



Department of
Education

Shaping the future

Byford 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Byford Secondary College is located approximately 43 kilometres south-east of Perth within the South Metropolitan Education Region.

The college opened in 2014 as an Independent Public School and has an Endorsed Education Support Program. There are currently 1524 students enrolled at the school from Year 7 to Year 12 and the college has an Index of Community Socio-Educational Advantage rating of 981 (decile 6).

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

The first Public School Review of Byford Secondary College was conducted in Term 1, 2020. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- Staff were provided opportunities to engage in reflection on the school's performance against the Standard as part of the preparation process for the school review.
- Previous public school review recommendations were used to guide strategic planning, business plan target setting and school improvement measures.
- Together with the school's engagement with Fogarty EDvance and the use of data and evidence-based decision making, staff consultation is contributing to school self-assessment processes and a shared understanding of school improvement focus areas.
- The leadership saw value in the school review as a positive process to celebrate areas of strength and clarify development areas aligned to the Standard.
- A range of staff, students, and parents, including representatives from the P&C and School Board, engaged enthusiastically during the validation visit, contributing to discussions, and elaborating on evidence provided, adding value to the Electronic School Assessment Tool (ESAT) submission.

The following recommendations are made:

- In future ESAT submissions ensure that planned actions are clearly aligned to evidence analysis and are focused on what matters most to maximise improvement across all domains of the Standard.
- Strengthen the analysis of student achievement and progress data for all students, including students within the integrated program, as part of the school's ongoing school self-assessment.

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Relationships and partnerships

A connected staff demonstrate a strong shared moral purpose and genuine commitment to supporting student success. The development of extensive external partnerships and community connections is a clear strength contributing to student learning opportunities and wellbeing outcomes.

Commendations

The review team validate the following:

- Parents describe the college as inclusive and open. Appreciation for the individualised student planning, including transition planning, was notable. Students interviewed valued the range of pathways available to them, the Follow the Dream program, and the relational approach of staff.
- Motivated supportive parents have revitalised the P&C, reflecting a commitment to the college's success.
- A skilled Board advocates strongly for the college and demonstrates a clear understanding of their governance roles. Members have a broad skill base which they use to enhance decision making and contribute to the school's improvement agenda.
- The development of local community connections through the Shire of Serpentine Jarrahdale and local business and industry is supporting student pathway planning and garnering strong community support for initiatives at the college. A careers expo, VET¹ taster programs and Workplace Learning are all enhanced by high level community engagement.
- Characterised as 'opening the door and welcoming in', a commitment to developing connections with Aboriginal families and local Elders is evident. The Danjoo Koorliny Aboriginal Perspectives Focus Group is enabling opportunities for communication and input from Aboriginal families and community members.

Recommendations

The review team support the following:

- Progress planned intentions to establish a family engagement strategy which promotes trust, voice and a sense of belonging amongst our young people and their families.
- Guided by the Aboriginal Cultural Standards Framework, continue to build cultural responsiveness and the embedding of Aboriginal histories, cultures and perspectives in the curriculum.

Learning environment

The physical environment is appealing and this contributes to the school's clear commitment to building a safe and caring learning environment, focused on providing opportunities for students to thrive.

Commendations

The review team validate the following:

- WAPBS² is being implemented through the agreed respectful, organised, aspirational, responsible (ROAR) expected behaviours. This is supported by an effective incentive process that includes a ROAR rewards shop, valued by students.
- Opportunities for student voice are developing through the student council and inclusion of college captains on the College Board. Pivot surveys enable student feedback focused on teaching and learning.
- A dynamic student services team have clearly defined roles and responsibilities to support the identification and planning for students at educational risk. A case management model has been established and Tier 2 targeted interventions reviewed with a view to strengthening their alignment to student needs.
- Documented plans, including group and IEPs³, are implemented to support students with additional needs.

Recommendations

The review team support the following:

- Progress the behaviour policy review and consider the collection of behaviour data to inform planning. Consider staff engagement in WAPBS Tier 2 professional learning to further progress implementation.
- Continue to develop staff understanding of students' learning needs and progress the development of differentiation across the college.
- Implement a whole-school approach to supporting students' social and emotional development aligned to their needs, including consideration for building staff capacity in trauma-informed practice.

Leadership

The college has developed a shared moral purpose and school vision, together with clear strategic directions and a well-articulated improvement agenda. Engagement with Fogarty EDvance is contributing to empowered leadership and a united focus on high quality instruction is viewed as a critical vehicle for school improvement.

Commendations

The review team validate the following:

- Building the capacity of middle leaders is a clear focus, evident in their engagement in the Fogarty EDvance Middle Leaders Program.
- With a view to developing collective efficacy, there is a strong desire to further build Professional Learning Communities to maximise staff collaboration, professional learning and data driven decision making.
- The establishment of consistent instructional practices has been prioritised through the collaborative development of an instructional framework currently being implemented across the college.
- With a view to supporting low variance teaching, a classroom observation pilot program is being implemented and embraced positively by staff.
- A classroom walk-through process, focused on student engagement, has provided rich information to inform school decision making, focusing on teaching and learning.

Recommendations

The review team support the following:

- Further develop leadership in the analysis of student achievement and progress data analysis to inform school and classroom decision making. Build middle leaders' capacity to lead the tracking of student progress and the implementation of interventions across learning areas.
- Continue to strengthen the capacity of leaders and teams to lead key school improvement in areas such as whole-school approaches to literacy and numeracy guided by clearly defined operational plans.
- Continue to support improvements in staff instructional practices and low variance teaching through coaching support, classroom observation and clearly defined professional learning linked to whole-school approaches.

Use of resources

The school has established clear systems and processes for the effective oversight of financial management and resource allocation in line with the differing needs of students.

Commendations

The review team validate the following:

- The Principal, Manager Corporate Services (MCS) and Finance Committee develop the school budget in line with school directions and based on projected student enrolment numbers.
- Funds have been allocated to the pathways team to support senior students, focused on increasing students' academic, VET and engagement opportunities.
- Student characteristics and targeted initiative funding is used to support VET programs, Follow the Dream, a hydrotherapy program, and the allocation of education assistants (EAs) to support students with special educational needs.
- The deployment of funds is evident for literacy and numeracy support in Year 7 and Year 8, NAPLAN⁴ and OLNA⁵ interventions, together with support for the Aspire UWA⁶ program for ATAR⁷ students.
- With a focus on transparency, the school presents a range of financial reports to the College Board with opportunities for discussion and consultation apparent.
- Workforce planning is aligned to strategic goals, including student services roles, AIEO⁸ roles to support Aboriginal students and leadership roles with oversight for students with special educational needs.

Recommendations

The review team support the following:

- Continue to strengthen the alignment of finances to strategic directions through the identification of resourcing on operational plans.
- Progress plans to ensure sustainable staffing in the integrated facility is aligned to student needs.

Teaching quality

Staff share a clear understanding of the importance of high quality teaching and low variance practice. A collaborative and committed staff are engaging in professional learning and reflective practice to progress the implementation of consistent instruction across the college.

Commendations

The review team validate the following:

- Literacy and numeracy support designed to provide targeted support for identified Year 7 and Year 8 students has been implemented.
- With a view to increasing student engagement and success, the pathways program, combining academic learning, VET and Workplace Learning is providing flexible learning options for senior school students in line with their interests and skills.
- The college has introduced Elastik to progress NAPLAN and Progressive Achievement Test data analysis to inform classroom planning and intervention, with positive staff engagement notable in the science and mathematics learning areas.
- Professional learning in MacqLit for teachers, EAs and the AIEO is supporting the implementation of small group reading intervention for identified students.
- The school is developing a shared understanding of excellence in teaching and learning. The instructional framework and lesson design structure are supporting the implementation of high impact strategies and evidence-based practice in classrooms.

Recommendations

The review team support the following:

- With a focus on low variance practice, progress plans to build the capacity of leaders and coaches to provide instructional support for staff and implement the instructional framework and High Impact Teaching Strategies.
- Progress planned intentions to review the curriculum for students within the integrated facility, particularly for literacy and numeracy.

Student achievement and progress

The college is committed to data and evidence-based decision making and has clear plans for embedding whole-school processes for the collection and analysis of data to inform planning.

Commendations

The review team validate the following:

- Leaders and staff engage with student assessment data through performance summit reviews.
- Comprehensive end of year reviews include data across student achievement and progress, including NAPLAN, WACE⁹, VET and ATAR performance.
- Teachers collaborate in developing assessments and engage in moderation practices internally with a strong focus on the use of the School Curriculum Standards Authority Judging Standards.
- A class profiling strategy engages staff with NAPLAN and other data sources to inform classroom planning and differentiation.
- 2023 Year 9 NAPLAN achievement is consistent with, or comparable to, like schools in numeracy, reading and spelling and is above like schools in writing and grammar and punctuation.

Recommendations

The review team support the following:

- Progress plans to introduce regular data review and disciplined dialogue as part of senior leadership meetings. Continue planned intentions to evaluate the school's data review schedule to more effectively inform target setting and school decision making.
- Develop a range of contextually relevant data sets to strengthen the monitoring of student achievement, progress and determine the impact of teaching programs within the integrated facility.

Reviewers

Kim McCollum
Director, Public School Review

Eleanor Hughes
**Principal, Sir Joseph Banks Secondary College
Peer Reviewer**

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Western Australian Positive Behaviour Support
- 3 Individual Education Plan
- 4 National Assessment Program – Literacy and Numeracy
- 5 Online Literacy and Numeracy Assessment
- 6 University of Western Australia
- 7 Australian Tertiary Admission Rank
- 8 Aboriginal and Islander education officer
- 9 Western Australian Certificate of Education