



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

D20/0609942

Public education
A world of opportunities

Albany Secondary Education Support Centre

Public School Review

November 2020



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 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 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

together with the Funding Agreement for Schools.

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.



<https://creativecommons.org/licenses/by/4.0/>

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au



Context

Albany Secondary Education Support Centre is situated approximately 411 kilometres south-east of Perth in the Southwest Education Region. Opened in 1999 and gaining Independent Public School status in 2011, the school offers contemporary facilities for students with special educational need.

Distinctive programs, such as Community Work Crew, Bush Rangers and ASDAN¹, are delivered by the school. There are currently 52 students enrolled from Year 7 to Year 12. The school has an Index of Community Socio-Educational Advantage of 965 (decile 7).

Community support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association. The latter is a shared alliance with North Albany Senior High School, which is located in close proximity.

School self-assessment validation

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

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

- All staff were involved in a rigorous process of reflection, which contributed to a strong understanding of, and investment in, the school's self-assessment.
- During the validation visit, the Principal, teachers, education assistants and members of the School Board added significantly to the Electronic School Assessment Tool (EAST) submission through feedback and discussion.
- The school viewed the self-assessment process as valuable in prioritising areas for improvement going forward, as well as highlighting strengths and celebrating growth and achievement.
- The leadership team applied effectively a range of strategies and processes derived from professional learning experiences to the school self-assessment process, adding value to the school's development journey.

The following recommendation is made:

- Continue to refine the analysis of selected evidence for identified areas for improvement.

Public School Review

Relationships and partnerships	
<p>A strong focus on developing relational trust has contributed to a cohesive staff, and enabled solution-focused collaborative practices across the school. Staff apply a 'can do' approach to problem solving.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has well-developed communication systems to engage, inform and connect both internally and externally. • Engagement in consultative processes ensures staff have opportunities to be heard and provide input into school planning. • External partnerships such as the Albany Transition Pathway Group, TAFE² and Activ Industries are enhancing pathway planning and learning outcomes for students. • Students are supported to build social skills and relationships through a variety of programs tailored to specific needs. • The development of cultural responsiveness is evident in the school's community partnerships and authentic engagement of Aboriginal elders in the school's various culturally based projects.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to create opportunities for parent engagement with the school. • Continue to engage with the Aboriginal Cultural Standards Framework to further develop cultural responsiveness.

Learning environment	
<p>The implementation of school-wide approaches to positive behaviour strategies, designated behaviour support roles and a focus on staff wellbeing are contributing to a safe and supportive learning environment for staff and students.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Attendance processes and procedures are in place to monitor and encourage high levels of student engagement. • The school's highly effective Tier 1 Positive Behaviour Support (PBS) team has contributed to consistent approaches to behaviour support across the school. This is enhanced by a high quality data system called Behaviour Watch. • A Tier 2 PBS team and the implementation of interventions for students with complex behavioural needs have resulted in significant improvement in behaviour outcomes for targeted student groups. • A communication committee is working to develop consistent practices to support student communication across the school.
Recommendation	<p>The review team support the following</p> <ul style="list-style-type: none"> • Continue to use whole-school data to track student behaviour.

Leadership

A cohesive and highly effective school leadership team has developed a strong ethos of shared leadership and a clear improvement agenda that is embraced fully by staff.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Distributed leadership is evident in a wide range of staff roles. Selection is based on interest and skillsets, as well as student needs and business plan priorities. • There is clear alignment between the school's business plan, which is differentiated for varied audiences, the operational plan and classroom practices. • The leadership of change has been strengthened by a number of visual documents providing clarity on school initiatives and focus areas, enhancing staff engagement in change processes. • Performance management is comprehensive, with high levels of accountability balanced with high levels of support.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to enhance school improvement through the use of whole-school data to inform decision making.

Use of resources

A well-regarded manager corporate services and experienced Finance Committee operate cohesively to manage school resources and finances efficiently. Staff have a clear understanding of financial management and that every educational decision has a financial implication.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Resourcing decisions are derived from key planning cycles, the business plan, operational plans and the workforce plan. • Cost centre managers receive training to ensure resources are directed efficiently to maximise student learning. • The effective management of disability resourcing has maximised the school's access to available funds to sufficiently cater for students' needs across the school. • Prudent financial decision making is evident in the successful management of budget pressures following raised levels of staffing in line with an increase in complex student needs. • A well-developed workforce plan ensures identified gaps can be addressed, enabling the school to adequately meet planned objectives.
---------------	---

Teaching quality

The school has a strong commitment to developing highly skilled teachers capable of delivering quality learning programs linked to students' individual learning needs and pathway plans.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The implementation of Visible Learning, including High Impact Teaching Strategies, is supporting the development of teachers' pedagogical practice. This is further enhanced through peer observations. • Workplace Learning opportunities enable students to gradually build skills for work through a variety of workplaces and community volunteering programs. • The school's pathway planning involves a systematic transition process supporting students to successfully progress and prepare for life beyond school. • YuMi Deadly Maths is a newly initiated whole-school program targeting students' understanding of mathematical concepts and skills. • The senior school learning program has been well developed to include a range of learning experiences including Vocational Education and Training (VET) qualifications, work readiness, life skills and ASDAN courses.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop a whole-school approach to mathematics, including the monitoring of program efficacy and student progress over time. • Strengthen pathway planning for students with high levels of need.

Student achievement and progress

The school is highly committed to individual planning for students, including targeted support and interventions to further student progress and achievement.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school uses a range of school-based assessments for literacy, with data shared with individual teachers. • The school has developed a school-based diagnostic mathematics assessment to improve tracking of student progress and achievement. • Staff engage in moderation of ASDAN to ensure consistent practices. • High levels of student ASDAN course completion and VET achievement in Certificate I in Business are evident.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Strengthen the use of whole-school student achievement data to monitor student progress and inform decision making. • Increase staff data literacy and opportunities to engage with student achievement data. • Strengthen senior school student achievement data collection, including evidence of students' post-school destinations.

Reviewers

Kim McCollum
Director, Public School Review

Keran Davies
Principal
Leeming 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.

Your next school review is scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Award Scheme Development and Accreditation Network
- 2 Tertiary and Further Education