



Department of
Education

Shaping the future

Manjimup 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 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 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, as well as the Professional Performance Review of the Principal.

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

Context

Manjimup Education Support Centre is located approximately, 295 kilometres from Perth in 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 27 students.

Manjimup Education Support Centre has an Index of Community Socio-Educational Advantage rating of 967 (decile 7).

The school benefits from the contributions of the School Board and Parents and Citizens' Association (P&C), shared jointly with Manjimup Primary School.

The first Public School Review (PSR) of Manjimup Education Support Centre was conducted in February 2020. This 2022 PSR report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school effectively used the 2020 Public School Review Report to drive school decision making and inform robust school improvement planning and implementation processes.
- The Principal created a range of opportunities for staff to collaboratively engage in school self-assessment and reflection on school performance in preparation for the Public School Review.
- Leaders valued the Public School Review process as a positive experience that extended their understanding of the school's performance and enabled staff to celebrate the school's progress and achievement over time.
- The Principal, school staff, School Board members and parents engaged enthusiastically in the validation visit meetings. This added further value to the school's Electronic School Assessment Tool (ESAT) submission through their insights into school operations and performance aligned to the Standard.

The following recommendations are made:

- In future ESAT submissions, ensure clear alignment between the judgements made, succinct analysis of evidence and the identification of planned improvements.

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Relationships and partnerships

The school has worked to build strong connections with the community and is developing increasing levels of staff cohesion based on trust. Class teams work collectively with a shared focus on student success and demonstrate a desire to further progress collaboration between classes and across the campus.

Commendations

The review team validate the following:

- Seesaw for Schools is enhancing communication with families leading to increased engagement in their child's learning. Staff report the implementation of Teams has facilitated open communication between staff.
- Families are encouraged to have a voice, provide feedback, and share opinions through surveys, Seesaw, case conferences and Individual Education Plan (IEP) transition and pathway meetings.
- The school has worked to build connections with co-located Manjimup Senior High School leading to increased learning and social opportunities for students.
- The School Board is committed and invested in the school's improvement agenda and have opportunities for input into school performance monitoring and strategic planning.

Recommendation

The review team support the following:

- Continue to build connectedness between staff through collaboration, open communication, and the development of staff collective responsibility for school improvement and student success.

Learning environment

The school's student-centred approach underpins a safe and supportive learning environment creating the conditions for students to thrive.

Commendations

The review team validate the following:

- The implementation of Positive Behaviour Support (PBS) has been embraced by staff leading to a shared language and clear expectations for behaviour, embedded through explicit teaching. Analysis of Behaviour Watch data indicates that overall minor behaviours have decreased.
- Staff demonstrate a clear understanding of students' needs and work collaboratively with key stakeholders to develop IEPs and engage in pathway planning. Well-defined processes for the identification, support, and monitoring of students at educational risk are enhancing student learning and wellbeing outcomes.
- Guided by the Augmented and Alternative Communication (AAC) policy, the school is working to develop a communication-accessible school environment. Visiting speech pathologists are viewed by the school as integral in building staff capability in Key Word Sign, and the use of individual student's systems such as DynaVox.

Recommendation

The review team support the following:

- Continue to develop a Social and Emotional Learning plan to support whole-school approaches across the campus.

Leadership

The Principal has led a rigorous improvement agenda characterised by a sharp focus on school culture and the development of collaboration and shared decision-making, setting the conditions for robust change and ongoing improvement.

Commendations

The review team validate the following:

- Informed by the school's previous review recommendations, the collaboratively developed business plan provided an opportunity to collectively reset the school's identity, vision, and beliefs.
- Staff have input into the school's operational plan aligned to the business plan, ensuring shared ownership of strategic priorities.
- Distributed leadership is evolving through the development of leadership roles including PBS, Award Scheme Development and Accreditation Network (ASDAN), AAC, Pathway Planning and Work Experience contributing to the progress of school priorities and the implementation of whole-school programs.
- Staff engage in performance management processes including reflection and goal setting, valued by staff for contributing to their ongoing development of professional practice.
- Education assistants are encouraged to collaborate with teachers and undertake increased levels of responsibility for program planning leading to increased levels of accountability.

Recommendations

The review team support the following:

- Continue to build the committee structure and leadership roles to support the implementation of operational plans and whole-school approaches. Progress intentions to create separate numeracy, literacy and communication operational plans identifying targets, strategies, and allocation of resources.
- Progress plans to implement classroom observations using evidence-based feedback principles and agreed communications protocols.
- Engage with the Quality Teaching Strategy School Culture Survey and resources to support instructional leadership.

Use of resources

The Principal, in collaboration with the manager corporate services (MCS) and Finance Committee, ensures that resource allocation is student centred, responsive, evidence-based and supports school planning.

Commendations

The review team validate the following:

- Resourcing is aligned to the business and operational plans. Priority areas are allocated funding prioritising the current cohort's educational needs and ensuring the sustainability of school supports and programs.
- The Finance Committee, comprised of the Principal, MCS, teachers and education assistants, provides oversight of the school's financial and resource management.
- The School Board is kept well informed of the school's financial management processes.
- Work force planning is responsive to the changing needs of the staff, students, and school. An Information Technology (IT) support position has been created to ensure the effective use of IT in line with the school Workforce Plan.
- The school has developed a comprehensive IT asset and replacement schedule.

Recommendation

The review team support the following:

- Progress plans to provide professional learning for staff to build their understanding of financial management.
- Ensure the workforce plan is aligned to business plan priorities including identified gaps, strategies and projected costings.

Teaching quality

The school is committed to building curriculum connection and continuity. Guided by plans and policies to support sequential learning, the implementation of whole-school literacy and numeracy programs and consistent practices is evident.

Commendations

The review team validate the following:

- A recently adopted whole-school sequence for teaching mathematical concepts is contributing to improved consistency across classrooms and improved opportunities for students to learn.
- Staff engage with assessment data and evidence to inform classroom decision making and planning for student learning.
- The implementation of AAC as a school-wide practice is gaining momentum, founded on a shared belief that all students have the right to a voice.
- Top Ten Mathematics and Promoting Literacy Development are agreed whole-school programs supported by staff opportunities for professional learning and ongoing support.
- Staff have opportunities to engage in collaboration focussed on Top Ten Mathematics, Four Blocks Literacy, AAC and ASDAN.

Recommendations

The review team support the following:

- Continue to engage staff in the use of data to inform classroom decision making. Extend collaborative moderation opportunities to sustain consistency of teacher judgements.
- Continue to implement whole-school literacy programs and consistent practices supported by collaboration.
- Further embed AAC through a clear implementation process including expectations for AAC in every class, professional learning, modelling of communication partner skills and training in Pragmatic Organisation Dynamic Display.

Student achievement and progress

The school is committed to developing a culture of data and evidence-based decision making. This is realised through whole-school systems and approaches for the collection and analysis of data to inform classroom and school decisions.

Commendations

The review team validate the following:

- The school has developed a whole-school assessment schedule that is reviewed annually to reflect changes in literacy and numeracy plans.
- A system for the centralised collation, management, and analysis of a range of data to inform student progress has been created and is valued by staff.
- The school's pathway planning processes have been developed to enhance post-school options.
- The implementation of ASDAN is contributing to high numbers of students receiving recognition for their achievements in life skills, and social and employability skill development.
- The whole-school tracking of Waddington Reading Assessment achievement is evident with information used to guide discussions on student progress and the efficacy of programs and practice.

Recommendations

The review team support the following:

- Further progress IEP Specific Measurable Achievable Realistic and Time (SMART) goal consistency and use IEP goal achievement to track individual and whole-school student progress.
- Use student achievement data, including literacy and numeracy data to track student progress at the whole-school, class, and individual level, to set targets and inform programs and interventions.

Reviewers

Kim McCollum
Director, Public School Review

Margaret Keen
Principal, Rockingham 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, 2025.

A handwritten signature in black ink, appearing to read 'MSands', with a large, stylized loop at the end.

Melesha Sands
Deputy Director General, Schools