



Department of
Education

Shaping the future

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

Context

Dianella Secondary College Education Support Centre is located approximately 10 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school is co-located with Dianella Secondary College and Dianella Primary College with the 3 schools known as the Dianella Education Precinct. In 2015, it became an Independent Public School.

Currently, there are 117 students enrolled at Dianella Secondary College Education Support Centre which provides a variety of educational programs for students with special educational needs from Year 7 to Year 12.

Programs focus on preparing and providing students with life skills that promote independence, social and emotional development and preparing for transition to future employment.

The school has an Index of Community-Socio Educational Advantage of 989 (decile 6).

Governance oversight for each school in the Dianella Education Precinct is provided by a combined 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 Electronic School Assessment Tool (ESAT) submission provided an open and honest account of the school's context including leadership change over recent years and the prioritisation of culture building and revisioning.
- In preparation for the review, staff engaged in reflection on school performance against each domain of the Standard.
- Staff voice was privileged in the ESAT submission through opportunities for a wide cross section of staff to make entries and provide analysis of evidence selected.
- During the validation day visit staff, students, parents and community members engaged enthusiastically and authentically in discussions, adding value to the school's ESAT submission.
- School leaders valued the Public School Review process as an opportunity to provide a snapshot of school performance, strengths, clarification of areas for improvement and validation of the work staff undertake.
- School self-assessment processes are developing across the school enhanced by the strong commitment of staff to reflective processes and improvement.

The following recommendation is made:

- In future ESAT submissions, select evidence that has the depth and breadth that best demonstrates the college's performance against the Standard.

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Relationships and partnerships

The school's commitment to building positive, mutually respectful and trusting staff relationships has led to a cohesive and motivated staff who work collaboratively with families and key stakeholders to meet the individual needs of students.

Commendations

The review team validate the following:

- Parents value the welcoming school environment and the high levels of care and support for their children to feel safe and thrive. Students appreciate their teachers and the learning opportunities available to them including Bush Rangers WA and Enterprise Education.
- Effective internal and external communication is facilitated through multiple modes. Opportunities for school information to be translated in numerous languages is assisting communication across the school's linguistically diverse community.
- The school's active development of partnerships with businesses and external providers is contributing to increased learning and support opportunities for students including therapy, the development of employability skills and the building of pathways and community links.
- The Education Precinct Board has input into strategic planning and demonstrates a clear understanding of the value of a model that champions collaboration, sharing of information, processes and expertise in supporting student outcomes.

Recommendations

The review team support the following:

- Continue to develop relationships and strengthen the Precinct partnership to maximise opportunities for collaboration, sharing of expertise and inclusion.
- Continue, as part of the Precinct, to build Aboriginal cultural responsiveness including implementation of the Reconciliation Action Plan (RAP) performance indicators.

Learning environment

Underpinned by the shared values: connect; engage; belong; and aspire, the school has established a welcoming safe and inclusive learning environment that ensures student needs are at the centre of decision making.

Commendations

The review team validate the following:

- The Precinct partnership is supporting the development of cultural responsiveness through the collaborative development of a RAP and joint events such as NAIDOC¹ celebrations.
- Student behaviour is an ongoing priority for the college, evident in the implementation of a behaviour flow chart, collaboration with the School of Special Educational Needs (SEN): Disability, staff professional learning and the implementation of Zones of Regulation.
- A whole-school approach to support student wellbeing is being re-established through engagement with a positive education framework, trauma informed practice and the implementation of the Resilience Project.
- The student services team provide wraparound support for students at educational risk in collaboration with key stakeholders. Clear processes for identifying, planning and monitoring student's needs are evident.

Recommendation

The review team support the following:

- Use the analysis of student behaviour and wellbeing data to inform planning and decision making in the implementation of consistent whole-school approaches to supporting student behaviour and wellbeing.

Leadership

The valued and respected Principal has worked collaboratively with leaders and staff to develop a shared vision for the school and a positive culture contributing to high levels of staff commitment and a united focus on student success.

Commendations

The review team validate the following:

- The Principal and leaders have worked collaboratively with staff to develop the school's business plan and are committed to further consultation and staff engagement in preparation for the next business plan.
- The school is developing a distributed leadership structure that is promoting shared decision making and staff ownership of the school's improvement agenda. A number of leadership roles and committees, aligned to business plan priorities, are evident in the areas of science, technology, engineering, mathematics (STEM), numeracy, literacy and positive education.
- Staff value the scope available to develop their leadership skills through opportunities to undertake leadership responsibilities and access professional learning and ongoing support.
- Support for staff to build their instructional practice is developing through professional learning opportunities, engagement with external expertise such as SSEN: Behaviour and Engagement and support from curriculum leaders.

Recommendations

The review team support the following:

- Informed by the Quality Teaching Strategy, continue to develop leadership that effectively supports staff instructional practice including shared beliefs and implementation of evidence based consistent practices and connected learning through aligned professional learning, mentoring, coaching, observation and feedback.
- Progress the leadership of whole-school approaches to literacy and numeracy through the allocation of adequate time and the development of discreet annual operational plans to guide the work of committees and teachers' classroom practice.
- Ensure change processes are measured and paced with a focus on staff engagement.

Use of resources

The Principal, manager corporate services and Finance Committee provide oversight of school financial decision making and the allocation of resources to meet the needs of students.

Commendations

The review team validate the following:

- An information and communications technology (ICT) technician is supporting the management of technology across the school. To support students' engagement with the Award Scheme Development and Accreditation Network (ASDAN) and communication, iPads are assigned to each student.
- The school has allocated additional funding for the chaplaincy program, leadership roles and the VET² program in line with student needs.
- The Finance Committee has representation from across the college. Members are provided information to support their understanding of school finances, including through a finance handbook. Financial reports are shared with the Precinct Board, with opportunity for discussion and questions provided.
- Reserve planning is evident to ensure the sustainable allocation of funds for future school projects and initiatives.

Recommendation

The review team support the following:

- Ensure that resource allocation is clearly and explicitly linked to business and operational planning.

Teaching quality

The school understands the importance of implementing evidence-based school-wide approaches to teaching and learning. A passionate and committed staff are motivated to advance this aspiration underpinned by a shared focus on individual student success.

Commendations

The review team validate the following:

- The school engaged a speech pathologist to support the development of literacy, including conducting the SPAT-R³ and implementation of Bridge the Gap (Heggerty) program for identified students.
- A school-wide approach to teaching mathematics is developing. Guided by the numeracy leader, scope and sequence documents are being developed to support teaching and learning of mathematics.
- Teachers work collaboratively to share information, perspectives and observations on student learning and work within cluster groups to plan against the Western Australian Curriculum (WAC) and develop ASDAN modules.
- Most students access ASDAN endorsed programs with 100 per cent achievement rate reported. Senior school students have access to VET certificate courses in hospitality and retail.
- Specialist teachers, with a passion for their subject, deliver programs in protective behaviours, physical and outdoor education, science and Bush Rangers.

Recommendations

The review team support the following:

- Progress plans to engage with Teaching for Impact in developing a shared understanding and approaches to instructional practice.
- Continue to develop a whole-school approach to support student communication competency driven by a clear implementation plan, professional learning, and observation.
- Progress the development of a whole-school approach to literacy and numeracy through the implementation of evidence-based approaches and explicit teaching aligned to student needs. Support consistent practices through clear expectations, professional learning, focused collaboration and feedback.

Student achievement and progress

The school has commenced the collection and use of data to track student progress and inform class and whole-school decision making, acknowledging this is an area for ongoing development.

Commendations

The review team validate the following:

- With a focus on consistent language and the writing of SMART goals, Individual Education Plans (IEP) are written using a buddy system. Goals are informed by observation, assessment and stakeholder engagement.
- The introduction of ABLEWA⁴ assessment using the personal and social capabilities has provided a tool for staff in the creation of IEP objectives for some students.
- The implementation of Progressive Achievement Tests to better align results and data with the WAC has commenced.
- The introduction of big plan and person-centred planning, in partnership with families and key stakeholders, provides student pathway planning and tailored support aligned to students' interests, skills and strengths.

Recommendations

The review team support the following:

- Develop a whole-school approach to the collection and analysis of student achievement and progress data, including the implementation of an assessment schedule that identifies the collection, analysis and sharing of data.
- Build staff data literacy and opportunities to engage in conversations about data. Use data to set targets and track progress of students at the individual, group and whole-school level.
- Continue with plans to research the Joondalup Education Support Centre maths assessment.

Reviewers

Kim McCollum
Director, Public School Review

Keran Davies
**Principal, Leeming 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.

The timeframe for the next review process focusing on the Teaching quality and Student achievement and progress domains only, will be Term 2, 2024.

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

References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 Vocational Education and Training
- 3 Sutherland Phonological Awareness Test -Revised
- 4 Abilities Based Learning Education, Western Australia