



Department of  
Education

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Public education  
**A world of opportunities**

# Cyril Jackson Senior Campus Education Support Centre

## Public School Review

November 2018

# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed 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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Cyril Jackson Senior Campus Education Support Centre is located in the Perth suburb of Bassendean and enrolls students with disability from Year 10 to 13. The school shares a site with Cyril Jackson Senior Campus, which enrolls compulsory schooling and mature-age students. The two schools maximise student learning opportunities by sharing facilities, staff, resources and integrated learning programs.

A range of career and community focused SCSA<sup>1</sup> courses, endorsed programs, and Vocational Education and Training (VET) Certificate courses and Units of Competency are offered to develop student independence and confidence in preparation for a successful transition beyond school. Highly personalised planning guides individual learning and pathway options, which are complemented by tailored work experience placements.

Formal accreditation for learning is embedded across the school's programs with progress reflected in students' individual education plans (IEP), reports and the WACE<sup>2</sup>.

The school has been recognised by the Department as a 'Distinctive School' for the leadership of Person Centred Planning: Big Plan and ASDAN<sup>3</sup> delivery. In 2015, the school was recognised as School of the Year by the Western Australian Education Support Principals and Administrators' Association (WAESPAA), and the Principal was awarded the WAESPAA Leader of the Year in 2017.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- A wide scope and multiple sources of evidence were selected for analysis.
- Learning, from Leading School Improvement training, has been incorporated to apply increased rigour in evidence-based school self-assessment and improvement planning processes.
- Staff and parents were provided with opportunities for collaboration and reflection in the school self-assessment process.
- There was alignment between evidence, and observations and judgements about performance.
- Planned actions were aligned to the school's self-assessment of its performance and elaborated on during the validation phase.
- Leaders acknowledged the need to ensure clear links between areas identified for improvement and the school's strategic and operational plans, to maintain and raise the standards of student achievement.

The following recommendations are made:

- Consider the succinct analysis of credible, current data to most effectively and efficiently represent the school's performance and related planning.
- Enhance the observation and analysis statements in the school's self-assessment with a relevant impact statement.
- Establish processes for the collation of individual and whole-school data to inform areas of improvement and collaborative target setting, and to enhance strategic planning.

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Relationships and partnerships	
<p>The school actively seeks and fosters productive relationships with local schools, prospective families, the partner college and local industry to maximise learning opportunities and post-school pathways. These actions have increased parent confidence and student enrolments.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The partner schools have established strong reciprocal relationships. shared resources, facilities, staff and programs benefit all students.</li> <li>• The School Council has incorporated self-assessment tools to identify areas of strength and those for development.</li> <li>• Established partnerships with employment agencies and 30 individual workplaces support accredited learning and post-school options.</li> <li>• Employability learning programs are extended to students in other schools to increase their engagement, attendance and post-school options.</li> <li>• Parents are valued in the development of personalised planning and report high satisfaction in their child's education and communication of progress.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Develop capacity and opportunities for the School Council to increase its strategic governance in preparation for the induction of new members.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Increase opportunities to gain parent feedback. Extend the connection between families through targeted parent network events.</li> </ul>

Learning environment	
<p>Staff are invested in maintaining a mature learning environment that is underpinned by a focus on developing student independence in preparation for a successful life beyond school.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Diversity and inclusion are firmly embedded across the shared site and reflect a unified culture of respect, acceptance and high achievement.</li> <li>• A collaboratively developed, whole-school 'staff key attributes' framework promotes expectations for professional and personal accountability.</li> <li>• A sense of belonging is evident and articulated by students and staff.</li> <li>• The student services coordinator provides support by enhancing student identification, engagement and personalised planning. Pastoral care is strengthened through ongoing monitoring and collaborative management.</li> <li>• Weekly meetings with the OSH<sup>4</sup> representative promote a safe school.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a whole-school plan for social and emotional learning that includes protective behaviours and Zones of Regulation.</li> <li>• Develop a whole-school plan for the consistent implementation of Protective Behaviours and health and wellbeing.</li> </ul>

## Leadership

The Principal is leading a cultural reform of increased accountability and evidence-based planning while ensuring staff are provided with appropriate resources and support.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• School leaders are highly visible, accessible and accountable. Staff feel empowered to lead, innovate, contribute and provide feedback.</li> <li>• The Principal has established shared ownership through a distributed leadership model with specific areas of responsibility identified for all staff.</li> <li>• Leaders and staff share expertise to lead improvement in other schools.</li> <li>• Opportunities are frequently created for students (past, senior and from the partner college) to mentor, teach and support other students' learning.</li> <li>• The manager corporate services undertakes higher duties in other schools to lead their school operations and for staff professional development.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Collaboratively identify priority areas, student targets for the 2019 strategic plan (and related operational plans) and processes to measure the progress and achievement of targets and the efficacy of strategies.</li> <li>• Extend the incorporation of the <i>Aboriginal Cultural Standards Framework</i> in the current Bush Rangers program to all teaching and learning.</li> <li>• Revise induction processes by introducing new staff to the school's vision, policies, practices and expectations to sustain school and student success.</li> </ul>

## Use of resources

The school allocates funding to support student needs in alignment with school priorities, targeted initiatives and program delivery. Strategic timetabling ensures ample student support.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Operational plans include financial, resource and staff development information that are linked to school priority areas.</li> <li>• Teachers manage their respective cost centres and inform the following year budgets for their areas of responsibility.</li> <li>• The manager corporate services delivers professional learning to all staff each year.</li> <li>• A long-serving, stable workforce is complemented by a comprehensive Workforce Plan that articulates anticipated future growth.</li> <li>• Well-planned facility upgrades and extensions increase staff efficiency.</li> <li>• Increased enrolments, administration workload and succession planning is supported by the planned addition of a school officer.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Revise the operational structure and develop role and responsibility awareness to increase the functionality of the Finance Committee.</li> <li>• Revise staffing and induction processes to standardise support, supervision and documentation requirements for Workplace Learning.</li> </ul>

## Teaching quality

Staff demonstrate commitment to ensuring there is high care and support for the development of social and emotional learning, independence and academic achievement for all students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The School Culture Triage Survey reveals an empowered and collegiate staff who reflect on student progress, and share resources and strategies during weekly collaborative planning meetings.</li> <li>• Staff reflect on their practice using student achievement evidence and relevant standards or frameworks to identify areas for development.</li> <li>• Personalised learning goals are negotiated, documented and aligned with school priorities. Observation and feedback is provided throughout the year to enhance practice that aligns with school priorities and targeted goals.</li> <li>• A curriculum, assessment and reporting (CAR) coordinator leads the development of classroom practice and related policy.</li> <li>• Staff maintain qualification currency to meet delivery and quality standards.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Optimise the role of the CAR coordinator to refine student progress assessment, increase opportunities for internal moderations, and progress the implementation of the RTP: SEN<sup>5</sup> enhancement trial in 2019.</li> <li>• Continue using IEP achievement data for teacher reflection and to develop highly personalised SMART<sup>6</sup> goals and intervention planning.</li> </ul>

## Student achievement and progress

A sequential scope of VET Certificate, endorsed programs and Preliminary Course offerings provides an inclusive curriculum tailored to student ability, interests and pathway preferences.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Student achievement of IEP goals, WACE courses, endorsed programs, and VET Certificates and Units of Competency is high.</li> <li>• Student progress is monitored closely and achievement is documented formally in each child's report and their WASA<sup>7</sup> upon leaving school.</li> <li>• Targeted intervention is provided for identified students to undertake the OLNA<sup>8</sup> towards attainment of literacy and numeracy minimum standards.</li> <li>• School enclave programs provide authentic workplace skill development and successful transitions to external Workplace Learning placements.</li> <li>• All students engage in and have completed the Keys for Life program.</li> <li>• Personalised pathway plans are developed collaboratively to facilitate successful transition planning and optimise post-school destinations.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Identify and implement whole-school strategies to increase reading comprehension and achievement in numeracy.</li> <li>• Establish age appropriate whole-school literacy and numeracy assessment processes to identify student achievement and longitudinal progress.</li> </ul>

## Reviewers

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MERRILEE WRIGHT  
Director, Public School Review

KIM McCOLLUM  
Principal, Warnbro Community High School  
Education Support Centre  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

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## References

- 1 School Curriculum and Standards Authority
- 2 Western Australian Certificate of Education
- 3 Award Scheme Development and Accreditation Network
- 4 Occupational Safety and Health
- 5 Reporting to Parents: Special Educational Needs
- 6 Specific, measurable, achievable, relevant and timely
- 7 Western Australian Statement of Achievement
- 8 Online Literacy and Numeracy Assessment