of the Student Wellbeing and Engagement (SWAE) team while structures and leadership positions that support students are frequently reviewed to balance student need and expertise.

Commendations

The review team validate the following:

- Parents cite the college's thorough approach to meeting the needs of their children, including powerful anecdotes of the inclusion and accommodation of students with learning difficulties and disabilities.
- The new facility that houses the SWAE team has been adapted for purpose to provide support services for the students most in need with timely access to support and allied professional personnel.
- Staff make use of the Compass Chronicle feature to record and note the learning and pastoral care diversity of students. This system informs staff of risk management and associated plans for students.
- Staff have strengthened processes that support regular student attendance and adapt to the different needs of students entering senior schooling years.
- Positive student behaviour is affirmed through the regular presentation of awards, and teaching staff receive a budget to reward whole classes who maintain their good standing. Students highly value these rewards.
- Staff, together with parents, regularly review improvement and engagement targets for students requiring assistance with regulation. Protective Behaviours curriculum is taught throughout the college.

Recommendations

The review team support the following:

- Continue to foster opportunities for the incorporation of student voice in school planning as the culture of student leadership becomes embedded.
- Use the Aboriginal Cultural Standards Framework to continue progress towards a culturally responsive environment.

Leadership

Growing from a Principal and manager corporate services team appointed in 2018, the current executive and middle leadership team is singular in focus and vision and effective in the leadership of students, staff and the community.

Commendations

The review team validate the following:

- The Board is consulted in the formation of the college's strategy. Many Board members have been involved since the community consultation phase and are heavily invested in seeing success for students.

- Through the provision of Growth Coaching and other professional learning, staff with leadership aspirations are supported to grow their leadership skill sets.

- A healthy culture of dialogue and debate among staff is evident in the setting of strategy, operations and vision. The 'why' is privileged before any change management outside of college plans takes place.

- Staff undertake performance development through use of the Department's process. Meetings with line managers are formalised and mutually favour staff development and service to students.

- The ability and willingness of staff and leaders to regularly review the effectiveness of leadership structures and portfolios has been a key to the success in smoothing the progress of growth of the college.

Recommendations

The review team support the following:

- Continue to prepare and refine plans for the implementation of senior schooling including the delivery of new opportunities and well-being structures for students.

- Work toward striking the balance between supporting the leadership aspirations of staff and the delivery of key school programs and priorities.

Use of resources

All staff are appointed with a student focus in mind which is exemplified by the cleaner in charge who oversees extra-curricular activities and programs for students.

Commendations

The review team validate the following:

- The Finance Committee, which assists in the determination of the college's use of resources, is broadly representative of the staff cohort. Financial reports, priorities and particulars are noted by the Board.

- The decision not to establish a Bring Your Own Device program at the college is supported by families. A staff Information Communications Technology committee ensures that delivery of technology-based learning activities is supported by infrastructure and the most current equipment is leased for student use in classrooms.

- There are established plans for the replacement of assets and resources aligned to the building and growth needs of resource demands to cater for expanded student and community cohorts.

- Workforce planning has evolved over the 5 years of growth to 91 staff. The plan prioritises flexibility in appointments, expertise and leadership structures that will support the college's future students.

- The Literacy and Numeracy Support Program is an example of the use of student characteristics funding to support improvements in targeted students' learning.

Recommendation

The review team support the following:

- Continue to define workforce planning goals and adhere to priorities of the plan when running recruitment processes.

Teaching quality

Positive relationships between staff and students are the clear motivation behind the capture of students' learning attention. This mirrors the strategic priorities of the Department.

Commendations

The review team validate the following:

- Students report that their teachers use a common lesson structure that demonstrates shared beliefs on teaching approaches supported by visual aids and guides for students in classrooms.

- A group of staff has been selected to attend Teach Well masterclass professional learning. These staff members are allocated 0.2 full-time equivalent on completion to support their colleagues in the delivery of pedagogical improvement.

- Differentiated teaching is utilised for students on Individual Education Plans with consultation and review of plans occurring between parents, teachers, leaders and SWAE team members where appropriate.

- Since the establishment of the college, High Impact Teaching Strategies and embedded formative assessment have been the cornerstones of the college's pedagogical framework. This is supported by professional learning, with flexibility of focus depending on the needs of students.

- External moderation of teacher judgements occurs formally with teaching colleagues at nearby Coastal Lakes College and Baldivis Secondary College. A network of ATAR moderating partners is under construction as the college establishes curriculum offerings for senior school students.

Recommendations

The review team support the following:

- Support staff to build their knowledge of content and skill in delivery of senior school courses and qualifications.

- Further develop classroom observation strategies, building on the current culture of frequent leadership walk-throughs, and provide instructional coaching to teachers.

Student achievement and progress

There are clear links between the stated goals of the college business plan, the vision of leaders and the community and the operational plans that lead to the delivery of outcomes for students in the classroom.

Commendations

The review team validate the following:

- In the absence of the sustained ability to collect historical NAPLAN[3] data due to recent systemic disruption, the college has used a range of diagnostic and other pertinent data sets to establish learning priorities.

- There is a college-wide focus on improving student literacy outcomes demonstrated by the implementation of TEEL[4] paragraphing, CUPS[5] and the Drop Everything and Read program.

- The college has gained a positive reputation for its implementation of its mathematics teaching approach. Staff frequently provide professional learning in this approach to staff from other schools.

- There is evidence of the analysis of cohort student achievement data as well as the achievements and progress of individual students which informs teaching plans.

- Targeted support for students yet to achieve their OLNA[6] is provided through OLNA Western Australia (OLNAWA) testing practise software. Student achievement in OLNA matches that of like schools.

- Learning area leaders ensure access to academic enrichment activities for identified students.

Recommendations

The review team support the following:

- Continue with whole school approaches that support students to improve their levels of literacy achievement ensuring consistency of practice between staff.

- Monitor and respond to the school's performance against like schools in systemic assessments.

Reviewers	
Rohan Smith **Director, Public School Review**	Susan Gilchrist **Principal, Morley Senior High School** **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 to be 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   Vocational Education and Training
2   Australian Tertiary Admission Rank
3   National Assessment Program – Literacy and Numeracy
4   Topic Sentence, Evidence, Explanation, Linking Sentences
5   Capitalisation, Understanding, Punctuation, Spelling
6   Online Literacy and Numeracy Assessment