



Department of
Education

Shaping the future

Morley Senior High School

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. 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

Established in 1970, Morley Senior High School (MSHS) is located in the suburb of Noranda, approximately 11 kilometres northeast of Perth in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1004 (decile 5).

It currently enrolls 1017 students from Year 7 to Year 12 and became an Independent Public School in 2015.

Specialist programs in Aviation and Multimedia and Broadcasting are offered by the school.

Morley Senior High School has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Morley Senior High School was conducted in September 2019. 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 review team submitted a comprehensive and rigorous school self-assessment.

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

- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- Opportunities for staff contribution were provided through their individual entries to the Electronic School Assessment Tool (ESAT) and during the validation day. There was broad evidence of staff buy in to the school's current improvement agenda.
- An appreciable representation of staff, students, and parents engaged in discussions with the review team, contributing authentic reflections in support of the school.
- A culture of reflection and continuous improvement, strongly led by the school leadership team, was evident.
- The school's leadership reported that the Public School Review was a positive experience that has extended their understanding of the school's performance and enabled them to celebrate their progress and achievements since the previous review.
- There is a clear commitment from the school leadership to authentically engage staff in a continuous assess-plan-act cycle of school improvement.

The following recommendation is made:

- In future ESAT 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

Culturally, ethnically, religiously and socially diverse, the school is unwavering in its intentions to build and foster genuine partnerships with families and the community. High levels of trust in the school and its leadership have been developed, founded on authentic and productive relationships with the community.

Commendations

The review team validate the following:

- Parents identify communication as a strength of the school. The school uses a range of channels and digital platforms. Connect and Compass keep the community informed of events, publish newsletters, post notices and provide timely information about their child's behaviour, wellbeing and achievements.
- Extensive partnerships have been established with a variety of agencies and organisations that support the learning program for students. These include the Lions Club, City of Bayswater, Western Australian Universities, VET¹ providers, charities and 2 sister schools.
- The New North Education Initiative (NNEI) is a well-established partnership between Morley Senior High School, Balga Senior High School, Girrawheen Senior High School, Eastern Hills Senior High School and Dianella Secondary College. The initiative provides students cross-campus opportunities to engage in a wide range of courses, maximising their pathway options and potential to succeed.
- Staff relationships are respectful and confident, demonstrating a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment and commitment.
- The School Board is highly effective and professional, advocating strongly for the school and supporting its strategic direction by analysing student achievement data and contributing to plans.

Recommendation

The review team support the following:

- Explore avenues to harness quality feedback from parents and students to assess school improvement initiatives and determine future strategy and approaches that better meet the needs of the community.

Learning environment

A safe and welcoming environment has been created for students, leading to a sense of belonging and a genuine enjoyment of coming to school. The students are enthusiastic advocates for the school's caring, inclusive ethos providing many pathways to lead, belong and achieve.

Commendations

The review team validate the following:

- Consistent messaging through a positive behaviour process, including agreed expectations and the House point reward system, is known and understood by staff, students and parents and has led to improved student behaviour.
- The establishment of the Student Support Hub has connected staff within the Student Support team, provided a clarity of roles and created a streamlined process for triaging students requiring additional support.
- Led by the Wellbeing team, whole-school programs, along with small group and individual interventions, support student wellbeing with a particular focus on mental health.
- Student voice, agency and leadership are valued and contribute to the notion of empowerment and school pride. There are opportunities for students to be involved in the direction and improvement of the school as well as to provide feedback to teachers about teaching and learning.
- Staff are committed to strengthening student attendance and engagement. Attendance goals are set, and processes are in place to follow up non-attendance with support to re-engage families and students.

Recommendation

The review team support the following:

- Review the template and processes for developing Individual Education Plans to include targets or goals so student achievement can be measured.

Leadership

Inclusive, cohesive and supportive leadership exists across the school. The Principal and leadership team have high expectations of themselves and of all staff. They lead a culture of collaborative and collective responsibility for every child's success.

Commendations

The review team validate the following:

- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A strategic, distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.
- Change is considered and implemented strategically. Staff are supported with professional learning, mentoring and coaching. Feedback is welcomed throughout periods of change, with support provided in a timely manner.
- Staff are engaged in using student data to develop and review the business plan and learning area operational plans. There is a clear connectedness between the business plan, operational plans, resourcing and classroom practice.
- A clear and embedded approach to performance management and development is evident. Staff reflect upon their practice and engage in observation processes aligned to school instructional priorities.
- The Principal is widely acknowledged for the drive, enthusiasm and consultative approach, they bring to working with staff, families and the wider community.

Recommendations

The review team support the following:

- Further develop aspirants' understanding of leadership through engagement in the network led Western Australian Future Leaders Framework.
- Extend the opportunity to engage in coaching with a leadership consultant to the Heads of Learning Areas to improve consistency of leadership across the school.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed in a targeted way to support all students and optimise learning outcomes.

Commendations

The review team validate the following:

- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes and spending priorities.
- Workforce planning is proactive, with consideration given to developing the capacity of staff to negate the impact of staff movements and leave.
- The manager corporate services demonstrates the capacity to ensure financial management processes are in a continuous cycle of review, ensuring funding is deployed appropriately, monitored, and aligned with all compliance and governance measures.
- An effective partnership between the school and the P&C adds value to the school's priorities.
- Specialist programs in Aviation and Multimedia and Broadcasting are valued by students and parents. They enhance the community's perception of the school and are prioritised for resourcing.

Recommendation

The review team support the following:

- Develop and articulate a plan for the expenditure of the general reserve funds.

Teaching quality

On an informed practice journey, the school places a high priority on teaching quality, with professional learning and collaborative practice as key drivers in engaging all staff within a learning culture.

Commendations

The review team validate the following:

- Shared beliefs and connected pedagogy are enhanced through school-wide implementation of the Morley Common Instructional Language (MCIL), incorporating Teach Well instructional strategies, which are agreed upon by staff. The MCIL Playbook supports staff to implement the model consistently.
- Assessment and reporting on student achievement and progress inform both students and parents. Feedback regarding achievement is provided in a timely and comprehensive manner using the Compass platform.
- Curriculum outlines ensure planning, pedagogy and assessment expectations are shared consistently across the school and are aligned to the West Australian Curriculum.
- Coaching and peer observation support staff to develop their teaching skills and methods and enhance consistency of practice across the school.
- New staff induction is thorough and includes support to learn and implement whole-school practices and processes.

Recommendations

The review team support the following:

- Collect and analyse data that shows the impact of initiatives implemented to improve teaching and learning.
- Within the MCIL model, provide staff with direction on how to plan for consistent and explicit differentiation to cater for all students in the classroom.
- Progress plans to develop and implement a consistent, low variance curriculum across the school.

Student achievement and progress

A wide range of systemic and school-based data are used to effectively monitor student achievement and progress. Teachers interrogate data to identify areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- The leadership team are conscious of recent changes to the measurement of Departmental senior school metrics and are investigating alternate targets of success for Australian Tertiary Admission Rank (ATAR) students in the new business plan.
- The appointment of a career practitioner into the VET and Career team supports the focus on career education, including 'taster' opportunities for students from Year 9. This is enabling students, and their families, to be more informed when it comes to senior school subject selection.
- Students are provided a wide variety of pathways to senior school success, supported by the NNEI, that cater for the diverse range of interests and abilities.
- Intervention is provided to students requiring additional support in order to achieve Online Literacy Numeracy Assessment (OLNA) qualifications.
- Student achievement across all system measures including NAPLAN², OLNA, Western Australian Certificate of Education achievement and ATAR participation indicates performance higher than statistically similar schools.

Recommendations

The review team support the following:

- Embed the new processes for managing and tracking senior school student achievement in order to direct support for students, improving the likelihood of success.
- Investigate the use of SEN³ reporting for students at educational risk so that students and parents are provided with tangible evidence of achievement and progress.

Reviewers

Craig Skinner
Director, Public School Review

Paul Bottcher
Principal, Canning Vale 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 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 National Assessment Program – Literacy and Numeracy
- 3 Special Educational Need