



Department of
Education

Shaping the future

Cannington Community 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

Established in 1992, Cannington Community Education Support Centre is located approximately 14 kilometres from the Perth central business district, within the South Metropolitan Education Region.

In 2019, it was granted Independent Public School status.

The school has an Index of Community and Socio-Educational Advantage rating of 978 (decile 6).

It currently enrolls 123 students in Years 7 to 12.

Cannington Community Education Support Centre has the support of the School Board and Parent and Citizens' Association (P&C).

The first Public School Review of Cannington Community Education Support Centre was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

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

- The Principal and leadership met with staff on both sites to determine the evidence to be included in the Electronic School Assessment Tool (ESAT) submission.
- Planned actions were aligned to the school's self-assessment of performance and were further elaborated during the validation visit.
- A range of staff together with a parent, School Board and community members, contributed authentically to validation day discussions, providing valuable insights into the impact of pre and post school opportunities for students.
- A student led PowerPoint presentation, art display and tour of the school enhanced the review process. An opportunity to visit the 'Mini Woolies' store showcased the skills and knowledge students are developing in preparation for future employment.

The following recommendations are made:

- In preparation for future ESAT submissions, carry out a final review of evidence with consideration for clarity of message, clear linkage to the domain it is entered under and demonstration of the impact on student outcomes.
- Continue to build a school-wide culture of self-assessment through the collection and use of credible and current evidence to determine levels of performance and areas for targeted improvement.

Relationships and partnerships

The school offers a diverse and inclusive community located on 2 sites. Staff are dedicated and work together with families and the wider community to provide students with the best opportunity to reach their potential. Relationships are a priority and drive high expectations and extensive support for students.

Commendations

The review team validate the following:

- The school has established long-standing partnerships with Cannington Community College and Sevenoaks College, underpinned by a commitment to working collaboratively and sharing resources and facilities.
- Student focused, engaged and purposeful, a positive staff culture is evidenced through respectful relationships and a nurturing approach.
- Extensive partnerships have been established with a variety of external agencies and businesses that enhance the learning program for students, leading to post school opportunities including volunteering and employment.
- The School Board has a sound understanding of its governance role and responsibilities. Members are engaged in and value strategic discussions, and the opportunity to help guide school decision making and policy.

Recommendation

The review team support the following:

- Proceed with the intent to further develop the workplace coordinator role to explore transition opportunities and pathway planning for students.

Learning environment

A safe, positive, and supportive learning environment is embedded with a focus on developing student independence in a 'can do' approach preparation for a successful and meaningful life beyond school.

Commendations

The review team validate the following:

- Transition processes between local primary schools and the school are comprehensive and set students and their families up for success in the secondary context.
- Support for positive student behaviour is embedded through whole-school approaches. Achievement, Independence, and Respect (AIR) values guide student incentives and rewards.
- Staff are trained in crisis prevention intervention and collaboration with Indigo Solutions therapy provider has resulted in the establishment of sensory profiling with rooms established to support students to self-regulate.
- Student voice and agency are valued and contribute to the notion of empowerment and school pride.
- A highly effective and responsive student services team work across the 2 campuses to triage student needs, develop care plans and streamline intervention processes.
- Individual education plans (IEPs) and individual transition plans (ITPs) are collaboratively developed with students, parents, staff and allied health professionals.
- Culturally responsive school practices, linked to the Aboriginal Cultural Standards Framework and Reconciliation Action Plan, ensure meaningful engagement with Aboriginal students and the Noongar community.
- A highly skilled and committed school chaplain coordinates the breakfast club program, supports school attendance priorities, provides welfare packs and guidance for students.

Recommendations

The review team support the following:

- Formalise the documentation of processes to clarify the student services team roles and referral processes.
- Continue to embed the Positive Behaviour Support matrix and the explicit teaching of behaviours to further enhance consistent practices for staff and students.

Leadership

The leadership team has a strong, shared moral purpose with a united vision for the school that is founded on enabling every student to be successful through individualised pathways. There is a collective commitment to the school's improvement journey through distributed leadership opportunities and focus on students being at the heart of all decision making.

Commendations

The review team validate the following:

- The relational and supportive style of the leadership team are valued by staff and the School Board. Highly visible, approachable and cohesive, the team leads a culture of high expectations.
- The Principal has established shared ownership through a distributed leadership model with specific areas of responsibility identified for staff.
- Engagement with the RAFT project, implemented by South Metropolitan Regional Education Office, is providing support and guidance for leadership development in the student services team.
- Instructional coaches work shoulder-to-shoulder with teachers to support curriculum delivery, instruction, and consistent teaching practices. Newly appointed staff have valued the coaches and mentoring opportunity.
- A clear approach to performance management and development is evident. Staff are supported to develop their practice, set goals and identify career aspirations.

Recommendations

The review team support the following:

- Collaboratively with staff and the School Board, finalise the school business plan setting clear milestones and targets to articulate the school improvement agenda.
- Explore the opportunity to appoint a curriculum leader to guide teaching and learning programs as well as evidenced-based intervention programs for students in Years 7 to 10.

Use of resources

A trusting and productive relationship between the Principal and manager corporate services (MCS) ensure planning, management and monitoring processes for the use of resources are aligned. There is a clear intent to ensure resources are deployed in a targeted way to optimise opportunities and outcomes for all students.

Commendations

The review team validate the following:

- Supported by a Finance Committee, the Principal and MCS meet regularly to plan, review and monitor the budget. Financial and human resource planning is transparent, evidence-based and supports needs.
- A highly skilled School Board is provided relevant financial and resource information to enhance the governance role.
- Resourcing is managed effectively to ensure that the tools of information and communication technology are available to support diverse student learning requirements.
- Grants successfully sourced provide additional funding to deliver programs and purchase resources.
- The MCS provides opportunities to upskill staff for succession planning of administrative roles.
- Clear links between student characteristics funding and the allocation of student resources are evident.
- The school employs education assistants (EAs) above the allocated formula to support students' learning and engages with consulting teachers at both the School of Special Educational Needs: Disability and the School of Special Educational Needs: Behaviour and Engagement, to maximise the effectiveness of the investment in this area.

Recommendation

The review team support the following:

- Align the use of resources to the new operational plans and school business plan.

Teaching quality

Experienced teachers and skilled EAs are committed to ensuring there is high care and support for the development of independence, knowledge, skills and academic achievement for all students in the school.

Commendations

The review team validate the following:

- A range of programs have been implemented to support students learning including Diana Rigg, Science Research Associate, Reading Laboratory, Key Maths, TEACCH¹ and functional teaching.
- The Award Scheme Development and Accreditation Network (ASDAN) - New Horizons, VET², preliminary units and workplace learning provide students with skills and knowledge in preparation for post school opportunities.
- The 'Mini Woolies' initiative is providing students with practical experience in a retail environment, enhancing their understanding of business operations and customer service.
- Personalised learning goals are negotiated, documented and aligned to student needs. Differentiation and extension opportunities are considered for each student.
- Comprehensive transition and handover processes support the transition of students between the 2 campuses to cater for students in Years 7 to 10 and Years 11 to 12.

Recommendations

The review team support the following:

- Embed the Quality Teaching Strategy and Teaching for Impact with the CCESC Pillars of Pedagogy to align whole-school approaches.
- Revisit and refine the shared beliefs around teaching and learning in preparation for the development of the school's new business plan.
- Explore evidence-based literacy approaches linked to the Science of Reading to provide structure and consistency for students in Years 7 to 10.

Student achievement and progress

The learning context is defined by an overarching focus on student success underpinned by educational, social, emotional and physical development of students. With respect to the continuity of learning across both sites, a range of assessments are used to monitor and report on the levels of student achievement and progress.

Commendations

The review team validate the following:

- A range of system and school-based data is used to monitor student achievement and progress in a range of school and workplace programs.
- Staff support students learning and respond to gaps in understandings through the development of IEPs, ITPs, diagnostic testing, observations, and anecdotal records made by teachers and EAs.
- ASDAN and Preliminary Units provide personalised programs to cater for student needs. Adjustments to the curriculum and assessments monitor progress and achievement.

Recommendations

The review team support the following:

- Revise and consolidate evidence-based assessment data to inform teaching and learning in Years 7 to 10 teaching and learning programs.
- Continue to use language literacy and numeracy assessments to enable students to engage in VET pathways and inform classroom planning and intervention.

Reviewers


Natalie Tarr
Director, Public School Review

Julie Allsop
**Principal, Dianella Secondary College Education
Support Centre School
Peer Reviewer**

Endorsement

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

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Treatment and Education of Autistic and related Communication-handicapped Children
- 2 Vocational Education and Training