



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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Public education  
**A world of opportunities**

# Kalamunda Secondary Education Support Centre

## Public School Review

November 2020



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

## Public School Review – The Standard

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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.



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For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

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Kalamunda Secondary Education Support Centre is located in the Perth hills suburb of Kalamunda, approximately 27 kilometres east of the central business district within the South Metropolitan Education Region.

The school was established in 1999 and became an Independent Public School in 2011. It is co-located with Kalamunda Senior High School and the two schools share the support of a joint Parents and Citizens' Association (P&C).

Kalamunda Secondary Education Support Centre currently enrolls 43 students with special educational needs from Year 7 to Year 12. It has an Index of Community Socio-Educational Advantage of 1014 (decile 4).

The school is divided into a middle school and a senior school. The middle school offers a focus on developing independence and resilience for students from Year 7 to Year 9 and the senior school fosters independence through practical work placements and independent living skills for students in Year 10 to Year 12.

Community support is demonstrated through the work of the School Board.

## School self-assessment validation

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The Principal submitted a range of information supporting school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided a selection of evidence for each of the School Improvement and Accountability Framework domains.
- Leadership engagement in the school self-assessment submission was evident.
- Teachers, education assistants, leaders, the School Board Chair and community members provided feedback and elaborations on evidence, adding value to the ESAT submission.
- The School Board and community members demonstrated strong support for the school and the ongoing improvement agenda.
- The school identified the self-assessment process as valuable in sharpening the school's focus on future improvement and enhancing a common focus on student improvement across the staff.

The following recommendations are made:

- Develop understanding of the types of evidence considered to be credible and most effective in showing the school's performance in each domain.
- Strengthen school self-assessment by ensuring alignment to succinct and clear targets for improvement.
- Extend the range of staff involved in the development of evidence and determination of the school's performance in each of the domains set against the Standard.

## Public School Review

Relationships and partnerships	
The school has a clear focus on developing positive relationships and an ethos of trust, creating a strong foundation for school improvement and development.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Board is active in its support of the school, particularly through a budget review process contributing to ongoing improvement and period of 'exciting renewal'.</li> <li>• Staff and parent feedback indicates that the school's level of communication and openness is valued.</li> <li>• The development of rich external partnerships with the City of Kalamunda and the Returned and Services League of Western Australia (RSLWA) are adding value to students' learning and wellbeing.</li> <li>• The school has multiple partnerships with other schools and engages in collaboration and professional learning focused on curriculum and teaching development.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue to nurture partnership opportunities with Kalamunda Senior High School.</li> <li>• Continue to build opportunities for staff collaboration focused on learning.</li> </ul>

Learning environment	
The school's growing focus on staff wellbeing, together with a school-wide approach to behaviour and a designated wellbeing curriculum, contribute to a positive and inclusive learning environment.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Clear processes to support students at behavioural or wellbeing risk are evident through behaviour plans, case conferences and agency support.</li> <li>• The school is developing cultural responsiveness through authentic engagement with the Aboriginal Cultural Standards Framework.</li> <li>• A commitment to improve attendance is shown through a range of proactive attendance strategies, including case management and regular monitoring.</li> <li>• High levels of staff enthusiasm and motivation are evident in the school's implementation of PBS<sup>1</sup> impacting behaviour positively.</li> <li>• The school's Stephanie Alexander Kitchen Garden project is accessed by all students and enhances the school's outdoor learning environment.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Consolidate a targeted focus on monitoring and improving student attendance.</li> <li>• Continue to develop opportunities for student voice in the school.</li> </ul>

## Leadership

A cohesive leadership team is developing the conditions for student success, providing a clear improvement agenda, opportunities for staff leadership and effective processes for change management.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A wide range of opportunities for teachers and education assistants to assume leadership roles linked to skills and interest areas, has led to increased motivation and empowerment of staff.</li> <li>• Community members have confidence in the leadership of the school viewed as open, supportive and improvement focused.</li> <li>• The effective leadership of change is evident in the school's process for budget review and restructure resulting in staff cohesion and shared focus on student success.</li> <li>• High levels of staff engagement in performance management is evident in the school's recently reviewed comprehensive performance development process.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Strengthen the link between focus areas and improvement targets of the business plan, operational plans and classroom practice.</li> <li>• Strengthen the leadership of processes for data driven school planning.</li> </ul>

## Use of resources

The use of resources is aligned clearly to school management and operations. The Finance Committee shares decision making and has a sound understanding of the management of school budgets and finances.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school worked with staff from the Department's School Staffing Support, Financial Services and Finance and Commercial Services to ensure compliance with all budget review processes, successfully moving to a budget surplus in 2020.</li> <li>• The leadership and finance teams collaborate on staffing and resource management.</li> <li>• The school prepares and presents financial reports in a timely manner to the School Board to optimise their input and opportunity for questions.</li> <li>• Resource allocation decisions about funding of specific school programs and interventions are student centred.</li> <li>• Workforce planning is managed through close monitoring of projected student numbers to ensure staff levels are sustainable.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue to use the Schools Resourcing System to enter operational and preliminary planning to ensure sound ongoing financial and resource management.</li> </ul>

## Teaching quality

The school's commitment to school-wide approaches to literacy and numeracy is evident. Staff are supported by leaders to reflect on practice and develop consistent approaches to teaching and learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The development of staff capacity to write quality individual educational plans is enhancing target setting linked to individual student learning needs.</li> <li>• Teachers use school-based assessments including InCAS<sup>2</sup> to inform classroom practice and make adjustments to teaching and learning.</li> <li>• The implementation of technologies such as Osmo<sup>3</sup> for identified students has enhanced engagement in learning aligned to business plan priorities.</li> <li>• Explicit teaching, direct instruction and school-wide approaches to literacy and numeracy are contributing to consistent practices across the school.</li> <li>• Staff use informal opportunities for collaboration to support improvement planning, implementation and review.</li> <li>• The school's 'Business Centre' provides a simulated workplace enabling engaging and relevant learning experiences for students.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Provide professional learning for staff in the use of data and target setting to further enhance planning and differentiation of curriculum.</li> <li>• Extend opportunities for staff collaboration and reflection on practice.</li> </ul>

## Student achievement and progress

The school is developing a culture of data literacy and has a range of school-based assessments used to inform classroom planning, practice and reporting.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Evidence indicates high levels of Vocational Education and Training (VET) achievement and Award Scheme Development and Accreditation Network (ASDAN) completion.</li> <li>• Leaders support teachers to analyse individual student and class achievement data through designated teacher meetings.</li> <li>• Reporting processes have been reviewed and strengthened providing improved student progress information for parents.</li> <li>• The school uses a range of school-based assessments to determine student progress on the individual and class level.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Strengthen the tracking and analysis of student performance data to inform programs and practice.</li> <li>• Strengthen the link between business plan student achievement targets, the data collection schedule, whole-school data analysis and judgments on student achievement and progress.</li> </ul>

## Reviewers

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Kim McCollum  
**Director, Public School Review**

Penelope Nunn  
**Principal**  
**Newton Moore Education Support Centre**  
**Peer Reviewer**

## Endorsement

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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, 2023.



Stephen Baxter  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 Interactive Computerised Assessment System
- 3 Hands-on digital learning