Shaping the future
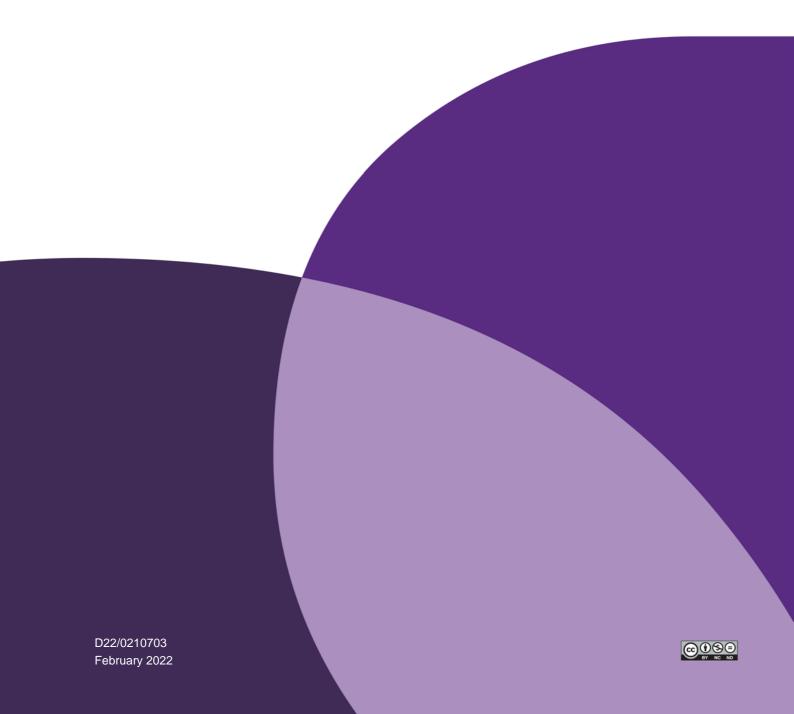
Leeming Senior High School Education Support Centre

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 in student achievement and progress.

The Statement is between; the Department of Education, 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 inform 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 resource in alternative formats for people with accessibility needs, please contact
PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Leeming Senior High School Education Support Centre (the school) is located 17 kilometres south of the Perth central business district in the South Metropolitan Education Region.

Opened in 1996, the education support centre is co-located with Leeming Senior High School.

In 2017 the school became an Independent Public School. Leeming Senior High School Education Support Centre has an Index of Community Socio-Educational Advantage of 1031 (decile 3).

Currently there are 141 students enrolled ranging from 12 to 18 years old.

The senior high school and education support centre have a relationship which includes the sharing of facilities, staff expertise, and school culture.

Support for the school is demonstrated through the work of the School Board.

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:

- The Principal led staff in a process of self-reflection prior to determining which evidence would be included in the Electronic School Assessment Tool (ESAT) submission.

- An innovative approach to the preparation of evidence ensured that the unique context of a secondary Education Support Centre was conveyed to the review team.

- Evidence selected, ranged from available systemic material to locally generated examples, all of which added value to the story of the school's recent strategic journey.

- A range of authors contributed evidence to the ESAT ensuring ownership of the review process for a broad cross-section of the school community. Authors were able to succinctly articulate their vision for planned actions that would yield the maximum impact during the school's next strategic cycle.

- A representation of knowledgeable and committed staff contributed actively to meetings during the validation visit.

- The views and advocacy of family members, Board members and students of all ages, confirmed the efficacy of school processes and strategic initiatives on the day of the review visit.

The following recommendation is made:

- Consider scaling down the size of evidence samples presented in future submissions to allow maximum depth of engagement and analysis by the review team.

Public School Review

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Relationships and partnerships

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Staff are fondly referred to by family members as 'extended family'. Their commitment to supporting students is care-based, holistic and authentic.

Commendations

The review team validate the following:

- Students, both past and present, enthusiastically spoke of their school experience and highly value the range of opportunities they have been able to access during their time at the school. Families value the support of their children, describe it as life-changing and appreciate their opportunity to complete Year 13.
- Links have been forged for families between 126 local employers and community/government organisations, such as the National Disability Insurance Scheme, to enhance students' access to resources, future pathways and open employment options.
- Partnerships are based on an educative platform whereby employers and organisations involved are provided opportunities to expand upon their understanding of inclusive workplace practices.
- The school communicates effectively with its community and, when required, in conjunction with families, uses innovation to ensure continuity of learning via remote means.
- All staff and students participate in the DPaW[1] Bush Ranger Cadet Unit. Members contribute to the completion of short and long term environmentally sustainable projects in the community.

Recommendations

The review team support the following:

- Develop a formalised communication plan using the Engaging and Working with Our School Community Toolkit and National School Opinion Survey to evaluate effectiveness of communication strategies.
- Maintain the upskilling of employers and service providers in diversity and inclusion for people with disabilities to ensure open employment pathways are maximised for all students.

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Learning environment

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The student services team, school psychologist and chaplain work in tandem with other staff to meet the needs of every child. This provides assurance to families that a focus on developing a sense of belonging is prioritised and promotes success for all students.

Commendations

The review team validate the following:

- A school-wide approach to the behaviour curriculum, delivered via the USTAR[2] values and PBS[3], ensure a shared understanding of expected behaviours. School-wide lessons, aligned to the LEARN Instructional Framework and videos of staff modelling expected behaviours, offer further reinforcement.
- Provision of mutually respectful and nurturing relationships is seen as the key to overcoming challenges associated with student attendance in an education support context. Support is given to students who are school refusers, have compromised immunities and those transitioning to the school from home schooling.
- A strong partnership with the University of Notre Dame provides a bounty of advantages for both the school and pre-service teachers.
- The Leeming Link program, led by the student services team, has created structured play, interest activity groups and active experiences for students during breaks. Students keenly anticipate these activities three days per week.

Recommendations

The review team support the following:

- Continue the journey of embedding the ASCF[4] with a fully implemented Reconciliation Action Plan.
- Use the assessment tools, available through the Thrive at Work project (Curtin University), to measure and evaluate effectiveness of staff health and wellbeing strategies and initiatives.
- Maintain the school-wide focus on PBS and the USTAR values to ensure consistent processes and routines.

Leadership

The school is a lighthouse school for the Education Support Southern Network. Practice, partnerships and innovations are regularly shared by staff through professional learning in this network.

Commendations

The review team validate the following:

- Business planning occurs through staff self-reflection, allowing them to pinpoint the school's next improvement strategy accurately.
- Leadership is distributed throughout the school with clear responsibilities allowing staff a safe space to innovate, learn and develop their own leadership.
- The large team of education assistants are led by their own dedicated leadership committee. There is regular two-way communication between the committee and administration staff.
- With the recent recruitment of a number of graduate teachers and others with no formal education support teaching qualification, a mentoring and coaching program is offered by the student services team.
- The deputy principals are 'visible' throughout the school, inspiring confidence in staff that they are supported in a complex and often unpredictable environment.
- The Principal is understated and leads with humility. Placing trust in staff, advising and guiding them when necessary and accepting responsibility for the performance and outcomes of all students.

Recommendations

The review team support the following:

- Work with students and Leeming Senior High School to formalise a student leadership structure.
- Continue building staff capability through the Instructional Leadership model 'SMART TEAMS' to increase teacher collaboration, skills and capabilities for the education support context.
- Refine and improve induction processes for staff, including relief staff.

Use of resources

The complex learning environment requires a unique approach to budgeting. Alert to this, the school's financial distribution is guided by student need and business planning priorities.

Commendations

The review team validate the following:

- The School Board is provided transparent and relevant financial, resource and student achievement data to ensure it plays an important role in school governance.
- Partnerships with Therapy Services are negotiated formally through Department professional learning panels. The support of these providers translates to inclusivity outcomes for students and families.
- There are clear goals for recruitment enabling leaders to adapt to staff shortages and changes in student profiles. Staff are selected through innovative merit selection processes and post-recruitment support is provided.
- A strategic approach to the provision ICT[5] sees all students provided with an iPad for the duration of their studies and staff. Staff also have access to iPads and a transition from desktop computers to laptops is underway delivering them more flexibility.
- The school is renowned throughout its network for proficiency in the preparation of disability resourcing checklists. Staff also support those in neighbouring schools to develop their skills in this area.

Recommendations

The review team support the following:

- Identify potential future graduate teachers through building and maintaining relationships with Universities. Seek to increase the number of pre-service placements at the school through these partnerships.
- Refine recruitment processes for education assistants and undertake succession planning for all leadership positions.

Teaching quality

Staff share the belief that good teaching is an evolving, and ever-changing landscape. Common commitment to the principles of explicit teaching is supported by a collected team of ever-learning teachers.

Commendations

The review team validate the following:

- The LEARN Instructional Framework has been developed in partnership with staff, based on Departmental professional learning and action research in classrooms and in nearby schools. Staff professional learning is delivered using the LEARN template as a modelling exercise.

- A deeply developed mathematics program based on the research of Louden, among many others, has been implemented in the school. The program has created shifts in thinking regarding consistency of standards, moderation between staff and the development of new student-centred assessments.

- A Direct Instruction mentor guides staff in the implementation of a literacy program. Scope and sequence documents for emergent students are indicative of the innovation in literacy approaches. Assessments and data have recently been updated for maximum positive impact on student learning.

- Peer and leader classroom observations of teachers are provided in a safe and impactful way. Feedback to teachers is provided verbatim along the themes 'this is what I saw?' and 'this is what I heard?'.

- Evidence of SCSA[6] document validation and other systemic requirements demonstrated the school's commitment to provide accredited courses and Western Australian Statement of Student Achievement (WASSA) recognition to students.

Recommendations

The review team support the following:

- Prepare the LEARN Instructional Framework for alignment to the Department's Quality Teaching Framework when implemented.

- Continue the program of peer and leader classroom observations to develop and enhance practice.

- Research and implement appropriate tools for measuring student engagement in the classroom.

Student achievement and progress

A period where there wasn't enough student achievement data has transitioned to one where there is perceived to be too much. Recent focus has been on upskilling staff in maximising the impact of data analysis.

Commendations

The review team validate the following:

- Staff possess the ability to respond to gaps in student understanding and have a well-defined picture of the achievement profiles of all their students, based on their Individual Education Plans.

- Assessment tools in literacy and numeracy (LAT and NAT) help staff to plan for student learning. Results contribute to the understanding of the needs of emergent, transitional and conventional students.

- All staff are committed to building recognition for the achievement profiles of Year 10 to Year 13 students as they work towards achieving their WASSA.

- Students are given the ability to complete an array of nationally recognised certificate qualifications and the school developed SCREAM and STEP programs assist them to find open employment on exit.

- The collation of student achievement information occurs over the twelve-month period prior to enrolment. Staff consult with families to determine entry pathways that will meet students' needs.

Recommendations

The review team support the following:

- Continue building staff skills and capacity to analyse and evaluate student achievement data to inform teaching and learning and curriculum pathways.

- Continue to explore and access further education, training and employment pathways for students.

Reviewers	
Rohan Smith **Director, Public School Review**	Jenine Wall **Principal, Secondary 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 during or after Term 1, 2025.

Melesha Sands
Deputy Director General, Schools

References
1 Department of Parks and Wildlife
2 Unity, Self-Responsibility, Teamwork, Achievement, Respect
3 Positive Behaviour Support
4 Aboriginal Cultural Standards Framework
5 Information and communications technology
6 School Curriculum and Standards Authority