



Department of
Education

D19/0212905

Public education
A world of opportunities

Cannington Community Education Support Centre

Public School Review

May 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 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:

	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

Cannington Community Education Support Centre is located in Cannington approximately 14 kilometres from the Perth central business district within the South Metropolitan Education Region.

The school, with an Index of Community and Socio-Educational Advantage rating of decile 7, currently caters for 106 students in Years 7 to 12. Students in Years 7-10 attend the adjacent Cannington Community College site and students in Years 11-12 attend the Sevenoaks site.

Cannington Community Education Support Centre is part of the broader Cannington Education precinct enrolling students from nearby areas, including Belmont, Bentley, Maddington and Gosnells.

Facilities at the school, as with its partner schools, are 'state of the art' and include specialist design and technology workshops, information technology laboratories, a fully-equipped business centre and functional gymnasium and fitness room.

Becoming an Independent Public School in 2019, the school is supported by their Parent and Citizens' Association and a committed and supportive School Board.

School self-assessment validation

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

The following aspects are confirmed:

- An established culture of self-assessment underpins a deep and shared understanding of the school's performance; its areas of strength and those identified for further improvement.
- A broad scope of credible evidence was selected for analysis.
- Comprehensive PowerPoint presentations, used as part of the school's regular self-assessment cycle, added value and clarity to the school's submission.
- Strong alignment between the evidence provided, analysis of performance and planned actions for improvement was a feature of the school's submission.
- The school's self-assessment was further enhanced by the conversations with staff and members of the school community during the validation visit.
- Staff engaged positively both during the self-assessment process and during the validation phase of the school review.

Public School Review

Relationships and partnerships	
<p>The leaders and staff are united in their commitment to building authentic and purposeful connections with families to support each child's development. Their passion and determination to achieve the best outcomes for all students, underpins a high-performance, high-care culture.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • High levels of trust and professional obligation characterise staff relations. DISC¹ personality profiling has raised awareness of personality types, enhanced the quality of staff interactions and supported the effective work of teams. • Parents cite high levels of trust and respect for the leaders and staff and appreciate the school's positive communication processes. • Established, reciprocal partnerships ensure quality support for a range of initiatives such as the workplace learning program founded on sustained relationships with 65 business and community organisations. • Members of the School Board are supported to understand their governance role and are strong advocates for the school. • The Education Support South Network Market Day, introduced by the school to sell products made by students, reflects the school's leadership and positive influence in supporting local and network schools.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to investigate options to meaningfully connect families with their child's learning journey. • Continue to support members of the Board through ongoing training.

Learning environment	
<p>Clear and well-communicated expectations together with cohesive and connected systems, create the conditions for student success, provide certainty for staff and students and underpin an inclusive, safe and engaging learning environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A highly capable student services team coordinate in-school and specialist support to assist staff to implement effective case management practices. • A well-executed attendance strategy reflects a deep understanding of contextual factors and provides wraparound support for students at risk. • The established PBS² program promotes clear expectations and supports the explicit teaching of behaviours aligned to the school's core values. • Engagement in the NESLI³ program supports staff to adopt a proactive approach to health and wellbeing, has enhanced the quality of professional conversations and has contributed towards a positive school culture. • Purposeful student engagement is fostered through a range of initiatives including in-class enterprise programs, a breakfast club, interactive games, an arts programs and the Dismantle community service program.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the focus on the seamless integration of the school's preferred social and emotional programs under the Mental Health in Schools Matrix.

Leadership

The leaders are unified in their leadership of the school. They are highly capable, provide complementary skill sets and are cohesive and in their efforts to build confidence in the school's direction and a collective responsibility for school improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leaders' school improvement narrative is well-understood by staff. They build trust and commitment through authentic consultation and engagement in school improvement planning. • Staff are encouraged to lead key portfolios and are supported to develop their leadership potential. The distribution of leadership balances practical classroom support with responsibilities for whole-school improvement. • The strategic and diligent introduction of school-wide initiatives reflect the leaders' deep understanding of effective change management. • The 'can do' mantra highlights the school's innovative use of messaging and infographics to build connection to the school's vision and directions. • Performance management is aligned to the AITSL⁴ Australian Professional Standards for Teachers and the school's pedagogical framework. Staff receive targeted and scaffolded support to engage in a classroom observation and feedback process. • Professional learning is targeted to need and facilitated effectively through videoed lessons, peer mentoring and staff collaborative meetings.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to foster staff acceptance of, and engagement in, the classroom observation and feedback processes.

Use of resources

The MCS⁵ and Principal work together to manage and monitor the school's finances. They are diligent in meeting their obligations to ensure allocated funds are best used to support the personalised learning needs of each student.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Established protocols require budget submissions to be aligned to the school's plans and endorsed by the Finance Committee. • Evidence-based decision making ensures that the allocation of funds is driven by a deep understanding of the needs of each child. • Individualised advice provided by the MCS⁵, together with clear guidelines detailed in the staff handbook, ensure cost centre managers adhere to required financial management practices. • Well-managed reserves support future facility and program planning. • Members of the Finance Committee are supported in their oversight of the school's financial management systems and processes. • The leaders are aware of, and manage, workforce issues effectively to minimise impact on student learning and school-wide operations.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to strengthen alignment between the budgeting processes and the school's plans for raising the standards of student achievement.

Teaching quality

Staff are enthusiastic learners, committed to ensuring their practice is inclusive and provides tailored curriculum access for all students. A culture of teaching excellence is reflected through an integrated and engaging curriculum characterised by personalised learning and choice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A person-centred approach to planning, ensures student programs build independence, are targeted to personal aspirations and are contextualised to facilitate in-school success and purposeful post-school outcomes. • Comprehensive support including targeted professional learning, peer coaching and mentoring and defining quality teaching explicitly, ensures agreed curriculum programs are embedded as school-wide connected practice. • Staff are committed to purposeful collaboration and use their meetings to discuss school-wide programs and student achievement and progress. • The school's 'Pillars of Pedagogy' align to the AITSL Australian Professional Standards for Teachers and describe the agreed beliefs about effective teaching practices in an education support setting. • Staff engage regularly in moderation practices with colleagues from their own school as well as those within the Education Support South Network.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to work with staff to explicitly define what constitutes effective practice, to maintain the focus on high quality teaching.

Student achievement and progress

The leaders understand student performance data and acknowledge the need to identify and develop data sets and assessment protocols that are appropriate to their context and can reliably inform whole-school planning and improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Dedicated research conducted by the school has ensured staff use specific diagnostic assessments to inform personalised planning and track student progress. • Collaborative stakeholder planning, targeted diagnostics and regular moderation ensure a high level of rigour in setting challenging IEP⁶ targets. • Data are reviewed collaboratively in learning teams to build staff data literacy and underpin collegiate discussions regarding student achievement and progress. • Successful school-based traineeships that are aligned to students' plans and aspirations, provide a genuine post-school pathway for students. • Reporting to Parents ABE⁷ information has been modified to align to the school's core values and monitor the impact of the PBS initiative.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to investigate opportunities to use reliable school-based data to inform discussions and planning regarding whole-school performance. • Continue to pursue the development of school-based endorsed programs in the absence of available and appropriate Certificate I courses.

Reviewers

Jim Bell
Director, Public School Review

Kim McCollum
Principal, Warnbro Community High School
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
A/Deputy Director General, Schools

References

- 1 Dominance, Influence, Steadiness and Conscientiousness
- 2 Positive Behaviour Support
- 3 National Excellence in Educational Leadership Initiative - Staff Health and Wellbeing Toolkit
- 4 Australian Institute for Teaching and School Leadership
- 5 Manager Corporate Services
- 6 Individual Education Plan
- 7 Attitude, behaviour and effort