



Thornlie Senior High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Thornlie Senior High School is located approximately 18 kilometres south-east of the Perth central business district in the South Metropolitan Education Region.

Opening in 1971, Thornlie Senior High School became an Independent Public School in 2015.

The school has an Index of Community Socio-Educational Advantage of 968 (decile 7). Currently, there are 1125 students enrolled from Years 7 to 12.

Community support for Thornlie Senior High School is demonstrated through the work of the School Board and the Parent and Citizens' Association (P&C).

The first Public School Review of Thornlie Senior High School was conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The Principal and leadership team took the opportunity to use the Public School Review process to gather and consider internal and external feedback on the school's recent cycle of improvement to inform future directions and priorities.
- The school appreciated its involvement in the Public School Review and Electronic School Assessment Tool (ESAT) preparation, considering it a meaningful chance to highlight performance strengths and pinpoint areas requiring further development.
- Collaborative reflection and staff consultation on school performance fostered a sense of pride in shared accomplishments and strengthened ownership of the school's future improvement plans.
- During the validation visit, school leaders, teachers, allied professionals and parent and community representatives provided insights into the evidence presented in the ESAT submission.
- Representatives from the School Board and P&C played an active role in the review process, underscoring their commitment to the school's continuous improvement and recognising the dedication of staff in improving educational outcomes for their children.
- The previous Public School Report was used as a point of reflection in establishing a measure of the school's growth and improvement and to celebrate achievements as well as identify areas for further development.

The following recommendations are made:

- Amplify the school's use of the Standard in the ESAT commentary, with better aligned evidence and a broader range of participants involved in the validation visit.
- Consider utilising the ESAT as a repository for information and evidence in each domain within the Standard as an ongoing exercise as an inclusion of the established self-assessment process the school engages in.

Relationships and partnerships

The school recognises that organisational success is fostered through strong interpersonal relationships between students, staff and families, with this collective work creating a tight community within the school.

Commendations

The review team validate the following:

- There has been a strong, skilled and strategic effort in building a positive and inclusive school culture founded on meaningful and respectful relationships.
- The School Board and P&C are sure in their practices and supportive of the school ethos and are fully conversant with governance responsibilities and respective levels of support that can be provided to the school ethos. Both groups are enthusiastic advocates for the direction the school has taken over recent years.
- Deliberate partnerships with external agencies, community organisations and local businesses have played a pivotal role in shaping student pathways, expanding opportunities and supporting achievement.
- Strong and purposeful relationships with local partner primary schools have been fostered through a range of collaboratively developed initiatives, including Next Gen Student Council mentoring, science, technology, engineering and mathematics (STEM) project, robotics and Cheer and Dance program, that support student transition, enrichment and connection to community.

Recommendation

The review team support the following:

- Explore creative strategies to increase membership and further enhance involvement and support for the P&C and School Board from current and incoming families and community members.

Learning environment

Restorative, inclusive practices and wellbeing initiatives are an emphasis in a school that recognises a safe and caring approach for all students and staff to build a positive environment for learning.

Commendations

The review team validate the following:

- Staff have engaged in professional learning on restorative practices, and the student services team has been expanded and shifted to one that embraces a restorative and proactive approach in supporting students according to individual needs.
- Expanded students at educational risk and case management processes ensure broader consultation with stakeholders, consistent levels of practice and student support with regularly reviewed documented plans.
- A strengths-based approach to student learning exists where students and parents are co-authors in a revamped individual education plan format guided by the principle, 'How can we make learning easier for you?'
- Implementation of evidence-based resilience and social-emotional programs promoting positive mental health strategies, alongside a range of school clubs and activities, supports a safe and inclusive environment.
- Aboriginal cultural initiatives are a feature of the school with all staff participating in Aboriginal cultural professional learning and the establishment of a Cultural Committee which coordinates events and developing cultural responsiveness. All learning areas have students engaging in opportunities and texts that explore Aboriginal culture and histories.

Recommendation

The review team support the following:

- Leverage whole-school strategies by embedding the chosen Advancement via Individual Determination (AVID) Australia approach to promote collective educator agency in supporting student engagement and promoting consistent classroom practices.

Leadership

The executive and middle leadership teams exhibit strong cohesion, a unified vision and effective leadership. Their collaborative efforts foster positive outcomes for students, staff and the broader school community.

Commendations

The review team validate the following:

- The 2024–2027 Business Plan was collaboratively developed with input from senior staff, teachers, the School Board and community members, with aligned operational plans developed to support its implementation.
- A distributed leadership model is embedded and aligned to the Business Plan priorities through various committee and site team responsibilities, including curriculum, cultural responsiveness, workplace health and safety, STEM and information and communications technology (ICT), ensuring effective leadership across all aspects of the school.
- Strong and collective leadership, with a conscious intention to ensure transparency of decision making, is consolidating shared ownership of the school's vision.
- There is a well-developed leadership model that provides authentic leadership opportunities with a clear structure to identify and develop aspirant leaders with the Western Australian Future Leaders Framework group.
- The current executive and middle leadership team is strongly united in their focus and vision and effective in the performance management of their respective staff.

Recommendation

The review team support the following:

- Redevelop the school's site teams to further strengthen the collaboration in specified areas in the Business Plan and enhance shared accountability.

Use of resources

The school continually reviews and improves resource allocation and workforce planning, ensuring all decisions support high quality teaching, learning and wellbeing.

Commendations

The review team validate the following:

- Funding provided for targeted initiatives are allocated in accordance with requirements, with allocations regularly reviewed for greatest impact in supporting students' needs.
- Socio-Economic Disadvantage funding is primarily used to reduce class size and provide focused programs for students entering high school at a foundational level.
- Student and school characteristics funding is used appropriately to enhance outcomes for students including Aboriginal and Torres Strait Islander students and those with individualised learning needs.
- Registered Training Organisation and VET¹ funding is maximising student outcomes by offering an expanded variety of enriched learning opportunities creating real-world connections for students.
- The workforce plan has been strategically developed to address key challenges in workforce size and recruitment.

Recommendation

The review team support the following:

- Grow collaborations and partnerships with local businesses and pursue additional funding opportunities to resource the agreed restructure of student services and additional planned changes.

Teaching quality

A school-wide focus on Teaching for Impact aligns and embeds practices within the Teaching and Learning Framework, with the collaboratively developed Thornlie Senior High School Instructional Playbook ensuring consistent, high impact teaching strategies are implemented across all classrooms.

Commendations

The review team validate the following:

- The Curriculum Committee has proactively and collaboratively developed the school's Instructional Playbook, providing practical evidence-based instructional strategies and clearly articulated shared beliefs in teaching and learning, generating improved student outcomes.
- A culture of peer observations is well-established with teachers regularly engaging in structured classroom observations which have fostered reflective dialogue, built trust and promoted collective growth.
- Instructional coaches have been introduced to enhance classroom practices and a commitment to continuous improvement in the quality of teaching and professional growth.
- A performance management cycle is evident with annual goals, aligned with the school's priorities, focused on improved teaching to achieve improved student outcomes.
- Intentionally established committees, including the Curriculum Committee, ICT Committee and the STEM working party, together with learning area meetings, enable collaborative alignment of programming, refinement of assessments and the enhancement of the quality of teaching.
- Student feedback is actively sought and used in planning for increased student engagement, improved classroom practices and to inform the professional learning opportunities provided to staff.

Recommendation

The review team support the following:

- Leverage increased differentiation practice and promote inquiry, organisation and critical thinking through embedding the chosen AVID Australia instruction strategies which align to Teaching for Impact.

Student achievement and progress

The Business Plan clearly demonstrates the school's commitment to improving student achievement and progress, articulating a vision 'to inspire students to achieve their aspirations within a culturally safe, inclusive and responsive learning environment'.

Commendations

The review team validate the following:

- A literacy coordinator, numeracy coordinator and learning support coordinator have been established to better enable early identification of students at risk and generate timely interventions.
- The Curriculum Committee is currently developing a differentiation toolkit to assist teachers in adapting teaching strategies to meet the diverse needs of students.
- A strong emphasis is placed on differentiated, inclusive and culturally responsive teaching practices. Teachers are supported to identify and respond to individual needs of students using data, extending high-performing students through creative, challenging tasks and incorporating culturally relevant resources.
- The Academic Excellence program attracts and retains high-achieving students with initiatives such as the 80 Plus Club, Academic Extension workshops and Skills for Academic Success, further enriching the learner experience.

Recommendation

The review team support the following:

- Embed data-informed processes and tools to develop learner group profiles to guide planning to better meet student learning needs and improve their educational outcomes.

Reviewers

Keith Svendsen
Director, Public School Review

Helen Deacon
Principal, Kalamunda Senior High School
Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 Vocational Education and Training