



Manjimup Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Manjimup Education Support Centre is located approximately, 295 kilometres from Perth in the Southwest Education Region. First opening in 1960, the school became an Independent Public School in 2012.

The school has an Index of Community Socio-Educational Advantage rating of 945 (decile 8). Manjimup Education Support Centre is co-located across both the Manjimup Primary School and Manjimup Senior High School sites and currently enrolls 26 students.

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

The last Public School Review of Manjimup Education Support Centre was conducted in Term 4, 2022. This 2026 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 comprehensive, transparent and collaborative school self-assessment.

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

- The school demonstrated a rigorous approach to the self-assessment by systematically evaluating progress against the recommendations from the 2022 Public School Review, using evidence-informed reflection to measure impact and develop future planning.
- The Standard provided the foundation for the school's improvement agenda, with ongoing professional dialogue and reflection deepening staff understanding of the domains and their application within the school's context.
- Preparation for the Public School Review was characterised by shared ownership, with every staff member becoming part of a domain team. This collaborative approach engaged staff in collecting evidence, analysing practice, reflecting on impact and identifying priorities for continued improvement.
- The Electronic School Assessment Tool submission provided a robust and authentic illustration of practice against The Standard and the domain foci, with contextual explanations, statements of impact and annotated evidence supporting the judgements made.
- The insights provided by school leaders and staff during the validation visit affirmed the school's collaborative approach to self-assessment and the culture of reflective practice that has strengthened collective efficacy, shared purpose and responsibility for student success.
- Discussions with students from a range of year levels enriched the validation process, providing valuable evidence of students' sense of belonging, their positive relationships across the school community and the inclusive learning opportunities that support their engagement and success.
- Committed School Board members, P&C representatives, parents and community partners, including the Principals of the co-located primary and secondary schools, contributed authentic reflections that enriched the validation process. Their perspectives affirmed the school's commitment to inclusivity and strong community partnerships in enhancing opportunities for students, while recognising the positive impact of the leadership team's work in revitalising the school's direction and operations.

Relationships and partnerships

Collaborative relationships, underpinned by trust, respect and authentic partnerships, have established a positive school culture where working together enhances opportunities and outcomes for students.

Commendations

The review team validate the following:

- Deliberate structures for collaboration, including professional learning communities, mentoring, committees and shared planning, have strengthened professional dialogue, built trust and promoted collective responsibility for school improvement.
- Clear and consistent communication structures, supported by Microsoft Teams and the weekly Manjimup Education Support Centre Memo, enhance collaboration, streamline operations and enable staff to respond effectively to student and organisational needs.
- Authentic inclusion is strengthened through reciprocal partnerships with the co-located primary and secondary schools, providing shared learning and social opportunities that increase student independence and promote belonging, mutual understanding and respect.
- The School Board is well informed and actively engaged in strategic decision-making, with transparent communication and meaningful involvement strengthening governance and community representation.
- Purposeful partnerships with education, businesses and community organisations extend learning beyond the classroom through initiatives including the Coffee Delights enterprise and the No Limits Netball Program, strengthening community connections and supporting successful post-school pathways.

Recommendation

The review team support the following:

- Refine communication processes through the development of a parent handbook and enhancement of the school website to strengthen current and prospective family engagement and support successful student transitions.

Learning environment

A shared belief that students learn best when they feel safe, connected and understood has shaped a learning environment where every student is empowered to communicate, participate and belong.

Commendations

The review team validate the following:

- An embedded Positive Behaviour Support framework, characterised by explicit teaching, positive recognition and ongoing refinement through stakeholder feedback, promotes positive behaviour and student engagement across the school.
- Purposeful implementation of a whole-school social and emotional learning scope and sequence, integrated with Protective Behaviours and The Resilience Project, develops students' emotional literacy, self-regulation and resilience, strengthening their engagement and readiness to learn.
- Staff wellbeing is prioritised through proactive communication, dedicated wellbeing leadership and psychosocial risk management. This establishes a workplace culture characterised by connection, care and sustainable work practices.
- A whole-school commitment to Augmentative and Alternative Communication (AAC), including Pragmatic Organisation Dynamic Display and Key Word Sign, has enhanced the accessibility and use of AAC, empowering students to communicate with increasing confidence, independence and agency.

Recommendations

The review team support the following:

- Develop a cohesive, school-wide approach to Tier 2 and Tier 3 Positive Behaviour Support to ensure consistent intervention practices for students requiring additional behavioural support.
- Embed the Aboriginal Cultural Standards Framework through whole-school practices, targeted professional learning and strengthened partnerships with the local Aboriginal community to build staff cultural competence and authentically integrate Aboriginal perspectives across the school.

Leadership

Visible, collaborative and future-focused leadership has established a culture where staff are empowered to lead, collective expertise is valued and continuous improvement is a shared responsibility.

Commendations

The review team validate the following:

- Evidence-informed strategic planning establishes clear alignment between the business plan, operational plans and classroom practice, creating a shared understanding and collective commitment to the school's improvement priorities.
- Leadership is purposefully distributed across the school, providing authentic opportunities for staff to lead improvement initiatives through mentoring, collaborative teams and committees, strengthening collective efficacy and a culture of shared expertise.
- Instructional guidance and support through structured mentoring, professional learning and professional learning communities have enhanced consistency in curriculum planning, assessment and classroom practice, ensuring alignment with the school's strategic direction.
- The Manjimup Education Support Centre roles and responsibilities framework has established a shared understanding of professional expectations and responsibilities, strengthening accountability, decision-making and consistent professional practice across the school.
- Thoughtful change management, informed by evidence, staff expertise and collaborative review, ensures improvement initiatives are carefully implemented, monitored and refined to maximise their impact on student outcomes.

Recommendation

The review team support the following:

- Develop the Manjimup Education Support Centre Staff Playbook to formalise and document whole-school systems, processes and agreed practices, strengthening staff induction, leadership continuity and consistency across the school.

Use of resources

A shared commitment to ensuring every resource makes a meaningful difference for students underpins purposeful planning, transparent decision-making and responsive resource allocation.

Commendations

The review team validate the following:

- Financial decision-making is transparent and aligned to strategic priorities, with established budget planning and review processes, together with oversight by the Finance Committee and School Board, ensuring purposeful resource allocation that is responsive to the diverse needs of students.
- Proactive pursuit of community partnerships and successful grant applications, including securing a new school bus, have expanded opportunities for students to access authentic learning experiences that build confidence, independence and workplace skills.
- Resource allocation and technology provision across both campuses are regularly monitored and evaluated to ensure investment improves student achievement, expands learning opportunities and delivers measurable outcomes for students.
- Strategic workforce planning purposefully aligns staff expertise, aspirations and school priorities to the student needs, strengthening specialist programs, targeted intervention, enterprise learning and post-school pathways.

Recommendation

The review team support the following:

- Develop and implement a whole-school resource management system to strengthen the tracking, accessibility and accountability of shared resources across both campuses, ensuring their efficient and sustainable use.

Teaching quality

High expectations for every student are realised through a consistent approach to teaching, where individualised support and enriched learning opportunities prepare students for success at school and beyond.

Commendations

The review team validate the following:

- The establishment of professional learning communities has reinforced a shared vision for teaching and learning, with collaborative inquiry, moderation and analysis of student achievement data strengthening collective efficacy and responsive classroom practice.
- Comprehensive student profiles and collaboratively developed individual education plans ensure teaching is informed by a shared understanding of each learner, ensuring personalised adjustments and targeted support are consistently implemented across learning environments.
- Whole-school curriculum planning across a 3-year cycle, including White Rose Maths Australia, the Reading Spine, and science and humanities and social science, ensures all students access a broad, balanced, sequential and aspirational curriculum aligned to the Western Australian Curriculum.
- Collaborative classroom planning between teachers and education assistants ensures differentiated adjustments, communication supports and learning scaffolds are consistently implemented, enabling every student to engage with the same learning intentions from their individual starting point.

Recommendation

The review team support the following:

- Strengthen support for individual education plan goal attainment through the development of a centralised bank of evidence-based accommodations, adjustments and teaching strategies to support personalised approaches to teaching and learning.

Student achievement and progress

Recognising that success looks different for every student, high expectations, personalised learning and access to a broad curriculum ensure achievement is measured through meaningful progress and successful post-school pathways.

Commendations

The review team validate the following:

- A comprehensive assessment schedule ensures student achievement data is systematically collected, analysed and evaluated, informing ongoing monitoring of student progress and evidence-informed curriculum improvement.
- Award Scheme Development and Accreditation Network certification pathways provide students with authentic opportunities to demonstrate and celebrate achievement, while external moderation validates teacher judgements and benchmarks performance against contextually similar schools.
- Student achievement in literacy and numeracy is monitored through multiple sources of evidence, including individual education plans, Abilities Based Learning Education, Western Australia continua and standardised assessments, strengthening teacher judgement and informing adaptive and responsive teaching.
- The Roadmap of Communicative Competence assessment framework provides a systematic approach to monitoring functional communication, informing personalised communication goals, targeted teaching and ongoing evaluation of student progress.

Recommendation

The review team support the following:

- Further strengthen whole-school assessment practices by expanding mathematics and writing moderation practices and embedding shared processes that enhance the consistency and reliability of teacher judgement.

Reviewers

Danielle Roache
Director, Public School Review

Marianne Mangano
Principal, Warnbro Community 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2029.



Steve Watson
Deputy Director General, Schools