



Department of
Education

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Manjimup Education Support Centre

Public School Review

February 2020

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 focused 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

Manjimup Education Support Centre is located in the town of Manjimup, 295 kilometres from Perth within the Southwest Education Region. First opened in 1960, the school became an Independent Public School in 2012.

The school is co-located across both the Manjimup Primary School and Manjimup Senior High School sites. Three classes, Kindergarten to Year 6, Year 7 to Year 10 and Senior Secondary, encompass the current enrolment of 25 students. Manjimup Education Support Centre has an Index of Community Socio-Educational Advantage rating of 958 (decile 7).

Facilities are well maintained and the attractive grounds feature sporting fields, shaded play areas and adventure playgrounds. Secondary students access a range of electives offered in the adjoining high school.

The school benefits from the contributions of a dedicated School Board and high engagement from members of the community. An active Parents and Citizens' Association, shared jointly with Manjimup Primary School, supports both schools through fundraising activities and events linked to student learning.

School self-assessment validation

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

The following aspects are confirmed:

- Staff were provided with opportunities for genuine collaboration and reflection in the school's self-assessment process.
- The selection of a range of credible evidence provided an open and transparent account of the current school context and performance.
- There is alignment between observations and judgements about performance and the school's planning intentions.
- The engagement of staff, during the validation phase, strengthened their ownership of, and commitment to, a sustainable school self-assessment culture.
- Staff, families and community members engaged positively in the validation process, offering a positive endorsement for the direction the school has taken. There is an ethos of high expectations and continuous improvement.

The following recommendations are made:

- Select data and evidence that most effectively and efficiently represents the school's judgement of current performance.
- Continue to embed processes for whole-staff collaboration and engagement in the analysis of student achievement and progress evidence that informs school self-assessment and improvement planning.

Public School Review

Relationships and partnerships	
In addition to strengthening community partnerships to enhance learning opportunities, the principal is actively implementing strategies to increase trust and shared ownership by ensuring staff and parents are valued as collaborative partners in the school's improvement agenda.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Parents and staff feel their opinions and contributions are increasingly welcomed and express strong support for the principal.• Individual Education Plans (IEP) are developed collaboratively with parents and therapy providers.• Staff are invested in fostering a positive learning community and show professional courtesy and consideration for parents and to each other.• The AIEO¹ strengthens connections with families through targeted events.• School Board members are strong advocates and engage in consultation and planning regarding school directions.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Develop a communication plan, to strengthen parent connection and community awareness, which includes targeted and frequent feedback about the school's and students' plans, progress and achievements.• Continue to foster collaborative partnerships with both co-located schools to extend inclusive two-way learning opportunities for students and staff.• Expand partnerships with 'like' schools to enhance school planning, share resources, develop programs and extend staff knowledge and skills.• Leverage partnerships in the wider community to enhance community access and work readiness learning as part of pathway planning programs.

Learning environment	
Staff are implementing a whole-school PBS ² framework to increase cohesive and consistent school-wide approaches that sustain a safe, inclusive and responsive learning environment.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The collaborative development of the PBS values and matrix of behaviour expectations has established an agreed shared language.• PODD³ books are available, for use by staff and students, in each class.• The school psychologist supports staff in the use and analysis of functional behaviour assessments to inform the development of profiles and plans.• Regular attendance is supported by individualised case management.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Build staff expertise as communication partners and develop a whole-school AAC⁴ approach, in addition to personalised modes of communication, to increase curriculum access and social inclusion.• Consolidate systems for PBS instruction, incentives, interventions and longitudinal data collection to monitor effectiveness and inform planning.• Develop a health and wellbeing plan that describes all strategies, programs and initiatives in support of sequential social and emotional learning.

Leadership

The principal understands and accepts the challenges in leading a whole-school culture of high expectations, improvement and accountability to build community confidence in the school. A strategic reform is currently planned through the implementation of whole-school approaches and a focus on data-informed practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is strong appreciation and respect for the principal as a student-centred, dependable, consultative and responsive leader. • Staff feel supported in their commitment to ensure the success of sustainable, consistent and accountable practices. • Program implementation and staff support is facilitated by aspirant leaders. • Staff volunteer to be on committees and demonstrate enthusiasm to extend their ownership of, and active involvement in, further key initiatives.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review and consolidate the school's identity, vision, beliefs, expectations, roles and responsibilities in consultation with staff and the community. • Analyse a range of data to inform the development and alignment of school priorities, student targets, and strategic and operational plans. • Extend distributed leadership opportunities, through all staff involvement across whole-school initiatives, to progress the improvement agenda. • Facilitate staff reflection activities against the National Quality Standard and the <i>Aboriginal Cultural Standards Framework</i> to inform planning. • Incorporate classroom observations as part of performance management feedback, aligned to school priorities, student targets, interests and needs.

Use of resources

The school is well resourced and has sound processes to deploy resources in response to staff and student needs. Processes and practices are reviewed regularly.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Budget planning and expenditure is responsive to the changing needs of students and staff. • Monitoring systems and decision making protocols involve the Finance Committee and are robust and transparent. • Cost centre managers are supported to increase autonomy and efficiency. • Shared expectations, responsibilities, expenditure and resources are outlined in a Memorandum of Understanding in partnership with Manjimup Primary School. • Classroom sensory equipment and a fully-equipped sensory room support self-regulation and readiness for learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a longitudinal workforce plan that aligns to the school's priorities. • Link professional learning and budgeted expenditure to student targets and school priorities as articulated in the business and operational plans. • Undertake a review of the asset replacement plan.

Teaching quality

Teachers independently access a range of resources and frameworks to develop their teaching and learning programs. The review of whole-school curriculum, assessment, planning and instructional practices is a priority to enhance meaningful and sequential learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are optimistic, enthusiastic and unified in their commitment to a shared accountability for whole-school improvement. • IEP goals form the foundation for personalised learning that is monitored and reported against checklists with input from education assistants. • The Waddington Diagnostic Reading and Spelling tests, First Steps and Literacy and Numeracy Net resources are used in some classes to support planning. • ASDAN⁵ programs are being implemented as a learning framework for literacy, numeracy and communication in Year 7 to Year 12.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a whole-school understanding and consistent performance of high quality teaching practice that evidences the visible learning of all students. • Increase whole-school consistency in the development of personalised SMART goals in the RTP SEN⁶ aligned with the Western Australian Curriculum (WAC) and ABLEWA⁷. • Continue to build the capability of staff in data use that informs teaching adjustments and target setting at the classroom level. • Develop a whole-school framework that supports sequential skill learning aligned with the WAC and/or ABLEWA. • Establish a whole-school literacy and numeracy plan, aligned to identified student targets, that articulates strategies, programs and resources. • Extend a range of collaborative moderation and assessment processes to sustain the consistency of whole-school teacher judgement.

Student achievement and progress

The principal is aware of the need to introduce and analyse a range of progress information to determine efficacy of practice and to further inform individual and whole-school planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Commercial assessments and anecdotal records supplement the use of the ABLES⁸ assessment tool to identify ability and inform planning. • Student files support staff to plan sequential learning with continuity. • A recently revised assessment schedule outlines roles and expectations.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Introduce longitudinal tracking of a broad range of data sets that include IEP, to allow for targeted intervention programs to be adopted or refined, responsive to student and whole-school need. • Establish a system for the centralised collation, management and analysis of a range of data to inform student progress, target setting and planning. • Further enhance post-school ATE⁹ and employment options through early pathway planning and recognition of course or program achievement.

Reviewers

Merrilee Wright
Director, Public School Review

Julayne Charlton
Principal, Malibu School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Positive Behaviour Support
- 3 Pragmatic Organisation Dynamic Display
- 4 Augmentative and Alternative Communication
- 5 Award Scheme Development and Accreditation Network
- 6 Reporting to Parents Special Educational Need
- 7 Abilities Based Learning Education, Western Australia
- 8 Abilities Based Learning and Education Support
- 9 Alternatives to Employment