



Department of  
Education

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Public education  
**A world of opportunities**

# Warnbro Community High School Education Support Centre

## Public School Review

May 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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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.



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## Context

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Warnbro Community High School Education Support Centre (the school) opened in 2000 and is situated approximately 60 kilometres south of the Perth central business district, within the South Metropolitan Education Region. It is co-located with Warnbro Community High School and became an Independent Public School in 2011.

The school has an Index of Community Socio-Educational Advantage of 872 (decile 10).

Catering for students with intellectual disabilities from Year 7 to Year 13, there are currently 107 students enrolled. Upper school students in Years 10 to Year 13 participate in the BELIEVE (Building Equitable Links in Enterprise and Vocational Education) program, which prepares students for transition into the workforce, further study and adult life in general.

Parents work in partnership with the school and are engaged in the creation of Individual Educational Plans. There is also a strong focus on relationships between parents, which is encouraged through the school's Parent Network Group.

The School Board promotes the school in the wider community and provides governance, including reflection on target achievement and input into future planning.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

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

- The school assessment summary outlined the education support context of the school and the strategy taken in developing the Business Plan 2021-2023.
- Leaders engaged the school community in selecting examples and evidence provided in the Electronic School Assessment Tool (ESAT).
- A large number of staff engaged directly in the uploading of information to the ESAT. Staff demonstrated a deep understanding of the evidence provided.
- A broad range of leaders, staff, students and school community members contributed to conversations throughout the validation visit.
- Students and parents shared personal experiences that enhanced the school judgements against the domains of the School Improvement and Accountability Framework.

The following recommendations are made:

- Consider the information that best outlines planned actions against each entry provided in future ESAT submissions.
- Explore using the ESAT in ongoing self-assessment processes to capture 'point in time' progress and appropriate evidence against the Standard.

## Public School Review

### Relationships and partnerships

The school demonstrates a deep commitment to developing and maintaining authentic relationships and partnerships for the benefit of its students and families.

#### Commendations

The review team validate the following:

- There is a 'whatever it takes' attitude, with staff working in collaboration to enhance the learning opportunities and wellbeing of each individual student.
- The school is acutely aware of the challenges faced by families and actively supports them to engage with the National Disability Insurance Scheme process, resulting in students receiving the funding they require to live their 'best' lives.
- Parents, the School Board and school partners positively described the quality of communication the school provides both formally and informally, which results in timely action and feedback.
- The Directions team have undertaken extensive work in developing external partnerships with local businesses for work experience and employment, contributing to meaningful pathways for students.
- Families are engaged with the school through family network events. The Flourishing Festival provides an opportunity to connect with future parents, building confidence to involve themselves with the school.

#### Recommendation

The review team support the following:

- Continue to build external partnerships to enhance community engagement and provide micro-enterprise opportunities for students.

### Learning environment

A safe, caring and inclusive learning environment is guided by trauma-informed practices and decision making.

#### Commendations

The review team validate the following:

- There is a collective belief that Positive Education through Positive Psychology and best practice teaching can encourage and support students, the school and its community to flourish.
- The school's focus on developing the whole child is cultivated through an evidence-based, whole-school model (HAPEER - Health, Accomplishments, Purpose, Emotions, Engagement and Relationships), a designated wellbeing curriculum, and universal, targeted interventions using a Response to Intervention, three-tiered approach.
- The Intervention (Wellbeing) team of highly skilled staff, build the confidence and competence of staff through observation, data analysis and coaching.
- Staff wellbeing is enhanced through the school's comprehensive staff wellbeing framework, encompassing robust structures, processes and strategies, including support for critical incident management.
- Enhancements to the physical environment, including sensory rooms, student-developed gardens, and a student-run café, support student wellbeing and learning outcomes.

#### Recommendation

The review team support the following:

- Progress the whole-school student wellbeing approach to increase predictability of experience for students.

## Leadership

Leadership at every level of the school is driving the school improvement agenda through the shared vision and responsibility for every student to flourish and become their 'best' self.

### Commendations

The review team validate the following:

- The distributed leadership structure facilitates opportunities to support and coach colleagues, lead teams and programs and to provide professional learning for schools as a Teacher Development School.
- The executive leadership are aligned in their narrative and involved in developing their leadership by engaging in professional learning and mentoring relationships.
- Planning is evidence based and developed through collaboration with staff. Operational plans and school decision making aligns with the Positive Education philosophy and the school business plan.
- Aspirant leaders are encouraged to engage in the Western Australian Future Leaders Framework, where staff are mentored and provided opportunities for further growth.
- A fearless interrogation of data underpins a continual review of programs and initiatives, guiding resourcing decisions to best meet the needs of students.

### Recommendations

The review team support the following:

- Continue to strengthen formal performance management and review processes to enhance the existing professional learning culture.
- Progress the intended actions to ensure the school becomes increasingly culturally responsive.

## Use of resources

The strong alignment between decisions and actions across the school can be evidenced by the resource planning and financial procedures undertaken by the school.

### Commendations

The review team validate the following:

- The deployment of resources is embedded within ongoing review and planning cycles. Resources for school initiatives and programs are based on best practice and their impact on student learning and wellbeing outcomes.
- The one-line budget is monitored closely and financial decisions are prioritised for the greatest impact on student learning.
- Specialised expertise provides targeted support for students. Increased school psychologist time, a youth worker and speech therapist complement the efforts of teachers and education assistants.
- The effective use of resources is owned by everyone to ensure equity and purposeful distribution of funds.
- Significant attention is placed on workforce planning, ensuring the best possible staffing profile to meet the complex requirements of the school.

### Recommendation

The review team support the following:

- Continue to monitor the use of resources as part of existing self-assessment practices.

## Teaching quality

Leaders and staff have high expectations on the quality of teaching they provide. Individualised learning and pathway plans ensure students are afforded the best possible opportunities for success.

### Commendations

The review team validate the following:

- A culture of collaboration is guiding whole-school pedagogy. Professional Learning Communities meet weekly to develop goals for student progress informed by data, and to identify strategies to improve teaching practice.
- Whole-school curriculum plans are informed by the Western Australian Curriculum and the Australian Core Skills Framework. The mathematics plan outlines essential content yet allows for teachers to differentiate based on individual student needs and interests.
- The communication support officer coaches staff in the provision of complex communication support to students whilst upskilling them as effective communication partners.
- The economics and business program exposes students to authentic life experiences through enterprise learning, where they produce and sell a product or service at the annual Christmas market.
- Teachers and education assistants work in partnership to develop individualised learning plans through rigorous data analysis and goal setting monitored through Special Educational Need planning and reporting.
- Social and emotional programs are targeting student needs explicitly as identified through assessment against the Personal and Social Capability Learning Continuum.

### Recommendation

The review team support the following:

- Consider ways to utilise the differentiation rubric for teacher goal setting, reflection, observation and feedback.

## Student achievement and progress

A moral imperative to ensure every student reaches their potential for a successful life after school underpins a school-wide culture of data and evidence-based decision making.

### Commendations

The review team validate the following:

- Learning programs aligned to the Western Australian Curriculum provide age appropriate content, complemented by skills designed in accordance with individual reading comprehension levels.
- The 'My Future My Life' whole-school approach to transition planning is resulting in consistently high levels of students entering meaningful pathways post school.
- The design, implementation and reporting of Individual Education Plans is consistent across the school, with progress measured against evidence-based assessment tools.
- High levels of senior school achievement in Vocational Educational Training, Workplace Learning and Award Scheme Development and Accreditation Network, are leading to students' successful transition to employment, further study or community engagement.
- Participation in NAPLAN<sup>1</sup> and Online Literacy and Numeracy Assessment are providing students with the same experiences afforded to their peers.

### Recommendation

The review team support the following:

- Continue to facilitate learning opportunities for students based on their academic ability and interests.

## Reviewers

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Vicki McKeown  
**Director, Public School Review**

Megan Reed  
**Principal**  
**Esperance Education Support Centre**  
**Peer Reviewer**

## Endorsement

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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 scheduled for Term 2, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy