



Department of
Education

Shaping the future

Cyril Jackson Senior Campus 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

Context

Cyril Jackson Senior Campus Education Support Centre is co-located in Bassendean with Cyril Jackson Senior Campus and is approximately 11 kilometres north-east of Perth, in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1021 (decile 4), and it currently enrolls 42 students from Year 10 to Year 13.

Cyril Jackson Senior Campus Education Support Centre is supported by the School Council.

The first Public School Review of Cyril Jackson Senior Campus Education Support Centre was conducted in Term 4, 2018. 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 comprehensive school self-assessment.

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

- A selection of evidence and accompanying analysis, together with overview documents for each domain of the Standard, provided an open and honest account of the school's performance and planned actions for improvement.
- Contextual information, including recent leadership changes and a subsequent focus on resetting the school vision and values, were features of the school's submission and validation visit discussion.
- Staff were provided opportunities for input into the review preparation process through reflection on the school's performance against each domain of the Standard.
- During validation meetings, a range of staff, students, and parents together with school leaders elaborated on evidence submitted adding value to the school's submission.
- The Principal and a technologies teacher from the co-located Cyril Jackson Senior Campus provided information and insights during the validation visit discussion which demonstrated support for the positive school partnership.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, ensure that evidence selected best reflects the school's performance against the Standard.
- Ensure planned actions are clearly articulated and focused on what matters most to progress the school's improvement agenda.

Public School Review

Relationships and partnerships

A united and respectful staff know their students well and work collaboratively with families to plan for their individual needs. Students are supportive of each other and value the school as a place to feel safe and connected.

Commendations

The review team validate the following:

- Transition and pathway planning is based on students' skills and strengths and is enhanced by extensive community connections and partnerships with local organisations and businesses. This affords students expanded opportunities for Workplace Learning (WPL) in areas of passion and interest.
- The developing School Council is supportive of the school's direction with evidence of taking steps to ensure compliance with legislative requirements.
- Trusting relationships between staff underpin ongoing informal collaboration focused on student success.
- Established links with Registered Training Organisations support a wide range of VET¹ courses made available for students from within and outside of the school, in line with their interests, skills and strengths.
- Family engagement is fostered through planning meetings and open two-way communication centred on student learning and wellbeing.
- The partnership with co-located Cyril Jackson Senior Campus is enhanced through twice termly meetings with the leadership to enable shared site planning.

Recommendation

The review team support the following:

- Continue to build the School Council members' understanding of their governance role and responsibilities through engagement in Departmental training. Progress plans to widen School Council membership.

Learning environment

The high care student-centred approach of staff, together with the positive impact of the senior campus environment, is contributing to a safe and inclusive environment where students are supported to thrive.

Commendations

The review team validate the following:

- The school's student services team has been redefined to clarify roles, meetings, and processes for identifying and monitoring students at educational risk (SAER).
- The school chaplain provides oversight of the student council and facilitates wellbeing support for students and their families.
- Behaviour expectations are collaboratively developed with students, and positively reinforced by staff.
- A health coordinator has been appointed to develop the school's Health and Physical Education Curriculum aligned to Western Australian Curriculum and students' needs.
- Student wellbeing is targeted through a range of programs including the Rock and Water program, DRUMBEAT and mindfulness. The implementation of Zones of Regulation has commenced to support student self-regulation.

Recommendations

The review team support the following:

- Continue plans to progress cultural responsiveness guided by the Aboriginal Cultural Standards Framework.
- Document and communicate school-wide processes to identify, support and monitor SAER.
- Using a Response to Intervention framework, define the school's universal and targeted interventions for supporting students' social and emotional development aligned to their needs.

Leadership

The relational and supportive style of the Principal is valued by staff and is contributing to a distinct team culture characterised by consultation and collaboration. Following the establishment of a shared vision, moral purpose, ethos and core values, the school is well positioned to progress the development of clear strategic directions and planning processes for improvement.

Commendations

The review team validate the following:

- Emerging leaders are provided opportunities to undertake leadership responsibilities in areas of interest and skill across a range of areas including science, technology, engineering and mathematics (STEM), literacy and health.
- The WPL and VET coordinator roles are well established and contribute to students' learning opportunities and development of pathways into the community beyond school.
- Education assistants are valued for their expertise and are provided a range of opportunities to lead school initiatives such as literacy intervention.
- A recent deputy principal role adds value to the school executive team which has been further enhanced through regular meetings and the clarification of roles and responsibilities.
- Teachers are provided opportunities to engage in performance management meetings. Staff report these to have enhanced their professional development.

Recommendations

The review team support the following:

- Engage with Teaching for Impact and develop an agreed instructional framework.
- Support consistent practices through plans for coaching, classroom observation and professional learning.
- School leaders to attend school improvement professional learning to support the development of strategic and operational planning processes and leadership of quality teaching.
- Continue to strengthen the capacity of leaders to lead whole-school literacy and numeracy and wellbeing approaches aligned to strategic directions supported by clearly defined operational plans.

Use of resources

The Principal, manager corporate services (MCS) and Finance Committee are working collectively to embed systems and processes to ensure financial processes and practices are compliant with Departmental expectations.

Commendations

The review team validate the following:

- The school's Finance Committee meets termly and has representation from leadership, teaching staff and education assistants.
- Staff are supported to understand school financial management through a financial management handbook, professional learning, and support from the MCS.
- Processes have been adopted by the MCS to support planning for asset replacement.
- The School Council has opportunities to discuss school finances during meetings to better understand financial management decision making.
- Funding for VET is allocated to ensure students have a range of opportunities that best meet their individual needs.

Recommendations

The review team support the following:

- Continue with the intent for the Principal to engage in financial management in schools training in collaboration with the MCS.
- Ensure the workforce plan is current and aligned to strategic goals and enrolments to ensure the ongoing sustainability of staffing is in line with students' needs.

Teaching quality

A committed staff understand the importance of quality teaching and consistent and connected practices. There is clear intent to establish whole-school approaches for literacy and numeracy and to engage students in a clearly defined curriculum aligned to the Western Australian Curriculum.

Commendations

The review team validate the following:

- Students are provided a range of opportunities to participate in ASDAN² and VET programs with high levels of engagement evident.
- The school has developed a curriculum assessment and reporting policy that guides processes for assessing and reporting on student outcomes.
- The MultiLit Reading Tutor Program has been introduced as an intervention to progress students' reading acquisition.
- Teachers use a range of assessment data to plan for and develop lessons.
- The appointment of a STEM teacher has enabled the development of learning opportunities and teaching aligned to the Western Australian Curriculum.

Recommendations

The review team support the following:

- Review and implement a clearly defined curriculum, supported by scope and sequence documents, that meets the needs of students from Year 10 to 13 with alignment to the Western Australian Curriculum.
- Progress the implementation of a whole-school approach to literacy and numeracy.
- Formalise collaboration processes focused on data analysis, pedagogy and student achievement to support consistent practices and low variance teaching.

Student achievement and progress

Staff and leaders understand the value of data and evidence-based decision making. Momentum in developing for the implementation of systems and processes for collecting and analysing student assessment and progress data to inform school planning and classroom decision making.

Commendations

The review team validate the following:

- Transition planning is a key school focus facilitated through the school-based Support@bility program providing information to families, together with detailed and authentic person-centred planning referred to as Plan@bility. This is resulting in the development of meaningful transition pathways for students.
- Teachers have been supported to write SMART³ Individual Education Plan (IEP) goals that are based on baseline assessments and input from key stakeholders, including families.
- A range of school-based assessment data is collected to inform planning. This includes IEP data, VET, ASDAN and Preliminary Unit outcomes, WPL data, MultiLit, Essential Assessment and South Australian Spelling Test data. Positive student outcomes are evident in both VET course achievement and ASDAN completion data.
- Post school destination data is collected, reviewed, and used to inform school decision making in areas of pathway planning, the creation of industry links and course opportunities.
- Internal and external moderation is undertaken in VET and ASDAN and is viewed as an integral part of quality assurance practices at the school.

Recommendations

The review team support the following:

- Progress plans to develop an assessment schedule that outlines data collection, analysis and sharing points.
- Continue with intentions to further develop staff data literacy through professional learning and opportunities to engage in the collaborative analysis of data.

Reviewers

Kim McCollum
Director, Public School Review

Margaret Keen
**Principal, Rockingham Senior High School
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 next review process focusing on the leadership and teaching quality 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 Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Vocational Education and Training
- 2 Award Scheme Development and Accreditation Network
- 3 Specific, Measurable, Achievable, Relevant, Timely