



Department of
Education

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Canning Vale Education Support Centre

Public School Review

November 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Canning Vale Education Support Centre opened in 1997 and became an Independent Public School in 2012. Located within the South Metropolitan Education Region, the school has an Index of Community Socio-Educational Advantage rating of 1026 (decile 3).

Canning Vale Education Support Centre is located on a shared campus with Canning Vale Primary School. Policies and procedures are shared, including the core values of 'Pride, Respect and Excellence'.

The Electronic School Assessment Tool (ESAT) submission and school-based validation phase of the review process was facilitated by the principal, who commenced her appointment at the beginning of Term 3, 2019.

The School Board is proactive and involved in the governance of the school, including monitoring of the school's priorities, business plans, policies and finances.

The Canning Vale Parents and Citizens' Association, a combination of parents from both schools, is symbolic of the close relationship between the schools.

School self-assessment validation

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

The following aspects are confirmed:

- The staff demonstrate a strong commitment to, and shared ownership of, student achievement and progress.
- Staff collaboration and engagement in the analysis of information for the school's self-assessment is a reflection of their commitment to the students and their families.
- Reflection against the School Improvement and Accountability Framework domains and completion of the ESAT submission provided the opportunity for staff to gain greater understanding of the Public School Review process.
- Planned actions were aligned to the school's self-assessment of its performance and elaborated on during the validation phase.
- The submission was enhanced through the feedback received during the school-based validation process.

The following recommendation is made:

- Explore opportunities for using the ESAT as a device for maintaining a 'running record' of school performance information and related judgements.

Public School Review

Relationships and partnerships	
<p>The co-located site provides students and families of both schools an opportunity to share an understanding of diversity, build positive relationships and maintain an inclusive school community, promoting a sense of 'one school'.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school works closely with families and a range of therapists to support individual plans and programs in response to students' changing needs. • The School Board is an active advocate, committed to providing genuine and meaningful support to the school. • The school has an excellent partnership with the co-located primary school, with each administration team sharing office space. This ensures operational and daily school matters are openly communicated and planned together.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Further develop the Wellness Committee to focus on health and wellbeing strategies for students and staff. • Provide School Board members with access to training modules and/or a customised workshop presented by a trained peer principal. • Explore options for further promoting the narrative of a 'one school' culture.

Learning environment	
<p>In addition to having an independent living centre, the school's development of a purpose-built sensory room to assist in student self-regulation reflects its priority for creating a specialised learning environment to meet the diverse needs of its students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have adopted a 'positive voices' whole-school practice, whereby all staff model appropriate ways to communicate throughout the day. • Allied health professionals including occupational therapists, psychologists and other agency stakeholders regularly collaborate with staff and inform Behaviour Management Plans in consultation with families. • Protective behaviours and social/emotional learning are explicitly taught across the school, in targeted lessons and at point of need.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop and review sensory profiles for individuals in consultation with therapists. • Review and refine the consistent use of data in combination with the development of specific, measureable, agreed, realistic and time-based (SMART) goals to inform Individual Education Plans (IEPs). • Prepare a plan to capture key strategies for staff development in Augmentative and Alternative Communication efficacy to strengthen student receptive and expressive communication.

Leadership

In a short time, the principal has built trust and established mutually respectful relationships through modelling personal traits of authenticity, diligence and moral purpose.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff engagement in the preparation and implementation of the business plan has strengthened ownership of the school direction. • A culture of professional research informs committee planning and school-wide initiatives. • Reciprocal development opportunities for the leaders of both schools exist on the shared campus. The intention to grow the education agenda in the spirit a 'one school' ethos has been embraced by both leadership teams. • The principal has approached her recent appointment as an opportunity to use change management processes to maximise the prospect of a seamless leadership transition.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Establish a proactive narrative in relation to the power of feedback through agreed performance management processes. • Examine options for creating a culture of dispersed leadership for both teaching and school support staff.

Use of resources

Resources are deployed in a targeted manner. The manager corporate services (MCS) is a valued member of the leadership team, overseeing the effective day-to-day management of resources.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Through prudent budget management the school fully funded the fit-out of a new multipurpose area, comprising an independent living facility and sensory room. • The sensory room is used to its full capacity, with new resources costed and presented to the Finance Committee. • Whole-school membership of the Finance Committee offers all staff the opportunity to have input into the process of allocating resources. • The principal, in combination with the MCS, provides transparent and timely information on budget management for the School Board. • Thoughtful, courteous and compassionate understanding of new parents and guests is a feature of the high quality front office reception.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain a focus on ensuring professional learning is both proportionate and appropriate to the individual needs of staff.

Teaching quality

Staff are committed to providing learning programs that are engaging for their students. Embedding a whole-school philosophy is the next step towards sustainable improvement practices.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • STEM¹ has been a focus for staff with a key teacher leading staff in the use and implementation of information and communications technology in the classroom to support learning. • The Autism Early Intensive Intervention Programme is highly structured, highly successful and data-driven. • Staff have reviewed the Western Australian Curriculum subject areas, updating and aligning them to 2020 Reporting to Parents – Special Educational Need. • A key instructional strategy, TEACCH², is being piloted as the first step toward school-wide implementation.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Prepare a comprehensive Curriculum, Assessment and Reporting implementation policy to support planning, data collection, analysis and review. • Refresh the ABLE WA³ assessment schedule and ensure it is adhered to by all staff. • Clearly articulate a benchmark and diagnostic schedule with explicit dates and timelines.

Student achievement and progress

By analysing student performance data, the school is aware of areas for improvement. There is acknowledgement of the need to address negative performance trends and ensure that decisions relating to program selection and implementation are evidence based.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The implementation of STEM has been led by a key member of staff, creating a significant level of engagement of STEM activity in all classes. • The school collects a range of student performance data that support personalised planning, individualised assessment and tracking processes. • There is a positive intent to expand the range of student assessment and curriculum provision. • Parents expressed appreciation for the thoughtful and detailed student progress information provided to them about their child's learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Maintain a focus on teacher development of SMART goals that are personalised for each student's ability and responsive to need. • Maintain the skill development of staff in STEM. • Meet the challenge of utilising data to inform phase of learning and whole-school improvement targets.

Reviewers

Rod Lowther
Director, Public School Review

Cheryl Lennox
**Principal, South Ballajura
Education Support Centre
Peer Reviewer**

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Treatment and Education of Autistic and Communication related handicapped CHildren
- 3 Abilities Based Learning Education, Western Australia