



Department of
Education

Shaping the future

Maddington 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

Opened in 1985, Maddington Education Support Centre is located approximately 20 kilometres south-east of Perth in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 999 (decile 5) and caters for students from Kindergarten to Year 6 who have a diagnosis of an intellectual or physical disability.

Currently there are 64 students enrolled. The school has the support of a School Council shared with Maddington Primary School.

The first Public School Review of Maddington Education Support Centre was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a concise school self-assessment highlighting the school's current operations and forward planning considerations for improvement.

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

- The 2018 Public School Review report provided a starting point and direction for school improvement and self-assessment.
- A culture of reflective school self-assessment, as the foundation for effective planning and continuous improvement, is evident.
- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgement, evidence and improvement plans for each domain of the Standard.
- A broad range of well-informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- The review provided a comprehensive narrative of the positive journey the school has been on over the past 4 years and confirmed a commitment to ongoing school improvement.
- The school's leadership reported the Public School Review provided an opportunity to reflect on current practices, acknowledge and celebrate achievements and to identify areas for development.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment using the Standard.
- In preparation for the follow up review, create a plan with a focus on the recommendations from the report. Consider the inclusion of strategies, timelines, responsibilities and data collection in the plan, to determine impact.
- Consider the choice of evidence and analysis ensuring appropriateness and currency to demonstrate school performance against the Standard. Provide careful analysis of data that accurately describes the impact on student outcomes.

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Relationships and partnerships

Respectful and collaborative practices underpin a school culture where staff contributions are sought and valued. In recognising parents/carers as authentic partners in their child's education, students' learning and wellbeing are enhanced.

Commendations

The review team validate the following:

- Professional and respectful relationships between staff are enabled through collaboration practices, structures, and the provision of supports.
- Communication is timely, clear and informative. Internal and external forms of communication are valued by staff and families respectively. Interpreters are accessed to support engagement with the culturally and linguistically diverse community.
- Extensive partnerships support the learning program for students. Active participation in the MadCan network, collaboration with other education support centres and a strong relationship with the co-located Maddington Primary School all contribute to the development of the school and the Department.
- The school is held in high regard by parents and families. The community appreciate that staff make themselves available to discuss the interests of their children.

Recommendations

The review team support the following:

- Explore ways to engage more parents to respond to School Opinion Surveys to ensure broader representation of views and opinions about school performance are received.
- Build community understanding of the role of the School Council. Consider establishing a separate Maddington Education Support Centre School Council to focus on the specific needs of the school and to encourage parent engagement.

Learning environment

The school ensures students enjoy coming to school by creating a sense of belonging through the establishment of a welcoming and safe environment. Parents are enthusiastic advocates for the school's caring, inclusive ethos where staff know every child, and the community are treated as part of the family.

Commendations

The review team validate the following:

- 'I Empty My Bucket' provides a consistent language and supports students with sensory and emotional self-regulation. Individual behavioural tracking enable staff to identify and act on patterns of behaviour.
- Underpinned by genuine respect, opportunities to celebrate, acknowledge and embed understanding of Aboriginal culture and history are embraced by the school and community.
- Staff feel valued and supported with a focus on wellbeing evident. Numerous opportunities exist to recognise staff contributions including the super, uplifting, nifty (SUN) awards.
- The physical environment adds value to the student learning experience. The new sensory space provides a quiet place for students to regulate and be ready to engage in learning.

Recommendation

The review team support the following:

- Formalise a Positive Behaviour Support Policy that clearly articulates the whole school approach to supporting positive behaviour including engagement incentives and rewards.

Leadership

Underpinned by a collective desire to improve, leadership structures, reflective processes, committees and professional learning are guiding staff to understand and participate in shaping future directions of the school.

Commendations

The review team validate the following:

- A strategic approach to developing a school logo, motto and vision, independent of the co-located primary school, has enabled staff and the community to share ownership of the school's vision, priorities and direction.
- There are frequent opportunities across a range of roles for staff, to lead areas of school operations.
- Leadership attributes are identified in staff and opportunities to take on leadership roles and engage in professional learning, including the Western Australian Future Leaders' Framework, to develop leadership capacity are available.
- Change is implemented in a strategic, timely and inclusive manner with a focus on student success and where staff have a genuine voice in key decision making.

Recommendations

The review team support the following:

- Review the business and operational plans using the School Improvement and Accountability Framework as a guide. Ensure these contain student achievement or progress targets and strategies to address the targets.
- Provide opportunities for staff to demonstrate accountability in whole school programs through performance development processes where individual student achievement data is analysed and discussed.
- Leaders provide instructional support for staff through observation and feedback to ensure whole-school programs are delivered with fidelity with a focus on consistency and low variance teaching.

Use of resources

A trusting and productive relationship between the Principal and manager of corporate services (MCS) ensure planning, management and monitoring processes for the use of resources are aligned to school operations. The provision of facilities, resources and staffing that meet students' needs are clear priorities.

Commendations

The review team validate the following:

- A priority has been placed on the development of human resources where highly capable and trained staff support students to achieve their potential.
- A well organised and competent finance committee provides oversight of the school resources. The MCS delivers information sessions and documentation ensuring finance committee members, cost centre managers and the School Council understand their role and responsibilities.
- A strategic approach has been taken to the management of the school's information and communications technology (ICT), with a comparative assessment made on purchasing versus leasing of equipment based on the needs of the school.
- A well-considered review of the reserve accounts by the Principal and MCS has identified funds that are being used to improve the learning areas for students.
- A clear memorandum of understanding for the shared facilities and utilities with the co-located local school is positively negotiated.

Recommendation

The review team support the following:

- Ensure that operational plans include the identification of intended resource costings creating a clear link between business plan priorities, operational planning and the allocation of school resources.

Teaching quality

A shared belief that every child can achieve success defines teaching and learning. Staff are committed to providing personalised and inclusive education for all students.

Commendations

The review team validate the following:

- Committees and teams provide structure and collaboratively build capacity through data-driven discussion, reflective practice and planning for improvement.
- Shared beliefs and understanding of differentiation are embedded. Individual education plans, group rotations, targeted programs and skilled education assistants allow learning to be focused to students' academic levels.
- The use of Abilities Based Learning Education, Western Australia (ABLEWA) and the Joondalup Education Support Centre Foundation Skills Curriculum inform individual and group planning, and assessment of achievement and progress.
- Assessments and reporting on student achievement and progress inform students and parents. This includes a collaborative approach to individual education planning, and provision of translators for families where required.
- Prioritising the whole school approach to the delivery of Key Words Sign and augmentative and alternate communication is ensuring all students have a voice.

Recommendations

The review team support the following:

- Ensure the school has a documented, whole-school approach to the explicit teaching of phonics for students able to access the curriculum.
- Embed processes for formalised classroom observations and feedback linked to performance development to review, monitor and support teachers in the implementation of the agreed pedagogical approaches.
- Establish a school Curriculum, Assessment and Reporting policy to ensure a consistent approach to planning for, and assessment of, student learning.

Student achievement and progress

The learning context is driven by an overarching focus on student success underpinned by educational, social, emotional and physical development of students. With respect to this, 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:

- There is a commitment by staff to accurately assess student's achievement and progress using appropriately scaled tools including ABLEWA and the Joondalup Education Support Centre Foundation Skills Curriculum.
- Special Educational Needs (SEN) reporting is implemented for every student. This enables progress against individual goals to be measured and celebrated. Face to face reporting to families allows reports to be explained and understood.
- Individual student progress is monitored and tracked including through observations and anecdotal records.

Recommendations

The review team support the following:

- Ensure that individual education plans include SMART goals that can be regularly tracked and monitored to identify incremental progress in student achievement.
- Review data sets to measure and evaluate the impact of teaching and learning programs and school-wide initiatives on student achievement and progress.
- Utilise a recognised tool and establish processes for the assessment and monitoring of communicative competence.

Reviewers	
Craig Skinner Director, Public School Review	Catriona Marcoolyn Principal, Creaney 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.

The next review process focusing on the leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools