



Department of
Education

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Public education
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Maddington Education Support Centre

Public School Review

October 2018

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

Maddington Education Support Centre is co-located on a shared site with Maddington Primary School and has a current enrolment of 38 children. The school caters for children in Kindergarten to Year 6 who have a disability and a demonstrated need for specialist support.

The core values of care, courtesy, respect and responsibility are embedded across the school. The specialist staff are highly motivated and share collaborative approaches in the development of programs that support individualised learning. Student learning goals are identified in each child's Individual Education Plan (IEP), which are reported on at the end of each semester.

Classroom learning is supported through highly structured and rotational routines. These high engagement literacy and numeracy programs are differentiated for each child and implemented four mornings per week. A whole-school approach supports positive behaviour and self-management which maximises learning in a productive and positive learning environment.

School self-assessment validation

The Principal submitted a written self-assessment summary of school performance with limited examples of evidence of planning.

The following aspects are confirmed:

- Planning intentions, based upon the school's performance described in the submission, were elaborated on during the validation phase.
- Staff engaged positively and reported significant benefit from the self-assessment process.
- Collaboration and staff engagement in whole-school improvement was validated during the school visit.

The following recommendations are made:

- Use the guidelines and information provided in the Electronic School Assessment Tool to support evidence based self-assessment and planning processes.
- Select the most current, appropriate or suitable evidence to support claims of self-assessment to inform plans for improvement.
- Establish clear links between areas identified for improvement and the school's identified plans (strategic and operational) for raising the standards of student achievement.
- Establish processes for the collation of individual and whole-school data to inform areas of improvement and collaborative target setting to inform strategic planning.
- Further develop an evidence-based culture.

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Relationships and partnerships

A strong and collegiate staff culture is evident. The two schools share a Parents and Citizens' Association and School Council who collaboratively plan key events in support of both schools.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Staff are invested in fostering a positive learning community and show genuine interest, care and consideration for students and each other.• IEPs are developed with families, external partners and stakeholders and reflect each child's individual learning plan needs.• Student achievement and family connections are strengthened through personalised daily home and school diary communication.• Parents are proud of the school and actively support school activities through fundraising and volunteering for events.• A range of inclusive activities increase opportunity for family involvement, feedback and celebration of student success.
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none">• Share analysis of surveys with staff and the School Council to sustain or build upon existing productive and positive relationships and partnerships.• Extend professional partnerships with other schools and networks to build upon current programs, whole-school planning and staff skills.• Implement collaborative opportunities for students and staff to extend learning for identified students working towards grade level achievement.

Learning environment

Parents value the ethos of high care for every child. This is underpinned by a shared responsibility and collective accountability for the wellbeing of all.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Highly structured routines and explicit staff roles and responsibilities support a calm yet engaging learning environment.• Students are encouraged to develop independence as they work with multiple staff and move between learning stations with faded prompts.• Positive behaviour and self-regulation is supported by whole-school programs, class rules, explicit role play and instruction, exposure to resilience strategies, explicit values education and a visible reward system.• Explicit instruction supports the development of positive communication.• Processes are established for monitoring attendance and supported by individualised case management and intervention.• Cultural diversity is celebrated and embedded across the curriculum.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Arrange Team Teach training for new staff to support whole-school use of consistent language, intervention and de-escalation approaches.

Leadership

The Principal leads a respectful team culture where staff feel valued. This is reflected by high staff retention and stability. The Principal has led the implementation of whole-school structured classroom practice which has increased student engagement and achievement.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teachers mentor new staff, in-service and work experience students. • The senior teacher has roles and responsibilities to support others. All teachers take responsibility for individual curriculum areas. • Student councillors share leadership responsibilities to build communication skills, confidence and community connection. • Change management processes have been supported by staff during the successful whole-school implementation of TEACCH¹.
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> • Consolidate whole-school data collection and self-assessment processes to inform school improvement and strategic planning. • Involve staff in the development of 2019 operational plans linked to priority areas and whole-school strategies articulated in the strategic plan. • Develop a leadership plan to build upon staff interests and strengths in leading improvement aligned with school priorities. • Collaboratively develop a whole-school assessment plan to support sustainable and relevant self-assessment processes. • Establish a formalised site induction process for new staff.

Use of resources

The management of resources is responsive to the changing needs of the students, which has included a recent focus on technology investment and modifying learning areas.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school successfully applies for grants to extend learning opportunities. • Asset and resource replacement schedules are comprehensive. The school intends to refine reserve account allocation plans. • Classroom technology is maximised and available throughout the school.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Review cost centre management and purchasing processes to ensure timely expenditure is aligned with budget and school priorities. <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> • Link professional learning and financial planning to student targets and the school's priorities as articulated in the 2019 strategic and operational plans. • Develop a workforce plan to identify longitudinal staff profile needs. • Consolidate processes to identify and access student characteristic funding relevant to students' respective needs and eligibilities.

Teaching quality

Staff are motivated by the success of students and share specific responsibilities and ownership for the individualised learning plans and monitoring of each child's progress.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> Teachers have undertaken training to support the consistent development of individualised student goals, which are quality assured by the Principal. Staff use daily checklists against each child's IEP goals to monitor progress and inform further planning. Staff provide feedback to inform practice and maximise collaborative and scheduled meeting time to share research, resources and information. Further studies are undertaken by staff to maintain specialist skills currency and maximise the strengths of colleagues to support collaborative learning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> Establish documented performance management and development processes which include negotiated goals, goals aligned to the school's strategic plan and whole-school observation and feedback processes. Source external moderation to support teacher planning and assessment of learning completed by students who are at, or working toward grade level.

Student achievement and progress

Parents and staff report increases in positive student interactions, independence and self-management in addition to their learning area achievement, indicated in their IEP reports.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> Whole-school analysis of IEP literacy and numeracy achievement is shared and complimented by standardised assessment for some students. Observation and anecdotal records; evidence behaviour, wellbeing and other learning area achievements. The school uses daily checklists and available student progress and achievement data to inform whole-school and classroom planning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> Collaboratively analyse a range of data sources to identify student specific achievement targets for inclusion in the 2019 strategic plan. Re-establish whole-school ABLEWA² assessment to supplement existing practice, inform teacher planning and to map longitudinal progress. Continue involvement in the Special Educational Needs reporting enhancement trial to align IEPs with the Western Australian Curriculum. <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> Establish transition or targeted learning plans for students working towards, or at grade level aligned with the Western Australian Curriculum. Implement systems for collecting and analysing a range of whole-school or individual benchmarks, formative and summative data to identify intervention efficacy, student achievement and longitudinal progress.

Reviewers

MERRILEE WRIGHT
Director, Public School Review

DR ALISON HARMAN
Principal
Mount Hawthorn 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 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Treatment and Education of Autistic and Related Communication for Handicapped Children
- 2 Abilities Based Learning Education, Western Australia