



Department of  
Education

**Shaping the future**

# Canning Vale Education Support Centre

## Public School Review

# Public School Review

## Purpose

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

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

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

## Expectations of schools

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

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

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

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

## Public School Review – The Standard

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

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

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

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opening in 1997, Canning Vale Education Support Centre is located on a shared campus with Canning Vale Primary School approximately 26 kilometres from Perth, within South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1060 (decile 2).

It currently enrolls 46 students from Kindergarten to Year 6 and became an Independent Public School in 2012.

Canning Vale Education Support Centre has the support of the School Board and a shared Parents and Citizens' Association (P&C) with Canning Vale Primary School.

The first Public School Review of Canning Vale Education Support Centre was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a school self-assessment outlining the school's operations.

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

- The school's Electronic School Assessment Tool (ESAT) submission provided an account of the school's context and judgements about performance for each domain of the Standard.
- A small number of staff, together with the Principal, deputy principal, School Board chair and P&C president contributed to validation day discussions elaborating on evidence submitted.
- During the validation day discussions, the Principal provided further information relating to the small school context, the identified challenges and the school's improvement agenda going forward.

The following recommendations are made:

- In preparation for future school reviews, engage staff with the Standard and provide opportunities for staff reflection on school performance against each of the domains of the Standard.
- For subsequent ESAT submissions, include a wide selection of credible evidence that sufficiently demonstrates the school's performance against each domain of the Standard. Ensure evidence selections are oriented towards demonstrating impact on student outcomes.
- Provide clear alignment between the evidence and analysis provided and the school's planned actions for improvement.
- Progress the development of school self-assessment processes and privilege staff engagement in collaborative reflection on student achievement and progress to drive ongoing school improvement.
- Extend the range of data to demonstrate student progress and school performance within the student achievement and progress domain.

## Public School Review

### Relationships and partnerships

Staff demonstrate high levels of care and respect for their students and work collaboratively with education assistants to support students' individual needs.

#### Commendations

The review team validate the following:

- The school has established internal and external communication processes using a range of platforms including Connect, Facebook and face to face staff and family interaction.
- Opportunities for staff to meet within committees have been strengthened through a review of the staff meeting schedule.
- Viewed as beneficial in supporting opportunities for students, the partnership with the co-located primary school is enhanced by a shared commitment to open communication and ongoing collaboration.
- The committed School Board chair advocates for the school and, together with School Board members, has input into discussion on school strategic planning and school finance and resource allocation decision making.
- The school has established a process for approving therapy services to ensure the effective management of student access to on-site therapy opportunities.
- Connections with universities, Registered Training Organisations and TAFE<sup>1</sup> are focused on providing experience for early career teaching and allied professionals to understand, engage and support students with additional needs.

#### Recommendations

The review team support the following:

- Provide timely opportunities for staff and families to provide feedback through the National School Opinion Survey, ensuring actions are taken in response to feedback to inform ongoing improvement.
- Continue to strengthen staff engagement in collaboration focused on teaching, learning and student achievement and progress.
- Provide ongoing opportunities to build staff trust and connection as a whole-school team.

### Learning environment

An ethos of inclusion underpins a learning environment that prioritises individualised planning to support student success. Outdoor playgrounds and gardens are focused on enhancing students' sense of wellbeing.

#### Commendations

The review team validate the following:

- Behaviour management plans are developed for identified students and the school has implemented visual supports and strategies to enhance student's self-regulation.
- Professional learning has been provided for staff to assist the development of plans and strategies to support positive student behaviour.
- Staff professional learning aligned to the THRIVE model is focused on enhancing staff wellbeing.
- A shared garden and senior playground have been developed to create a space for all students to meet their sensory needs and to promote inclusion within the school.

#### Recommendations

The review team support the following:

- Implement a whole-school approach to support positive student behaviour using a Response to Intervention framework. Develop a shared understanding of behaviour expectations, the teaching of expected behaviour and the strategies to support positive behaviour.
- Clarify the process for identifying, monitoring and supporting students at educational risk and the processes and strategies to support student attendance.
- Implement a whole-school approach to supporting students' social and emotional development.

## Leadership

The leadership of a caring and inclusive environment is evident and there is growing momentum in the school's commitment to provide instructional support for staff and the implementation of whole-school approaches.

### Commendations

The review team validate the following:

- Opportunities are provided for staff, including education assistants and aspirant leaders, to undertake leadership responsibilities.
- The creation of an associate principal position is focused on curriculum, teaching and learning as well as providing support for positive behaviour planning.
- Committees in the areas of literacy, communication and wellbeing have been developed to progress school improvement initiatives in line with the business plan.
- A whole-school approach to literacy has been prioritised by the school with actions for development outlined in a collaboratively developed operational plan.

### Recommendations

The review team support the following:

- Continue to strengthen the development of operational plans and the implementation of whole-school approaches to instructional practices, literacy, numeracy, communication and student wellbeing.
- Progress plans to engage the school community in the collaborative development of the next school business plan.

## Use of resources

The Principal and manager corporate services (MCS) are working to develop systems and processes to support sound resource allocation and financial management aligned to the differing needs of students.

### Commendations

The review team validate the following:

- Finance training and cost centre manager guidelines are provided to staff to support their financial management awareness and practice. Cost centre managers are provided a policy and procedures file and updates on compliancy changes.
- The funded upgrading of a sensory garden/play area is viewed as benefiting students' health and wellbeing. Targeted initiative funding for chaplaincy services is used to progress pastoral care support for students.
- The Autism Early Intensive Intervention Program (AEIIP) for identified Kindergarten and Pre-primary students, funded through a targeted initiative, has enabled a high number of students to successfully transition to their local primary school post intervention.
- Collaborative planning with the Principal, staff and MCS has contributed to the development of the school budget and allocation of resources in line with student needs.

### Recommendations

The review team support the following:

- Continue to strengthen evidence-based decision making to support resource allocation for school improvement planning. Include predicted resource allocation in school operational plans.
- Develop a workforce plan and continue to monitor student enrolments to ensure the sustainability of future staffing requirements in line with student needs.

## Teaching quality

The school recognises the importance of consistent whole-school approaches and the development of a shared understanding of pedagogical approaches to ensure ongoing student progress. This is an area for ongoing development for the school.

### Commendations

The review team validate the following:

- Teachers have accessed professional learning to support their planning for the Western Australian Curriculum and ABLEWA<sup>2</sup>, along with differentiating content to meet individual student needs.
- The school is in the implementation phase of the Little Learners Love Literacy program supported by the associate principal and Literacy Committee.
- The school has developed a profile for each student to support classroom planning and interventions.
- Committed staff members described a well-structured and focused AEIIP with evidence of clear expectations for explicit teaching, routines and reporting.

### Recommendations

The review team support the following:

- Lead the implementation of a whole-school approach to literacy and numeracy supported by clear plans, scope and sequence documents and access to ongoing professional learning for staff.
- Develop opportunities for staff to engage in structured collaboration as well as opportunities for observation and feedback linked to agreed instructional practices and whole-school approaches.
- Progress the implementation of a school-wide approach to supporting student communication competency, including agreed beliefs and strategies, to be employed across every classroom and during break times. Support implementation through ongoing professional learning.
- Progress the development of consistent practices and low variance teaching through a framework of agreed instructional practices guided by Teaching for Impact.

## Student achievement and progress

The school recognises the importance of effective use of data to track student progress and inform class decision making. Staff are committed to taking an individualised approach to identifying student needs.

### Commendations

The review team validate the following:

- Developed collaboratively, curriculum expectations and assessment timelines have been outlined in a Curriculum Assessment and Reporting document used as a guide for staff and leaders.
- Individual Educational Plan (IEP) development has been prioritised through professional learning and staff support, with a focus on clear expectations for goal setting aligned to student needs.
- Meetings with teaching staff are scheduled to discuss student achievement and inform IEP planning and interventions for the following semester.
- The school collects data on student IEP achievements each semester with the intention of guiding staff reflection on teaching practices.

### Recommendations

The review team support the following:

- Progress intentions to provide opportunities for staff to engage in moderation.
- Strengthen whole-school processes for the collection and analysis of student achievement and progress data including the development of a clearly defined data collection schedule.
- Further develop opportunities for staff to collaboratively analyse data to inform classroom practice and whole-school decision making.
- Collect a range of data sets to determine student progress in literacy, numeracy, social and emotional development, and communication competency.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Gwen Evans  
**Principal, Meadows Springs Education Support  
Centre  
Peer Reviewer**

## Endorsement

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

The timeframe for the next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Technical and Further Education
- 2 Abilities Based Learning Education, Western Australia