

# EXCELLENCE<sup>7</sup> IN PUBLIC EDUCATION<sub>L</sub>

## Rossmoyne Senior High School

An Independent Public School



Department of  
**Education**

**Performance study report**  
Expert Review Group

August 2015



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# 1 Introduction

## 1.1 BACKGROUND

The Expert Review Group (ERG) has been established to strengthen the Department of Education's quality assurance processes. The ERG provides authoritative studies of schools whose performance demonstrates exemplary practice.

On 17 August 2015, the Director General of the Department of Education invited the Principal of Rossmoyne Senior High School to participate in a study of exemplary practice at the school.

In March 2013, the Department of Education Services (DES) conducted an independent review of Rossmoyne Senior High School <sup>1</sup> to determine the extent to which it had met the commitments outlined in its Delivery and Performance Agreement and associated Business Plan.

## 1.2 CONTEXT

Rossmoyne Senior High School is an Independent Public School (IPS) located in the suburb of Rossmoyne, 14 kilometres south of the Perth central business district. It is a local intake school that also offers selective entry to the Department's Gifted and Talented (GAT) program in languages and specialist programs in mathematics, classical music and volleyball.

Since its opening in 1968 as a co-educational, public secondary school, it has developed a reputation for excellence in academic, sporting and cultural pursuits, and for its focus on pastoral care. It remains a school of choice within the local and broader Perth communities and attracts considerable interest from families relocating to Perth from interstate and overseas.

Rossmoyne Senior High School has established strong partnerships with community service groups, employers, businesses and higher education and training providers that enhance and enrich the educational opportunities for its students.

The school caters for 2,087 full-time students from Years 7 to 12 and employs more than 200 staff.

It has a National Index of Community Socio-Educational Advantage value of 1131, placing it in the State decile rank of 1.

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<sup>1</sup> The full DES review is available at:  
<http://www.rossmoyne.wa.edu.au/Portals/0/docs/Latest%20News/Organisational%20Reports/2013%20Independent%20Review%20Findings.pdf>

### 1.3 EXEMPLARY PERFORMANCE STUDY APPROACH

Exemplary performance studies recognise exceptional practice in independent public schools and provide some valuable insights into how it is achieved. The sharing of knowledge and methods of schools recognised for their exemplary practice assists other schools seeking to achieve similarly high performance.

Discussions were undertaken between the school leaders and the ERG on how best to conduct the study at Rossmoyne Senior High School. This led to broad lines of interest emerging and provided pathways to assist our understanding of the success achieved by the school.

A panel of four senior educators, including an ERG Director and three IPS leaders, spent five days at the school as part of the study process.

Interviewees included the Principal; three associate principals; the Year 7 program coordinator; 31 teachers; the Academic Board; the Corporate Services team; four heads of learning area; the student services team; the student council; student representatives from Years 7, 10 and 11; the School Board; eight parents, including the president and representatives of the Parents and Citizens' Association (P&C); the Curtin University lecturer coordinating the Classroom Climate Questionnaire (CCQ) program; and the Regional Executive Director.

## 2 Summary of findings

- 1 High expectations of staff and student performance accompanied by a strong work ethic have resulted in outstanding student achievement. Effective teaching is undertaken by deeply passionate, committed and caring teachers learning from, and supported by, their colleagues in an environment of healthy collaboration.
- 2 A reflective ethos modelled by the school's leaders ensures an unremitting focus on success. Staff understand the legitimacy of data and monitor progress regularly to provide the evidence base to drive improvement and establish a contextually innovative curriculum.
- 3 As modelled by the Principal, leadership at every level is aspirational, strategic, responsive and authentic. There is a genuine commitment to the stated vision of developing 'future ready citizens' in a culture of challenge, with a supportive ethos that encourages all to achieve their personal best.
- 4 Planning is research-based, dynamic and aligned strategically to national, State and school goals. It provides targeted and responsive directions for the school's operations and needs within an environment that focuses on continual improvement. A 'can do' approach is deliberate and is founded on traditional goals to aspire, excel and respect.
- 5 A sense of vigilance to, and agility around, opportunities to enhance the operating environment enable the school to respond proactively to student needs and desires. These are the drivers for curriculum pathway planning. A highly engaged, dynamic and respectful environment allows teachers to focus on teaching.
- 6 The modesty modeled by the school leaders derives from their belief that they are the 'custodians' of a tradition of outstanding student achievement. They feel professionally obligated to maintain and improve the school's standing in developing students to excel in a challenging future.
- 7 The abundant intellectual capital in the school is utilised effectively to augment staff professional development and enhance the learning environment. A belief that every student is capable of success underpins shared approaches to pedagogy. A strong sense of professional camaraderie supports collaborative decision making processes.
- 8 The School Board provides professional, academic and objective research-based oversight of school planning and operations. There is a strong alignment between school, family and community beliefs and values. The importance of high quality, authentic relationships among staff, students, parents and the school is recognised and evident in practice.
- 9 Financial and human resources are managed strategically and deployed effectively. The refinement and modernisation of business processes to maximise student achievement is a priority. Financial risk is low due to transparent, collaborative, forward thinking and precisely targeted decision making processes.

### 3 Study of findings

- 1 **High expectations of staff and student performance accompanied by a strong work ethic have resulted in outstanding student achievement. Effective teaching is undertaken by deeply passionate, committed and caring teachers learning from, and supported by, their colleagues in an environment of healthy collaboration.**

“Principals are responsible and accountable for the development of children and young people so that they can become ‘successful learners, confident creative individuals and active informed citizens’.”<sup>2</sup>

At Rossmoyne Senior High School, strategic leaders under the direction of the Principal set the conditions for highly effective teachers to work with exceptionally engaged and capable students in an environment that focuses on improvement to achieve outstanding success.

It is through such robust, committed and astute direction that the leaders have developed an environment of reflection, innovation, creativity and continuous improvement.

This environment is founded on high expectations by staff of student performance and the understanding that sustained, superior achievement is unquestionably enhanced by a strong work ethic and genuine commitment. Teachers provide a vibrant, focused and challenging curriculum and pedagogy based on shared beliefs about the requirements for exceptional performance.

There is a sense of trust that derives from a consistent rhetoric, which is aligned closely to the reality of action. This trust underpins a consistent approach to the delivery of concepts through which students are challenged and supported to achieve their personal goals in an environment of healthy competition.

Rossmoyne Senior High School is to be commended on the continuing high standard of student performance (refer to 5: Appendix: student achievement data) that culminates each year in a number of students receiving School Curriculum and Standards Authority (SCSA) awards.

The successful implementation of teaching and learning strategies that engage, contest and improve student learning in both depth and breadth is commendable.

Co-curricular involvement, including community service activities, Bush Rangers Cadets, Interact club and SCSA endorsed programs, provides a complementary demonstration of support for the focus on academic achievement. This is further exemplified by the provision of homework and tuition options for students seeking additional help across learning areas.

The Peer Tuition program involves students from Years 7 to 12 being partnered with peers from Years 11 or 12, who meet them weekly to offer assistance. Benefits are evident for both mentors and mentees, with the former being able to consolidate their knowledge and share their experiences in providing one-on-one attention to the latter.

Students speak of a desire to ‘give back’ in appreciation of the opportunities afforded to them

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2 Australian Institute for Teaching and School Leadership Ltd (2011). *Australian Professional Standard for Principals*. Carlton South, Vic. 2.

at and by the school through situations such as tutorials.

Other options for assistance for students include after school science tuition for senior school students by staff; specialised English sessions before and after school; humanities and social science specialist tuition on a formal and informal basis; extensive volleyball training and coaching opportunities; homework classes for Aboriginal and Torres Strait Islander students; and a range of co-curricular activities, such as 'clubs'.

Staff believe that there is a need to cater for all levels of ability and interests. They claim that the co-curricular emphasis assists in raising expectations and standards for all students. Substantial voluntary labour is provided by staff and students, reflecting their commitment to these activities.

Students are provided regular feedback on their progress and challenged to improve through a 'ranked' performance approach in a number of learning areas. This system is acknowledged by students as a means of consistent monitoring of achievement in a comparative format. It was described in detail in relation to case studies in mathematics and music in particular.

Mathematics teachers use the Student Achievement Information System (SAIS) tools as a basis for interrogating individual and class performance. Further, SAIS data is used as a foundation for the development of more precise instruments of inquiry, leading to the establishment of a ranking system to describe comparative progress.

In music, extensive collaboration and deliberation over the best way of enhancing student progress has led to the formulation of the Rossmoyne Curriculum Initiative (RCI). This developmental sequence of learning is the basis of music education in all of the school's contexts – choir, class, band, orchestra and instrumental lessons. It provides teachers with a deep understanding of student progress and a means of scaffolding learning.

The RCI is also fundamental to a memorandum of understanding with the School of Instrumental Music and has led to the establishment of the key elements of skill development – pitch, rhythm and improvisation – as the foundation for all instruction.

Music literacy is viewed as a critical component of the development of the students' ability to engage meaningfully with and, subsequently, to create, music. Staff at Rossmoyne Senior High School aim to develop music literacy through a 'sound before symbol' approach.

Coupled with an ability-grouping selection process in ensemble performances, this has had a positive impact on the motivation and retention of students in the music program. It has also resulted in a positive trend in the performance standard of the various ensembles, as evidenced by the external evaluation in the Australian Board and Orchestra Directors' Association, Western Australian Schools' Concert Band Festival since 2010.

School leaders are sensitive to the expertise and aspirations of staff and seek proactively to support their innovation in pursuit of a consistent commitment to the needs of students. This has the effect of enhancing the collective capacities of members of the school community and increasing the level of trust in, and alignment to, agreed directions.

An example of such support has been evident in the school's growing engagement in the innovative and rigorous action research and coaching program (Classroom Climate Questionnaire [CCQ]) in conjunction with the Curtin University. Teachers involved in the program obtain student feedback regarding their lessons to identify strengths and needs for development, with a view to implementing action plans in response. They then assess progress through student feedback via the questionnaire as a post-test.

The CCQ program also provides opportunities for teachers to share professional learning in a cross-curriculum approach and practise extensive self-reflection and collaboration.

This program thereby enables teachers to refine their pedagogy in a responsive, innovative and timely manner. One example cited involved consideration of student feedback to modify teaching within a 'flipped learning' format. The staff member uploaded pre-recorded videos of lesson content to the 'Moodle' open source learning platform for students to view prior to class.

One of the advantages (with this class in particular) included self-paced lesson time. It was possible to pause and rewind the video for added effect, an increase in one-on-one student contact was possible and there was more time for challenging questions. An improvement in staff-student rapport was a significant side benefit.

Approximately 40 teachers are involved in the CCQ program. The growing number of participants is significant in that it demonstrates the intrinsic desire of the teachers to expand their repertoire to challenge their students and themselves consistently.

It is noteworthy that students believe the single most important factor contributing to their success is the quality of their teachers. In their view, teachers who really care, have a clear focus on student achievement and are continually seeking to reinforce the culture of excellence are critical to the school's ongoing success. These qualities were reported to be, almost without exception, evident in their teachers.

**2 A reflective ethos modelled by the school's leaders ensures an unremitting focus on success. Staff understand the legitimacy of data and monitor progress regularly to provide the evidence base to drive improvement and establish a contextually innovative curriculum.**

The school takes the view that all decisions relating to its vision and mission should be an honest reflection of what matters most. To the Rossmoyne Senior High School community, this is the belief that all students can achieve success and need to be given the opportunity to do so.

This is understood, appreciated and supported strongly by all sections of the school community. By way of example, the use of data as an evidence base, performance assessment and staff input all inform review processes.

Rigorous monitoring and tracking processes for student achievement are in place. While these are driven from the leadership level, with an associate principal being variously described as the 'curriculum counselor' and 'data detective', analysis is strategic, extensive and interrogative at the whole-school, learning area and individual teacher levels.

The use of evidence-based improvement targets and consistent professional dialogue about student achievement is manifest in learning areas through the use of systemic and school-developed analytical tools. However, while the regular use of data is evident, there is no 'one size fits all' approach.

Leaders model high expectations, standards and a reflective ethos.

Teachers accept their obligation for student performance and rigorous monitoring systems for accountability are in place. Together with the leaders, they monitor progress regularly with a shared understanding that they are individually and collectively responsible and accountable for the performance of all students.

This understanding is evident in classrooms and through regular, detailed reviews of aggregated and disaggregated student performance data against State, like school and national benchmarks.

Curriculum leaders and teachers are responsive to the unique characteristics of their own learning areas and the students they teach. For example, the development of a complex psychometric method to evaluate student capabilities and calculate student progress is an analytical tool that has been developed and used within the music faculty.

The strong, shared commitment to student improvement and success is complemented by a culture of continuous professional development that includes classroom based learning, observation and mentoring. In 2013, at the invitation of the Australian Institute for Teaching and School Leadership (AITSL), the school became involved in the Disciplined Collaboration in Professional Learning Project. A number of teachers (13 in 2014 and 40 in 2015) are involved, as part of the CCQ.

Teachers recognise clearly the important link between professional practice and student achievement and are keen to achieve continuous growth and improvement in their own practice.

In response to the DES review and in keeping with the philosophy of continual improvement, a new monitoring process was established. This involves the considered use of moving averages in assessing performance against targets to take account of individual cohort differences.

Research has found that in effective schools, students who are tested regularly on their academic progress are more successful than those who are not.

At Rossmoyne Senior High School, there are timely academic assessments, with a rigorous monitoring process, including self-review and targeted improvement strategies, often within a student ranking framework (refer to Finding 1). These assessments are determined collaboratively where commonality is required, with any resulting actions based on the evidence derived. Comprehensive student and community surveys are another feature of the process.

The positive impact of such surveys has been demonstrated in the implementation of programs such as the Constructivist-Oriented Learning Environment Survey (COLES) in the past and now CCQ.

These have led to improved pedagogy tailored to meet the needs of students, a sharpened focus on performance management and the recruitment, development and retention of passionate, expert teachers.

The leaders are committed to supporting the conditions for improving and developing teaching practice within a culture of high expectations. Professional learning is planned and implemented strategically to enhance teacher reflection and develop instructional excellence.

**3 As modelled by the Principal, leadership at every level is aspirational, strategic, responsive and authentic. There is a genuine commitment to the stated vision of developing ‘future ready citizens’ in a culture of challenge, with a supportive ethos that encourages all to achieve their personal best.**

The success of Western Australian public schools can be attributed directly to the effectiveness of their principals and leadership teams. While the influence of the teacher and

classroom instruction on student performance is unquestioned, there is also universal agreement that principals' leadership practices play a pivotal role in ensuring high learner achievements.

The core business of public schools is teaching that promotes the effective learning of all students. The defining trait of an effective school leader is their capacity to optimise the teaching and learning conditions for each teacher and student.

“Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.”<sup>3</sup>

Under the guidance of the Principal at Rossmoyne Senior High School, the leadership is aspirational in ensuring a clear focus on both the future needs of students and continued improvement in terms of both individual student and whole-school goals.

The direction for all school operations is aligned clearly to their vision of ‘future ready citizens’. In keeping with the responsive and strategic nature of school planning and leadership, the School Board and leadership team led the collaborative development of the Rossmoyne Senior High School 2013-2016 Business Plan.

Research suggests strongly that a precondition for successful schools in an environment of continued improvement is “strong leadership, with a clear vision and direction for the school, and a high degree of leadership stability over time.”<sup>4</sup>

At Rossmoyne Senior High School, the presence of such leadership and the ensuing conditions for learning is pervasive. Leaders are prepared to build and disperse leadership throughout the school so that all staff act according to a shared set of beliefs and the stated vision.

The vision describing what students are to become as a result of their time at the school underpins the strategic purpose behind all decisions about how to use resources (financial, human and physical) to maximise student outcomes and ensure that teachers can deliver high quality teaching.

Teachers articulated their deep appreciation of the conditions for teaching and learning at Rossmoyne Senior High School, where a culture of support and challenge provided by the leaders and respectful student behavior enables them to concentrate on the development of their teaching craft. Their acceptance of and engagement in this environment is evidenced by extremely high levels of staff morale.

The Effective Schools Model<sup>5</sup> demonstrates an evidence-based correlation with improved student outcomes.

The Model outlines critical characteristics that have the potential to improve the performance of schools, including a sense of purpose combined with distributed authority and

3 Masters, G. (2010). *Teaching and Learning School Improvement Framework*. Queensland: Department of Education and Training and the Australian Council for Educational Research. i.

4 Zbar, V., Kimber, R. and Marshall, G. (2010). *Getting the preconditions for school improvement in place: How to make it happen*. Melbourne: Centre for Strategic Education Seminar Series Paper No. 193, 4

5 Sammons, P., Hillman, J. and Mortimore, P. (1995). *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*. London: the Institute of Education for the Office for Standards in Education

responsibility and a vision that was shared, understood clearly and demonstrated.

At Rossmoyne Senior High School, as a result of commitment to the vision and its connection to all operations, a strong focus on high standards of student achievement is apparent.

Despite compelling evidence to the contrary, leaders accept minimal responsibility for the sustained high level performance of the students and the school as a whole. A great deal of modesty is apparent in their conduct (refer to Finding 6).

While there are very distinct roles and responsibilities in the school, there is also a clear understanding of the part relationships play in characterising the social exchanges within them. There are no 'egos' evident. Regardless of the degree of formal authority implicit in any given role, everyone is aware that it is interdependence that achieves the desired vision and are empowered by the support they receive for their efforts.

Staff exhibit respect and personal regard for the core responsibilities and personal integrity of the leaders. This has resulted in a unified and unquestioned commitment to pursuit of the school's vision.

The leadership is grounded in the values and beliefs developed through the prior experiences of the leaders. These have been complemented by the collective values and beliefs that have accompanied the growth of the school as an IPS. The leadership team respects teachers' professionalism and experience noting that they demonstrate sufficient flexibility to respond to individual students' needs while meeting the complex demands on a school endeavouring to develop 'future ready citizens'.

The school consciously builds teacher capacity through a distributed leadership model. There is an authentic emphasis on developing expertise aligned with an expectation of, and positive approach to, accountability.

The mantra of personal best is evident within every element of the school community.

Leadership opportunities for students are created through well established, distinctive school-based organisations that provide them with the skills and opportunities necessary to meet the high expectations of them as the 'student voice'.

**4 Planning is research-based, dynamic and aligned strategically to national, State and school goals. It provides targeted and responsive directions for the school's operations and needs within an environment that focuses on continual improvement. A 'can do' approach is deliberate and is founded on traditional goals to aspire, excel and respect.**

Contemporary educational research forms the basis for targeted initiatives at Rossmoyne Senior High School. This deliberate, coordinated and informed strategy ensures the existence of an evidence base for decisions and an assurance that they are underpinned by an alignment to the school vision. The school's 'scientific' approach is enhanced by the regular and in-depth monitoring of progress at all levels.

The first Business Plan for the school as an IPS (2010-2012) was developed by the School Board to provide a strong foundation for the responsive, innovative, reflective and accountable attitude of the school community. It served to establish a 'can do' mindset for an autonomous environment. A comprehensive self-review of the plan by the School Board

resulted in the 2013-2016 Business Plan, in which the next phase of growth and development for the school is outlined.

Board, staff and student representatives sought to align the strategic intent of the Plan to national and State goals:

The Plan is aligned to the Educational Goals for Australian Students.<sup>6</sup>

- Australian schooling promotes equity and excellence; and
- All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

It is also explicitly linked to the priorities of the strategic plan of the Department of Education.<sup>7</sup>

- Success for all students;
- Distinctive schools;
- High quality teaching and leadership; and
- A capable and responsive organisation.

The vision, mission, values and graduate capabilities outlined in the 2013-2016 Business Plan guide the strategic direction for the school. There is an explicit focus on the future while building on its established traditions and accomplishments as one of the nation's leading schools.

The Plan acknowledges excellence in academic, sporting and cultural achievement; high quality pastoral care; dedicated and high performing staff; supportive parents; motivated and aspirational students; an actively involved and interested school community; and the school's capacity to respond with awareness and dexterity to the emerging needs of learners.

The 2013 DES review verified the school's self-assessment, confirmed planned directions and priorities and encouraged reflection regarding value-adding elements to the school's functions.

Through the process of review, reflection and consultation, the school's vision, mission and values have been refined and a sub-set of graduate capabilities for students developed.

An overarching goal (vision) to prepare 'future ready citizens' is underpinned by four interlinked priorities:

- success for all students;
- an inspiring and inclusive school culture;
- excellent teaching and leadership; and
- a responsive and agile organisation.

Recognition of past school practices and directions are a significant influence on the leaders' thinking in order to acknowledge commitment and to build on established tradition. As a consequence, the school motto, 'Success nourishes hope', and the goals identified through engagement in the Innovative Designs for Enhancing Achievements in Schools (IDEAS) project, 'aspire, excel and respect', form an integral part of the school's values.

There is a distinct absence of complacency about school planning, despite the outstanding

6 Ministerial Council on Education, Employment, Training and Youth Affairs (2008). *Melbourne Declaration on Educational Goals for Young Australians*, 7.

7 Department of Education (2011). *Excellence and Equity Strategic Plan for WA Public Schools 2012-2015*, 3.

reputation and sustainable achievements of the school.

The connection between, and intent of, the various planning documents is a strong feature.

Each layer of planning – Business Plan, Delivery and Performance Agreement, Workforce Plan, learning area plans and classroom plans – informs the next, with school priorities being embedded and the actions required of staff made explicit. There is a clear sense of purpose for staff in their role within the organisation.

All levels of school planning documentation contain specific and explicit targets for student learning. They include actions linked to timelines and are supported by resource allocations. Progress toward the goals of the various plans and by extension, the priorities of the Business Plan, is reported regularly to the School Board.

**5 A sense of vigilance to, and agility around, opportunities to enhance the operating environment enable the school to respond proactively to student needs and desires. These are the drivers for curriculum pathway planning. A highly engaged, dynamic and respectful environment allows teachers to focus on teaching.**

Leaders and teachers are aware of the need to be vigilant regarding students' wellbeing in a high functioning, competitive, academic environment.

The expectation of superior student performance and commitment to learning can lead to a perception of elitism in relation to academic achievement. As a consequence, a broad range of academic, sporting, cultural, co-curricular and community service opportunities relating to student wellbeing is provided in order to respond proactively to the spectrum of holistic student needs.

This is evident through differentiated practices that scaffold learning for lower academic achievers and extend those with the potential for high academic achievement. Examples of the school catering for the range of student needs is evident in selective GAT programs (languages and specialist classical music, mathematics and volleyball); the alternative Strategic Training and Education Program for Students (STEPS); the high status Vocational Education and Training (VET) certificate pathways program; and the comprehensive Stage 3 course offerings in senior school.

Within the current framework of educational reform at both the national and State levels, the school is responding with the development of a continuously refined and contextually relevant curriculum scope and sequence for Years 7 to 12, with appropriate alignment of courses in all learning areas to the Western Australian Certificate of Education (WACE) and the Western Australian Curriculum and Assessment Outline (WACAO).

Both systemic and school-based reforms in particular are implemented effectively and judiciously by virtue of the progressive and responsive approach by the school leaders and the school-wide commitment of staff to the holistic development of students.

This has involved considerations of prerequisite skills and knowledge; students' future aspirations; backward mapping from senior school courses to Years 7 to 10 curriculum offerings; alignment between staff expertise and student needs; balancing of courses and learning areas across the school; and academic (GAT and specialist), general and vocational pathways.

Curriculum review and planning is guided by student needs and desires. To complement provision, teachers explore elective subjects and courses that promote and develop resilience, creativity, a capacity for problem solving, social and environmental responsibility, negotiation skills and ethical decision making.

Year 10 electives in 'philosophy and ethics' and 'studies of a health sciences pathway' were introduced in 2015 as a result of a school-wide curriculum review. Psychology was offered as a course of study in Year 11 and teachers across a range of learning areas developed an expanded selection of Certificate II courses for Year 11 and 12 students.

Regular and informative monitoring of their performance and complementary course counselling ensures students choose pathways that enable them to achieve both academic success and personal wellbeing.

Curriculum leaders are investigating the possibility of implementing a literacy program that uses an explicit instruction model for its delivery, following the identification of a group of students requiring specific intervention.

Leaders and staff are cognisant of the need to balance opportunities for academic achievement with considerations of student wellbeing.

The unified, collaborative and committed Student Services team validates the positive culture of Rossmoyne Senior High School. The team includes two student services managers, two school psychologists, six year coordinators, a learning support coordinator, two chaplains, a positive education/wellbeing coordinator and two school community nurses.

Staff maintain a vigilant approach to communicating with parents and other teachers. They are also very aware of the need to communicate with the student services team when it is apparent that students may be in need of support.

Located together, the team builds on the respectful culture that exists in the school with a positive, strategic approach. A unified attitude to maintaining the wellbeing of students through individual profiling supports the philosophy of high expectations embraced by the school community.

In 2014, the school created the position of positive education/wellbeing coordinator to ensure that appropriate attention is given to the development and implementation of a 'positive education' program. As outlined in the Business Plan, the long-term objective of the program is to prepare compassionate students who can face the future with confidence and competence.

Following extensive research into the program, teachers engaged in professional learning and classroom trials of key strategies. A six-year plan (one for each year group) has subsequently been developed. Specifically for Year 7 students entering in 2015, a 'personal growth and citizenship' program was prepared and developed that explicitly teaches skills of positivity and resilience.

All school leaders are sensitive to the needs of others and alert to indications that staff or students require support. Students are well known to staff and their wellbeing determines the overriding foci of the school's direction. In this balanced, respectful and fast-paced environment, leaders are adept at ensuring teachers are supported so they focus on their craft of teaching.

The school has built a highly professional and capable team of teachers through support for long-serving staff, strategic recruitment, selection and ongoing professional development.

Long-serving staff refer to having had the opportunity to be reinvigorated at Rossmoyne Senior High School.

Many staff assume active leadership roles beyond the classroom. Those aspiring to become leaders are encouraged and supported, as exemplified by the number of Level 3 Classroom Teachers (15) in the school.

Staff perceive the student population to be capable, respectful, focused and engaging.

Students recognise the merits of such an affirmative environment to such an extent that positive behaviours become self-regulating and the norm. This becomes a self-fulfilling prophecy by enabling teachers to focus on their craft, resulting in continued enhancement of the learning environment for students (refer to Finding 3).

**6 The modesty modeled by the school leaders derives from their belief that they are the 'custodians' of a tradition of outstanding student achievement. They feel professionally obligated to maintain and improve the school's standing in developing students to excel in a challenging future.**

Exceptional levels of integrity, honesty, trust, sincerity and humility are evident in the conduct of the leaders. The critical elements of shared vision, common beliefs, authentic support and transparent decision making are at the forefront of all their actions.

Underpinning this conduct is the narrative of the Principal that the leaders view themselves as the 'custodians' of the school's rich history.

They consider themselves responsible and accountable for upholding the long-standing traditions and reputation of the school for outstanding levels of student achievement and high standards of student behaviour. Respect for self, others and the environment is a school priority for the development of citizens who will make a worthwhile contribution to the community.

This robust moral purpose and the principled actions of the leaders define the character and focus of the school. While steeped in tradition, Rossmoyne Senior High School is progressive and responsive to needs of students and community, yet provides sustainable predictability in an ever changing society.

There has been a deliberate commitment by the Principal to achieving continuous improvement by building on the foundation established since the school's inception. The unremitting focus on, and strategic alignment to, the school's vision exemplifies this commitment.

The leaders are persistently mindful of the need to create the conditions for job satisfaction and cohesion by providing staff with the necessary skills and support for them to focus on their teaching. The satisfaction associated with high levels of student achievement and collective and unified responsibility for student development further builds staff confidence.

Expectations are articulated at all levels of leadership. Staff are led to understand the 'Rossmoyne Way'. Decision making is shared and, by being supportive of innovation, the leaders have nurtured a spirit of commitment to student achievement and development that supersedes individual interests.

There is a high level of confidence among staff in the structures and procedures that support teaching and learning in the school. This has led to an environment in which staff exhibit the confidence to be reflective, enterprising and innovative in their practices.

The preparedness of the leaders to endorse compromise through flexibility within the certainty of the structures of the school is recognised by staff as one of the keys to its success.

There is a professional robustness to deliberations regarding innovation. Staff are confident that an initiative will be received favourably if it is research-based, relevant and aligned to the school vision. This leads to a strong sense of empowerment and promotes confidence in seeking ways to enhance the school's operations among both teaching and non-teaching roles.

The school environment is characterised by both humility and unanimity of purpose. Staff are not 'precious' about their roles and step up to assist when the need arises.

"In an effective school, the principal does not operate in a top-down authoritarian manner, but realises that the best solutions come from a collaborative effort."<sup>8</sup>

Such an approach is clearly evident at Rossmoyne Senior High School.

While staff are mindful and respectful of the leaders, they appreciate that in a collaborative and distributed leadership culture, they can assume leadership roles willingly and enthusiastically, with or without recognised status.

**7 The abundant intellectual capital in the school is utilised effectively to augment staff professional development and enhance the learning environment. A belief that every student is capable of success underpins shared approaches to pedagogy. A strong sense of professional camaraderie supports collaborative decision making processes.**

According to the Teaching and Learning School Improvement Framework, a key element of an effective school is 'an expert teaching team'.

"The school has found ways to build a professional team of highly able teachers including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements."<sup>9</sup>

At Rossmoyne Senior High School, one strategic intention outlined in the Business Plan is "the development, retention and recruitment of quality staff with a passion for and expertise in teaching."<sup>10</sup>

In order to foster a culture of effective performance and develop teaching skills, both formal and informal opportunities for professional learning, collaboration and coaching are provided.

8 Lezotte, L.W. & Snyder, K.M. (2010). *What Effective Schools Do - Re-envisioning the Correlates*. Bloomington, IN: Solution Tree Press, 52-53.

9 Masters, G. (2010). *Teaching and Learning School Improvement Framework*. Queensland: Department of Education and Training and the Australian Council for Educational Research, 9.

10 Rossmoyne Senior High School (2013). *Rossmoyne Senior High School 2013-2016 Business Plan*. Rossmoyne, WA, 5.

As with all other aspects of the school operations, the effectiveness of these opportunities are monitored and reviewed carefully.

Some of the strategies for development and assessment include: a program for in-class observation of teachers; in-school mentoring; in-school coaching for aspirant Level 3 Classroom Teachers; engagement in the graduate modules; professional learning regarding the WACAO and WACE; a staff wellbeing program; 360 degree feedback for school leaders; CCQ; engagement of teachers in the 'disciplined dialogue' strategy; performance review based on the AITSL standards; and formal consensus on ways of identifying excellence in teaching and leadership.

The abundance of intellectual capital in the school provides an ideal environment for staff to learn from each other. Teachers with varying levels of experience speak enthusiastically about how they are involved regularly in formal and informal discussions about their craft.

There is a high degree of professional intent and camaraderie applied to meeting the individual professional learning needs of staff and challenges that arise at the school on a daily basis. This provides a strong foundation for the achievement of both short-term and long-term improvement goals.

The culture of the school reflects a genuine appreciation that 'it is OK to be clever'.

Academic and sporting success and social and civil responsibility are all continually promoted, recognised and celebrated.

The authentic belief that every student is capable of success is enhanced by a willingness on the part of staff to provide the catalyst for this to occur through shared approaches to pedagogy across the various learning areas and disciplines.

Strong and stable leadership has provided the foundation for the establishment of a sense of shared responsibility for student development. This is augmented by genuine collaboration in decision making processes guided by whole-school directions.

Leaders model and reaffirm the importance of establishing and building relationships with students that enhance the learning environment. They ensure that meeting each student's intellectual, emotional and social needs is at the forefront of their work.

Students express confidence that there is a proportionate balance of challenge and support to ensure that their individual needs are met in this culture of high expectations. They are encouraged to know their capabilities and pursue their personal best.

The individuality of students is supported through the range of curricular and co-curricular opportunities, as is the collective responsibility of staff for student wellbeing. Students speak sincerely of the interest staff display in them through their attendance at co-curricular events.

As with staff, students refer openly to the belief that they are supportive of each other when they take on challenges. In this competitively healthy environment, students feel confident to pursue personal or team goals, with a considerable probability of success in both. Students are enthusiastic about the success of others and refer to it being recognised openly.

Because all sections of the school community exhibit authentic appreciation for the learning environment and the high calibre of student engagement that occurs, a robust commitment to upholding the standards of excellence and tradition is apparent. Interestingly, students refer to a sense of gratitude and a compelling sense of obligation toward school traditions, themselves, teachers and parents in this regard.

This gratitude is evidenced in the consistent expression of thanks offered to staff as students leave the classroom at the end of a lesson. An important by-product of this positive attitude is that compliance with acceptable behavioural norms is self-regulated and loyal to school expectations.

“Effective schools expect students to succeed. Because of that, students at these schools learn more.”<sup>11</sup>

At Rossmoyne Senior High School, a sense of pride results from the achievements of all members of the school community. Staff, students, parents and the people of Rossmoyne are proud of the school’s standing in the educational and general community as a result of its sustained high level performance.

There is genuine satisfaction that achievements enhance the 'spiral of success' – that in their reality, ‘success nourishes hope’.

**8 The School Board provides professional, academic and objective research-based oversight of school planning and operations. There is a strong alignment between school, family and community beliefs and values. The importance of high quality, authentic relationships among staff, students, parents and the school is recognised and evident in practice.**

There are a number of elements essential to the sustainable success achieved at Rossmoyne Senior High School, including a high functioning and united School Board, a dedicated and strategic leadership team, expert staff, capable students, supportive parents, effective community partnerships and the targeted use of resources.

The alignment of these elements to the vision, mission, values and priorities to develop the required ‘graduate attributes’ outlined in the Business Plan is critical. Through professional and objective oversight by the School Board, this Plan is examined and reviewed regularly in order to monitor progress.

Board members have recognised expertise in an array of academic and professional areas. This is harnessed to the benefit of the school through an academic and scientific research-based approach to their role. The interrogative approach is encouraged by the school leadership team to ensure that the input from Board members is effective and utilised in planning for improvement.

In keeping with the spirit of autonomy that underpins the IPS philosophy, the Board continually challenges the bureaucratic parameters of the school’s operations in order to seek the best means of optimising student opportunities.

There is a strong degree of ‘design’ about how the school approaches its operations, with little being left to chance. The leaders are aware of the importance of genuine relationships between school, staff, parents, students and the community. Staff appreciate that their capacity to persuade and influence others depends on the quality and authenticity of their relationships.

The relationship between the school and the School Board is respectful, transparent and inclusive. The Board played a leading role in the review of the 2010-2012 Business Plan and

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<sup>11</sup> Lezotte, L.W. & Snyder, K.M. (2010). *What Effective Schools Do - Re-envisioning the Correlates*. Bloomington, IN: Solution Tree Press, 95.

the resultant formulation of the 2013-2016 Business Plan, providing an academic and professional perspective.

Its members are proactive advocates for the school in ensuring accountability, high expectations, oversight of school improvement, active participation in future planning and representation of the parents and community.

They take very seriously their governance role in school operations. The leaders and Board members at Rossmoyne Senior High School are resolved that dynamic and responsive planning, together with good teaching, positive relationships and relevant and timely communication, will result in continued improvement.

There is strong evidence of planning being strategic and aligned to both national and State education priorities (refer to Finding 4). There is also a robust body of evidence about the high quality of teaching in the school (refer to Finding 1).

The leaders recognise that highly effective schools are characterised by exemplary school cultures and have high levels of parent and community involvement. Parents are genuinely viewed and valued as being partners in their children's education at Rossmoyne Senior High School.

There is strong evidence of mutually respectful and trusting relationships throughout this school community. A culture of 'students first' resonates through the environment in a positive and encouraging way. Parents feel reliably informed and engaged in the educational process and connected to their children's progress.

There is a very robust connection between parents and the school. It has resulted from a strong alignment between the school, parent and community beliefs and values about education towards sustaining high level academic, sporting and cultural achievement.

This partnership has created an extension of the powerful and supportive uniformity of belief and action, based on consistent expectations evident within the school.

Throughout this study, it was apparent that Rossmoyne Senior High School is a school at which staff enjoy their jobs. They express a genuine satisfaction in their work and in the positive working relationships that have been developed.

Staff respect for students is evident in the care and compassion exhibited in the classroom and the strong commitment to co-curricular activities.

Feedback from students reinforces unequivocally the belief that teachers care about them and their progress. Students also refer to a sense of care, respect and collective responsibility for each other. This is founded on a high regard for diversity, ensuring that the school remains a safe, encouraging environment that supports individuals' aspirations.

The multi-ethnic nature of the student population is embraced and nurtured by the school community. The strengths of the diverse cultural mix have a positive influence on the culture of the school.

A laudable quality of relationships ensures that a number of avenues of communication between staff, parents and students are employed effectively with the basis for most of them being the celebration and acknowledgement of high level performance. This can be in the form of formal or informal notes of appreciation for staff or student commitment or as acknowledgements of major achievements.

Effective communication processes ensure parents are well informed about relevant aspects of their children's progress in a consistent and timely manner.

Parents state that their positive relationship with the school is as a result of these high quality communication processes, opportunities to provide feedback regularly through surveys and the provision of sincere and enthusiastic opportunities for engagement with the school.

'Rossmingle' is one such interactive forum that fosters a positive affiliation between parents and the school. It was established in response to a perceived need for parents to have the opportunity to mix with staff in informal settings and to be conversant with and provide feedback on the school.

**9 Financial and human resources are managed strategically and deployed effectively. The refinement and modernisation of business processes to maximise student achievement is a priority. Financial risk is low due to transparent, collaborative, forward thinking and precisely targeted decision making processes.**

"Schools are large public enterprises involving the expenditure of significant public funds. Managing resources effectively and efficiently as well as meeting public sector requirements are core responsibilities of all public school principals."<sup>12</sup>

Schools are required to deploy their financial, human and physical resources to maximise the outcomes for the students. Processes and procedures that enable them to attend to both point-in-time needs and strategic longer-term priorities are essential.

Such operations are very much in evidence at Rossmoyne Senior High School.

The 'independence' afforded by being an IPS has been embraced to focus on self-sufficiency where possible (refer to Finding 8). This is vital in an environment in which the reputation and expectations of performance are paramount. If the school is to continue to address the challenges of educational reform, globalisation, an aging infrastructure and an increasing student population, it must capitalise on its status.

Both teaching and non-teaching staff seek to be as innovative and effective as possible by continually assessing their performance and responsibilities. This includes consideration of both strategic and operational issues.

The research base for all decisions described previously is utilised to determine the most appropriate means of operations to suit the school's resources. Testimony to this is the three-year trial undertaken to assess the economic viability of the school-run canteen prior to changing to an outsourced café for catering. It had been operated by volunteers on behalf of the P&C for more than 40 years.

Other examples of innovative resourcing founded on a strong evidence base include refinements to the provision of technology, including hardware and operational considerations, improved classroom applications, implementation of the school's e-newsletter, incorporation of the Academy Education Solutions absentee monitoring system and online course selections.

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12 O'Neill, Sharyn (2012). *Public School Leadership: An Initiative of the Director General's Classroom First Strategy*. Perth: Department of Education, 4.

Recent capital works resourcing using this model have included the development of a new car park, staff office refurbishments and swimming pool, locker, painting and floor covering upgrades. Maintenance of physical resources is managed by an innovative contract with the Department of Finance (Building Management and Works).

Strategic and astute workforce planning is also founded on contextual research and the transparency and maintenance of quality management processes. Planning, budgeting, organising, implementing and resourcing for sustainability are fundamental to the school's success.

Members of the leadership team, staff, School Board and P&C pay constant attention to the provision of the best possible learning and physical environment at the school. With a clear sense of what lies ahead on the educational landscape, the leaders ensure that the workforce and the roles and responsibilities within it are reviewed regularly in accordance with the changing needs of the school and wider educational reforms.

Leaders are mindful of the need to ensure effective succession planning. Despite information regarding staff intentions being traditionally unreliable, there is a strong likelihood of a significant number of retirements in the next three to five years. Leadership development for aspiring staff, effective induction processes for newly appointed staff and embedding of the positive elements of the school's culture are all considerations in the succession planning process.

Careful consideration is given to the recruitment, selection and retention of staff to maintain the ongoing commitment to high quality teaching and learning.

In 2015, 23 per cent of staff are employed under fixed-term contracts, typically to replace permanent teachers on leave. The school is investigating recruitment processes to prioritise permanent contracts for teachers who demonstrate excellence and align with the school ethos.

There is a clear expectation that all staff are highly committed to the continuous improvement of their own capacity in support of the development of knowledge and skills to improve student learning.

Strong partnerships with businesses, communities and organisations, universities, training providers and local and international schools have enhanced the school's ability to provide opportunities to extend and enrich student learning. This comes from the belief that schools cannot be totally self-reliant.

The corporate services structure at the school has been redesigned in recent years to manage both financial and physical resources (infrastructure) more proficiently. Adept resource management and deployment is evident in improvements to school facilities, enhanced services and support for curriculum initiatives.

The appointment of a Level 6 corporate services manager has provided the foundation for the new structure. The manager works closely with the Principal and ensures that the Finance Committee and School Board are kept fully informed on patterns of expenditure for the purposes of short and long-term budget adjustments. Both bodies receive detailed reports regarding the operational budget.

With the refinement and modernisation of business processes to focus on targeting of resources to improve student learning, the school has increased its efficiency and effectiveness.

Significant revenue is raised through the use of the school's facilities by the local community. This is managed by the corporate services staff, as are other necessary services such as absentee and enrolment procedures, each of which have been refined to better match school needs.

The corporate services team endeavours to set an exemplary standard of performance and efficiency. Gardening and cleaning staff refer to a sense of empowerment in adjusting roles to provide more cost-effective operations that provide high quality service.

In its most recent audit (June 2015), the school received an overall assessment of 'Excellent'. This was also the case in its previous audit. As evidenced by these appraisals, the school's financial risk is low. There is evidence of decision making processes at all levels being targeted, transparent, collaborative and forward thinking.

There are stringent, yet flexible procedures for the consideration of requests for finance, annual monitoring of expenditure through cost centres, management of assets, mapping of future resource considerations and the focusing of budget processes on the provision of student opportunities.

## 4 Conclusion

The exemplary status of Rossmoyne Senior High School has been clearly validated and affirmed during this study.

Strategic leaders set the conditions for teachers to achieve an exceptional standard in working with highly engaged students to achieve outstanding success.

Design, not chance, governs the school's operations. There is strong recognition of the importance of authentic relationships among the school staff, parents, students and the community with respect for past traditions. This has resulted in a culture of student gratitude for the opportunities provided, creating an instinctive personal obligation to uphold and improve successful traditions.

The research base for decisions is underpinned by an alignment to the school vision. This 'scientific' methodology is then enhanced by the regular and in-depth monitoring of progress at all levels.

The school and its entire staff are to be commended on maintaining an alignment with parent and community beliefs and values about education in sustaining the traditionally high levels of student achievement.

There is an unambiguous commitment among all members of the school community to creating conditions that enable teachers to teach and students to learn. Planning, action, resourcing and review are all focused on ensuring that such conditions result in the development of 'future ready citizens'.

The Expert Review Group performance study of Rossmoyne Senior High School, an Independent Public School demonstrating exemplary performance, is designed to acknowledge an example of outstanding school practice and share the findings for the benefit of all public schools in Western Australia.

## 5 Appendix: student achievement data

### LOWER SCHOOL ACADEMIC PERFORMANCE

Figure 1 provides an analysis of progress and achievement in National Assessment Program - Literacy and Numeracy (NAPLAN) from 2012 to 2014 and from 2013 to 2015 by Rossmoyne Senior High School students. Comparative measurements (represented by the 0 axes) are based on all students tested in the respective cohorts.

Compared with like schools in Western Australia, the progress and achievement of Rossmoyne Senior High School students in both periods showed a consistent pattern of higher progress and achievement in most areas assessed.

**Figure 1: Progress and achievement of students at Rossmoyne Senior High School and like schools in Western Australia in reading, numeracy, writing, spelling and grammar and punctuation, Years 7 to 9 NAPLAN 2012-14 and Years 5 to 7 and Years 7 to 9 NAPLAN 2013-15**

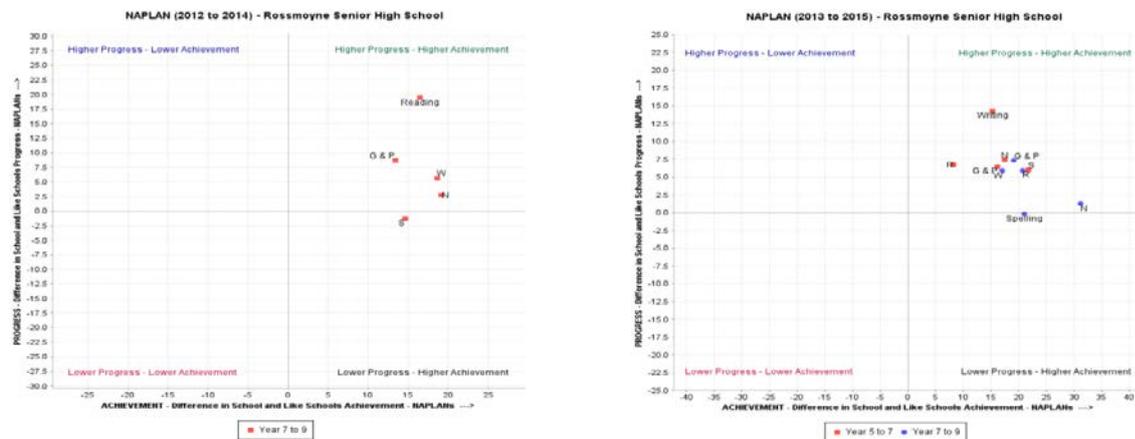
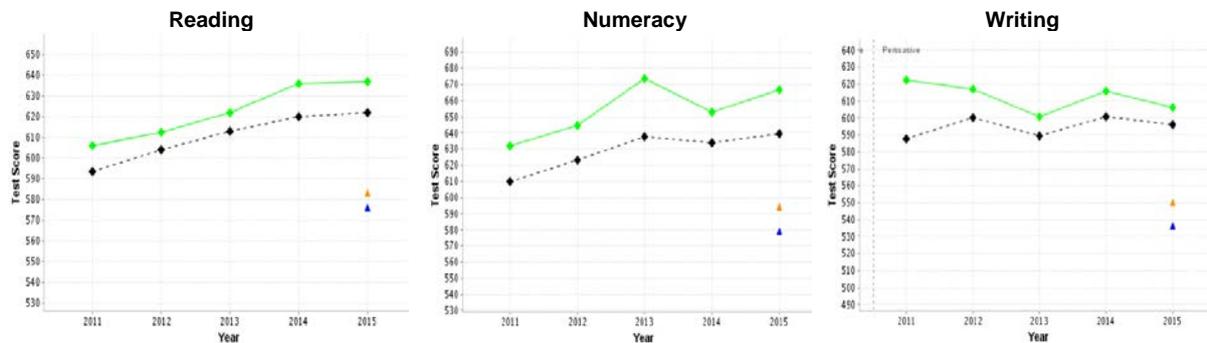


Figure 2 shows the mean reading, numeracy and writing scores of Year 9 students at Rossmoyne Senior High School in NAPLAN between 2011 and 2015. In all instances, these scores were higher than those of students at like Western Australian schools.

**Figure 2: Mean scores in reading, numeracy and writing of Year 9 students, Rossmoyne Senior High School and like Western Australian schools, NAPLAN 2011-15 and Year 7 students NAPLAN 2015**



**Key**

- ▲ Year 7 School      ◆ Year 9 School
- ▲ Year 7 Like Schools      ◆ Year 9 Like Schools

Students who score at or below the National Minimum Standards (NMS) in NAPLAN are considered to be at educational risk. In all tests in 2015, Rossmoyne Senior High School had fewer students performing at or below the NMS than like schools in Western Australia.

**Table 1: Percentages of Year 7 and 9 students at Rossmoyne Senior High School and like schools scoring at or below the National Minimum Standards, NAPLAN 2015**

| Test                    | Year 7        |              | Year 9        |              |
|-------------------------|---------------|--------------|---------------|--------------|
|                         | Rossmoyne SHS | Like schools | Rossmoyne SHS | Like schools |
| Numeracy                | 4             | 5            | 2             | 4            |
| Reading                 | 5             | 6            | 5             | 8            |
| Writing                 | 16            | 18           | 11            | 15           |
| Spelling                | 5             | 8            | 3             | 7            |
| Grammar and Punctuation | 6             | 8            | 8             | 14           |

**Key**

- At least 10 per cent fewer students performing at or below the NMS, compared with like schools
- At least 5 per cent fewer students performing at or below the NMS, compared with like schools
- Within a range of plus or minus 5 per cent
- At least 5 per cent more students performing at or below the NMS, compared with like schools
- At least 10 per cent more students performing at or below the NMS, compared with like schools

The analysis of student performance in relation to NAPLAN 2015 higher proficiency bands shown in Table 2 indicates that in all areas assessed, the percentage of students in the top proficiency bands at Rossmoyne Senior High School exceeded those at like schools.

In four of the 10 areas assessed, Rossmoyne Senior High School exceeded like schools by 10 per cent or more. The fact that 50 per cent or more students performed in the two top proficiency bands in all areas other than writing is exceptional.

**Table 2: Percentages of Year 7 and 9 students at Rossmoyne Senior High School and like schools in Western Australia scoring in the two top proficiency bands, NAPLAN 2015**

| Test                    | Year 7        |              | Year 9        |              |
|-------------------------|---------------|--------------|---------------|--------------|
|                         | Rossmoyne SHS | Like schools | Rossmoyne SHS | Like schools |
| Numeracy                | 54            | 45           | 65            | 51           |
| Reading                 | 51            | 45           | 53            | 43           |
| Writing                 | 35            | 27           | 31            | 28           |
| Spelling                | 61            | 51           | 53            | 41           |
| Grammar and Punctuation | 55            | 48           | 42            | 35           |

**Key**

- At least 10 per cent more students performing at the two top proficiency bands, compared with like schools
- At least 5 per cent more students performing at the two top proficiency bands, compared with like schools
- Within a range of plus or minus 5 per cent
- At least 5 per cent fewer students performing at the two top proficiency bands, compared with like schools
- At least 10 per cent fewer students performing at the two top proficiency bands, compared with like schools

## SENIOR SCHOOL ACADEMIC PERFORMANCE

Since 2010, Rossmoyne Senior High School's senior school performance has been exemplary. The WACE achievement rate has been 97 per cent or higher (in each case above the State mean).

A minimum of 40 per cent of Australian Tertiary Admission Rank (ATAR) students have achieved one or more scaled scores of 75 or above.

The proportion of ATAR students achieving in the top tricile has exceeded 51 per cent on all but one occasion. This is well above expectation (33 per cent).

Rossmoyne Senior High School recorded a median ATAR of 87.4 in 2014, again, well above expectation by comparison with like schools. It was one of four Western Australian public schools whose median ATARs were in excess of 85. The public school median ATAR was 78.95.

In 2014, 111 (70 per cent) of VET students achieved a full qualification (Certificate II or higher). The school has maintained the attainment rate (proportion of students attaining an ATAR of 55 or above and/or Certificate II or higher) at a level of 95 per cent or more over the last three years.

In 2014, the attainment rate (95 per cent) was significantly higher than the public school rate of 82.8 per cent. Rossmoyne Senior High School was one of 38 Western Australian public schools with an attainment rate in excess of 90.

**Table 3: WACE, ATAR and VET performance, Year 12 students, Rossmoyne Senior High School, 2010-14**

| Year | WACE Achievement Rate<br>(% of eligible students) | ATAR Students With 1+ Scaled Score 75+<br>(% of ATAR students) | ATAR Triciles<br>% of students in top tertile | Median ATAR | Full Qualification Achievement – Certificate II+<br>(% VET students) | Attainment Rate - % of students ATAR >=55 and/or Cert II+ |
|------|---|--|---|-------------|--|---|
| 2010 | 314 (99)  | 114 (40)   | 48  | 85.0        | 25 (26)  | 90  |
| 2011 | 322 (99)  | 112 (41)   | 51  | 86.6        | 21 (19)  | 86  |
| 2012 | 348 (97)  | 161 (49)   | 55  | 88.0        | 60 (85)  | 95  |
| 2013 | 352 (99)  | 133 (45)   | 53  | 87.0        | 58 (81)  | 96  |
| 2014 | 237 (99)  | 80 (42)  | 54  | 87.4        | 42 (70)  | 95  |