



## DELIVERY AND PERFORMANCE AGREEMENT REPORT TO THE SCHOOL BOARD

The Delivery and Performance Agreement (DPA) is the agreement between the Director General of Education, the Principal of Mount Lawley Senior High School and the Chair of the School Board that outlines the performance and accountability requirements of the school and the resources and support that will be provided. The DPA has a three year life (2015-2017) and is supported by a range of other planning and review processes.

This report to the Board provides a progress report against the DPA. Relevant extracts from the DPA are provided.

Factor	Assessment
<p><b>Teaching and Learning</b></p> <p>The Department of Education will ensure:</p> <p>a. a range of professional support is available in such areas as curriculum, student services and employee performance.</p> <p>The Principal will ensure:</p> <p>a. teachers monitor student learning for purposes of making evidence-based, instructional decisions and provide relevant and timely feedback to students on their progress;</p> <p>b. student performance is lifted, including that of students who require teaching and learning adjustments;</p> <p>c. high expectations of all students are embodied in academic and non-academic improvement targets;</p> <p>d. pathways exist for students to engage in learning programs that lead to meaningful and externally recognised outcomes beyond school;</p> <p>e. collaboration between teachers occurs and opportunities exist for teachers to engage in quality evidence-based practice that helps develop high quality teaching and learning;</p> <p>f. employees participate in an annual performance management process where they receive feedback and support to help improve the quality of the school's teaching; and</p> <p>g. relevant and specific data and research inform classroom pedagogy.</p>	<p>These are provided. Access is not always required on a results basis.</p> <p>Significant executive leadership intent and activity is directed at improving the school, illustrated through better student outcomes. This is both within the curriculum and student wellbeing domains. Staff are expected to have high expectations for students and encourage engagement, commitment and excellence. These are at the heart of the school's Values. Improving these aspects was a factor in entering the Visible Learning project.</p> <p>All teachers are required to engage in formal learning area Professional Learning Communities (PLC). The core business of a PLC is student learning and how to improve this through pedagogy - the concept of teaching being an enabler to learning. PLC work entails data analysis and evidence-based planning, considering "what works" in the classroom and reflection on the delivery of instruction.</p> <p>All teachers at the school are engaged in the performance management process. This involves classroom observation, including peer observation and self-reflection and peer-reflection on videoed lessons.</p>

Factor	Assessment
<p><b>Student Performance Monitoring</b></p> <p>The Department of Education will ensure:</p> <ul style="list-style-type: none"> <li>a. the school has access to required national and state assessments including but not limited to National Assessment Program – Literacy and Numeracy (NAPLAN);</li> <li>b. the school has access to academic and non-academic achievement data through the Department’s School Performance Monitoring System; and</li> <li>c. that, where the Director General has a concern about the school’s performance, an internal and/or external review may be initiated.</li> </ul> <p>The Principal will ensure:</p> <ul style="list-style-type: none"> <li>a. students participate in national and state assessments including but not limited to National Assessment Program – Literacy and Numeracy (NAPLAN);</li> <li>b. school performance and student improvement targets and priorities, as detailed in the school’s Business Plan, are assessed and reviewed annually;</li> <li>c. teachers use a variety of monitoring functions to inform their classroom practices and to provide relevant student performance feedback;</li> <li>d. continuous and rigorous self-assessment processes are used to verify the performance of the school;</li> <li>e. an annual report is prepared and made publicly available, which details the performance and achievements of the school including consideration of the priorities and targets described in the school’s Business Plan; and</li> <li>f. the school participates in the Department of Education Services (DES) independent review in the final year of the Agreement with the resulting report being placed on the Department’s Schools Online website, and school website where available.</li> </ul>	<p>These factors are available and utilised to assist school improvement. At this point in time there has been no review process initiated by the Director General.</p> <p>The school participates in NAPLAN and uses the data provided at a macro level to drive improvement and at a micro level, by individual teachers in classrooms. In 2016, the Best Performance group was engaged to work in detail with the English and Mathematics teams to improve NAPLAN responsiveness.</p> <p>There is a wide-ranging formal review of student performance data that is used to assist planning. This is, again, at both the macro and micro levels.</p> <p>An Annual School Report is prepared and made available. Additionally, detailed reports are provided to the School Board.</p> <p>In 2014, the school was subject to Independent Review and the resulting report provided. Due to issues associated with the Review that could not be managed within current DES processes, a commentary on the report was provided. In similar circumstances, this approach should be considered again as it provides important detail for the school, and wider community, to consider.</p>
<p><b>Resourcing and Support</b></p> <p>The Department of Education will ensure:</p> <ul style="list-style-type: none"> <li>a. funding is provided to the school to meet industrial and operational obligations on audited February student census data through three main categories: <ul style="list-style-type: none"> <li>i. per student funding based on</li> </ul> </li> </ul>	<p>The school is funded in accordance with this model and needs to accommodate operations within the budget position.</p> <p>Other central support, as listed, is always available. However, it is not always required and certainly not on a regular basis.</p>

Factor	Assessment
<p>year levels of students (Kindergarten, Pre-Primary - Year 3; Years 4 - 6; Years 7 - 10; and Years 11 - 12);</p> <p>ii. student and school characteristics funding (Aboriginality; Disability; English as an Additional Language; Social Disadvantage; Enrolment-Linked Base); and</p> <p>iii. targeted initiatives for strategic programs and services, Commonwealth funded programs, operational responses and reimbursements, and for resources provided through education regions;</p> <p>b. costs incurred by the school and not included in the one-line budget (including capital works, scheduled maintenance, telephone expenses, staff leave, staff housing and workers' compensation) are paid for centrally;</p> <p>c. representation in industrial negotiations and legal matters;</p> <p>d. the provision of:</p> <ul style="list-style-type: none"> <li>• student support services including attendance, participation, student exclusions and managing student behaviour;</li> <li>• support for the management of critical incidents;</li> <li>• curriculum support, including access to professional learning for system initiatives and programs;</li> <li>• information and communication technology programs and support for system approved programs and software;</li> <li>• buildings, maintenance and infrastructure, including transportable classrooms in growth areas;</li> <li>• financial services;</li> <li>• workforce management services, including graduate teacher support and induction;</li> <li>• legal services;</li> <li>• employee support services; and</li> <li>• central reporting and management of allegations of misconduct.</li> </ul>	<p>In 2016, a Funding Agreement for Schools was introduced. The Board has accepted the agreement. This outlines the financial resources provided to the school and the requirements in return. These are mainly related to additional or extended reporting arrangements. Additionally, there is a requirement to expend 96% of the 2016 budget and 10% of the previous carryover.</p>

Factor	Assessment
<p>The Principal will ensure:</p> <ul style="list-style-type: none"> <li>a. financial and human resources are used to deliver education programs that provide all students with the very best opportunities to achieve high levels of proficiency;</li> <li>b. student and school characteristics funding is used to implement appropriate teaching and learning adjustments to support demonstrated outcomes of students for whom it is provided;</li> <li>c. the majority of funding is used for students in the year it is provided, as reflected in the school bank balance and carry forward amounts;</li> <li>d. funding for primary students (where applicable) is focused on the early years of schooling as reflected in the per student funding amounts;</li> <li>e. funding through Targeted Initiatives, Operational Response Allocation and Regional Allocation delivers outcomes consistent with the specific agreement for that funding;</li> <li>f. locally raised funds and sponsorship are managed in accordance with legislation and policy;</li> <li>g. all resources are monitored for effectiveness, efficiency and economy;</li> <li>h. documented cycle of self-assessment, targeted planning and transparent reporting to the community is implemented;</li> <li>i. decisions about funding for specific programs and interventions are evidence-based;</li> <li>j. the one-line budget is monitored regularly to ensure it does not operate in deficit;</li> <li>k. a workforce plan is developed encompassing future needs and including strategies to support the achievement of Equal Employment Opportunity (EEO) targets, including increasing the number of women in leadership positions and the employment of people from Aboriginal and Torres Strait Islander and culturally diverse backgrounds, and people with disabilities;</li> <li>l. short and longer-term workforce planning is undertaken to ensure salaries expenditure does not exceed budget; and</li> <li>m. risk management processes are embedded in financial and workforce</li> </ul>	<p>The school budget is managed intensively to ensure that day-to-day operations are met. There is a priority on retaining Curriculum access, especially in the senior years. Where able to be budgeted, strategic positioning is also considered. There is a high priority accorded to staff development and curriculum renewal.</p> <p>Student characteristics are catered for within the school's staffing profile.</p> <p>Funds are allocated in accordance with intent. For example, GAT funds are allocated to Language delivery.</p> <p>There is a robust regime of monitoring of the school's budget position to ensure compliance against frameworks, effective allocation and efficient use of scarce resources. Regular invigilation of the school's budget position is undertaken and there is regular reporting to the Finance Committee and the School Board.</p> <p>The school has an updated workforce plan and it has been considered by the School Board. The budget position is a key determinant in deciding the annual staffing profile.</p> <p>The school has a risk management process in place. A return is submitted annually to the Department.</p>

Factor	Assessment
planning and management.	
<p><b>Program Delivery</b></p> <p>The Department of Education will ensure:</p> <ol style="list-style-type: none"> <li>Mount Lawley SHS receives Targeted Initiatives, Operational Resource Allocation and Regional Allocation for specific programs assigned to the school; and</li> <li>existing agreements between the Department of Education and insert Mount Lawley SHS specifying program delivery remain in place. This includes Shared Facility Use Agreements made between the Department and other organisations and/or Government departments.</li> </ol> <p>The Principal will ensure:</p> <ol style="list-style-type: none"> <li>education programs are designed and delivered to meet the needs of students and are in accordance with requirements of the <i>School Education Act 1999</i>, <i>School Education Regulations 2000</i> and the <i>School Curriculum and Standards Authority Act 1997</i>;</li> <li>the safety and welfare of students on school premises, and away from school premises but on school activities, in accordance with Department policies;</li> <li>delivery of additional programs is implemented effectively, in a timely manner and detailed in the school's Business Plan; and</li> <li>all associated reporting requirements for funded programs are met.</li> </ol>	<p>These support measures are in place. Due to shared facilities with ECU, the school is a party to a number of agreements.</p> <p>Education programs delivered at the school are consistent with the Western Australian Curriculum and Assessment Outline. This includes those aspects of the Australian Curriculum accepted for implementation in Western Australia.</p> <p>The safety and welfare of students remains a priority. This includes the management of endorsed excursions.</p> <p>Where required by programs reporting milestones are met.</p>
<p><b>Compliance</b></p> <p>The Department of Education will ensure:</p> <ol style="list-style-type: none"> <li>Mount Lawley SHS has access to Department policies and guidelines and whole of government legislation.</li> </ol> <p>The Principal will ensure:</p> <ol style="list-style-type: none"> <li>compliance with all legislation including, but not limited to: <ul style="list-style-type: none"> <li>the <i>School Education Act 1999</i>;</li> <li><i>Public Sector Management Act 1994</i>;</li> <li><i>Financial Management Act 2006</i>;</li> <li><i>School Curriculum and Standards Authority Act 1997</i>;</li> <li><i>Occupational Safety and Health</i></li> </ul> </li> </ol>	<p>These are available on-line and specialist advice can also be accessed.</p> <p>The school complies with the listed requirements.</p> <p>Significant energy of school leaders is directed at meeting governance requirements. In many ways, it can subsume effort that could be spent best on curriculum, lesson delivery and educational leadership.</p>

Factor	Assessment
<p><i>Act 1984;</i></p> <ul style="list-style-type: none"> <li>• <i>Corruption and Crime Commission Act 2003;</i></li> <li>• <i>Children and Community Services Act 2004;</i></li> <li>• <i>Working with Children (Criminal Record Checking) Act 2004;</i></li> <li>• relevant State and Commonwealth Government anti-discrimination legislation including the <i>Disability Discrimination Act Education Standards 2005;</i></li> <li>• State Government and Department requirements for procurement; and</li> <li>• all industrial instruments.</li> </ul> <p>b. where a principal vacancy arises:</p> <ol style="list-style-type: none"> <li>i. the Director General and the Board Chair are notified of intention to vacate their position permanently or temporarily for more than six (6) months; and</li> <li>ii. a recruitment process is initiated for absences of six months or less.</li> </ol>	<p>Where required (2013) this has been met.</p>
<p><b>System Requirements</b></p> <p>The Department of Education will ensure:</p> <ol style="list-style-type: none"> <li>a. access to Department support for the school to meet their accountability and compliance requirements including access to professional learning opportunities; and</li> <li>b. support and advice are made available when a school is considering modifying, replacing or opting out of Department policy and procedures.</li> </ol> <p>The Principal will ensure:</p> <ol style="list-style-type: none"> <li>a. the school meets its legislative and policy obligations as a public school, particularly in terms of the requirements for the duty of care for students; and the <i>School Education Act 1999</i> and the <i>School Education Regulations 2000</i> requirements for the enrolment of students;</li> <li>b. provision of relevant data to enable the Department to meet reporting obligations;</li> <li>c. participation in the Principals' Professional Review process including completion of a Leadership Action Plan and responding to feedback with appropriate strategies and actions;</li> </ol>	<p>These measures are available. However, pursuing the traditional line of seeking to modify, replace or opt out of Department policies/procedures, whilst also unsuccessful, is often less daunting than pursuing IPS provisions.</p> <p>Provisions associated with being a public school are met. This includes data provision, even when it can be mined centrally.</p> <p>There is a Principal's Leadership Action Plan in place to address the required metrics of the Principal's Professional Review process.</p> <p>In late 2015, the principal also undertook the required 360° feedback process.</p>

Factor	Assessment
<p>d. staff leave is regularly monitored and is managed according to Department requirements and strategies are in place to encourage staff to take their accrued leave entitlements in a timely manner;</p> <p>e. an annual school report is prepared on the school's performance;</p> <p>f. all applicable compliance requirements listed in the Reporting Requirements of Schools are completed as specified;</p> <p>g. all compliance requirements are met, including but not limited to:</p> <ul style="list-style-type: none"> <li>i. the Department's school audit and formal approval processes, including travel and leave approval;</li> <li>ii. all registration, screening and working with children checks;</li> <li>iii. the Media Liaison Guidelines including contacting the Department's Corporate Communications and Marketing division prior to making contact with the media;</li> <li>iv. whole of Government policies and initiatives that apply to all public schools such as as the Accountable and Ethical and Decision Making program; and</li> <li>v. agreements between the Commonwealth and State Governments.</li> </ul>	<p>Staff leave is also monitored, although due to Central concerns over leave balances, taking accrued leave has a more overt approach.</p> <p>An annual school report is presented and all compliance requirements, as listed, are pursued. This includes staff training and induction processes.</p>
<p><b>School Boards</b></p> <p>The Department of Education will ensure:</p> <ul style="list-style-type: none"> <li>a. information is available to support Principals and Board members to be able to understand their roles and responsibilities and operate effectively;</li> <li>b. in the event that the Principal and Board are unable to reach agreement on areas of significance, the Board and/or Principal may call on the Director General to make a decision. The Director General will consult with the Board and the Principal before making a ruling. The decision of the Director General is final;</li> <li>c. when a new Principal of Mount Lawley SHS needs to be recruited, selected and appointed, for a period longer than six months, a suitable delegate will be nominated by the Director General to oversee the process and be a part of the selection panel; and</li> </ul>	<p>These measures are in place.</p>

Factor	Assessment
<p>d. the Board Chair or representative is invited to participate in the selection of the new Principal.</p> <p>The Principal will ensure:</p> <p>a. an effective Board is in place;</p> <p>b. the Board's membership is representative of the school community and complies with the School Education Act 1999 and School Education Regulations 2000 which specify the membership categories and composition;</p> <p>c. the Board understands its functions as prescribed in the School Education Act 1999, School Education Regulations 2000 and Department policy.</p> <p>d. the Board fulfils its functions as prescribed in the School Education Act 1999, School Education Regulations 2000 and Department policy.</p> <p>e. the Board participates in:</p> <ul style="list-style-type: none"> <li>i. the endorsement of the Agreement;</li> <li>ii. development and endorsement of the school's annual report;</li> <li>iii. the development, endorsement and review of the school budget and Business Plan;</li> <li>iv. processes to review school performance;</li> <li>v. processes to determine satisfaction levels of parents, staff and students, with results reported in the school's annual report;the DES independent review of the school in the final year of the Agreement (with the report made public);</li> </ul> <p>f. the Board communicates with the broader school community regarding the Board's function and activities;</p> <p>g. the Board receives:</p> <ul style="list-style-type: none"> <li>i. relevant monthly financial reports;</li> <li>ii. the results of any school audits and reviews;</li> <li>iii. advice on school performance and student improvement targets, as detailed in the school's Business Plan; and</li> <li>iv. a copy of the DES independent review report.</li> </ul>	<p>The Mount Lawley SHS School Board is effective and in place. The Board's membership is compliant and the required functions are pursued. This includes considering a range of reports on finance, budgeting and school operations. The Board also approves the business plan, annual report and considers relevant data sets to show progress as provided by the school's senior leadership.</p> <p>Members of the Board have also served on appointment panels of Level 3 leaders and above.</p>

Factor	Assessment
<p><b>Business Plan</b></p> <p>The Department of Education will ensure:</p> <p>a. data and information are available to support the Principal develop an effective Business Plan.</p> <p>The Principal will ensure:</p> <p>a. there is an effective Business Plan that outlines the long-term strategic approach for the school and describes key focus areas, strategies and school performance and student improvement targets intended to have maximum impact on overall school performance;</p> <p>b. the Business Plan is no less than a three-year plan and runs for the same time span as the Agreement;</p> <p>c. consideration is given to the recommendations of the DES review of Mount Lawley SHS in the business planning cycle; and</p> <p>d. the Business Plan is available to the school community.</p>	<p>Data is provided.</p> <p>A School Business Plan is in place and considers the strategic direction of the school and key areas of focus. Student performance data is a significant driver in the 2015 development of the business plan. DES comments from the 2014 independent review were also considered. There was significant staff consultation through a number of forums. The current plan has a three year span and runs concurrently as this Agreement (2015-2017). The business plan is on-line and available from school offices.</p>

Milton Butcher  
PRINCIPAL

15 August 2016