



Department of
Education

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Public education
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Cecil Andrews College

Public School Review

March 2021



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 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 Director of Education.

Expectations of schools

The Statement of Expectation (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, 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.



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Context

Cecil Andrews College is situated in Seville Grove, 34 kilometres south-east of the Perth central business district, within the South Metropolitan Region.

The school opened in 1980 and until 2017, was known as Cecil Andrews Senior High School. In 2015, the school became an Independent Public School.

The student population from Year 7 to Year 12 has increased in recent years from 600 in 2016 to the 903 students at the time of the review. The college has a diverse student population, which includes 240 Aboriginal students.

Cecil Andrews College has an Index of Community Socio-Educational Advantage of 898 (decile 9).

Programs in science, technology, engineering and mathematics (STEM), Australian Football League and the performing arts provide students with specialised pathways. The Pathways in Technology (P-TECH) program provides learning and mentoring partnerships with industry groups.

The college is supported by the School Board and the Parents and Citizens' Association (P&C). Parents, teachers and community members are encouraged to become members of the P&C to have the opportunity to be involved in college activities, improvements and projects, educational initiatives and fundraising.

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 Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, planning priorities and student and school performance.
- A range of interrelated and credible evidence was selected for analysis.
- A culture of reflection and ongoing improvement using an evidence base was clear.
- Leaders acknowledged the need to focus on school improvement processes in determining strategic direction in this context.
- Staff demonstrated an understanding of the value of the alignment of planning and interventions in school operations to enhance self-assessment processes.
- Leaders harnessed whole-school efficacy, during and following the impact of the COVID-19 pandemic, to guide a collaborative approach to school self-assessment whilst preparing for the Public School Review.
- A wide cross-section of school leaders, teachers, allied professionals and parent and community representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendations are made:

- Collectively reflect on the Public School Review process undertaken to acknowledge validated achievements and guide future school self-assessment.
- Use the ESAT as a repository for performance evidence as part of the ongoing school self-assessment process.

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Relationships and partnerships

Leaders understand the need for proactive promotion of effective partnerships between the college, students and the wider community. This has impacted positively on the authenticity and efficacy of the school improvement journey in recent years.

Commendations

The review team validate the following:

- There is a range of partnerships with businesses, community groups and support personnel such as P-TECH, engaging students to optimise the conditions for life-long learning.
- Improvements in Aboriginal student achievement have resulted from successful partnerships with the Clontarf Academy, Stars Foundation and the Graham (Polly) Farmer Foundation (FTD¹).
- Employing a multi-agency approach to address the needs of students has enabled the college to provide holistic assistance focused on individual need.
- Staff use the Teacher Development School platform to deliver and share quality professional practice in STEM within the college and as mentors for regional and remote schools.

Recommendation

The review team support the following:

- Develop entrepreneurial courses to implement via an action learning cycle, with Malka.

Learning environment

Establishing and maintaining a learning environment where students can achieve their personal best through self-respect and respect for others, is a priority for the college.

Commendations

The review team validate the following:

- The implementation of the Positive Behaviour Support (PBS) framework is being embraced, providing structures to nurture students requiring a variety of support and/or celebration. Embedding the values of STARR² has created a common language and practice.
- The training in and consolidation of restorative practices has enabled staff and students to work together in conflict resolution. It has also introduced and refined the soft skills imperative to produce a supportive environment.
- Processes and procedures are in place that enable students to be identified and supported actively, to address individual needs.
- Student voice is encouraged with a range of opportunities, such as membership of the Student Council and School Board, to exercise leadership and represent the student view.

Recommendations

The review team support the following:

- Continue to embed PBS through increased opportunities for students and parents/caregivers to engage with the PBS Committee.
- Broaden student input into their pathway choices and the types of evidence required to demonstrate their skills and capabilities through micro-credentialing.

Leadership

Leaders demonstrate a strong commitment to establishing the pre-conditions for school and student success. They seek to optimise student opportunities through a broad range of interventions and supports aligned to the school improvement agenda.

Commendations

The review team validate the following:

- The Aboriginal Committee is active in decision making in the college, establishing a vision for a yarning circle to enhance engagement in, and understandings of, Aboriginal culture.
- Formal evaluation of the business plan assists the development and alignment of planning.
- Leadership development and capability is promoted and acknowledged at all levels. A strategic leadership appointment has optimised deployment of student support.
- The college has enhanced the leadership capacity of selected staff through engagement in professional learning aligned to the Western Australian Future Leaders Framework (FLF).
- The college has a positive impact on student engagement and achievement in STEM related courses and qualifications. It was recognised as a leader in STEM by being awarded the Meritorious Leadership Award in the Governor's School STEM Awards in 2020.

Recommendations

The review team support the following:

- Continue to implement Leading for Impact: Australian Guidelines for school leadership development.
- Continue to enhance leadership capacity through engagement with the FLF.

Use of resources

Targeted recruitment processes have ensured expertise is available to optimise resource budgeting, deployment and management, with links to school planning and student outcomes.

Commendations

The review team validate the following:

- Resource management protocols, developed in response to a recent Compliance Review, demonstrate improved effectiveness and efficiency for current needs and future directions.
- Budget decisions for specific programs and interventions are evidence based, and support curriculum and improvement strategies. Guidance from the manager corporate services for cost centre managers to adhere to protocols, ensures effectiveness and accountability.
- Broad learning area involvement in the Finance Committee ensures an understanding and oversight of financial management practices.
- Targeted initiatives and student characteristics funding support a range of programs to optimise the academic, mental health and wellbeing needs of students.
- A strategic plan that outlines a business model to improve college infrastructure, gardens and grounds in response to survey feedback, is being enacted effectively.

Recommendation

The review team support the following:

- Develop a succession plan for the sustainability of resource protocols and personnel.

Teaching quality

The college improvement journey for quality teaching has been guided by the ACER³ Teaching and Learning School Improvement Framework. Staff are committed to the development of practices that are directly related to school-wide improvements.

Commendations

The review team validate the following:

- The development, implementation and review of the college's Teaching and Learning Framework is founded on quality professional learning, induction and links to performance and development. The impact of the professional learning model has been profoundly positive.
- A college-wide team of capable teachers takes an active leadership role in coaching and mentoring colleagues in the implementation of the Teaching and Learning Framework.
- Literacy planning outlines common pedagogical decisions in feedback, explicit teaching, scaffolding, visuals and building vocabulary. Strategies promoted are effective for literacy improvement.
- Access to data systems – CNAP⁴, Data Hub and most recently EdCompanion – has provided in-depth information that is used to inform decision making around teaching and learning.

Recommendations

The review team support the following:

- Enhance staff development of Individual and Group Education Plans to improve teaching differentiation.
- Further develop the knowledge of strategies to address student learning and wellbeing needs through targeted case management.

Student achievement and progress

The impact of teaching on learning and student achievement is understood. Leaders are facilitating processes to focus on pedagogy and data analysis to inform plans for improvement.

Commendations

The review team validate the following:

- Staff identify gaps in learning through analysis of systemic and school-based data. This has translated into specific targeted initiatives to improve learning deficits.
- Literacy and numeracy progress between Year 9 NAPLAN⁵ and Year 12 OLNA⁶ in 2020 was significant. The college's Reading OLNA Support is one example of resourcing to target improvement.
- Vocational pathways ensure student engagement and success. A number of students complete Certificate II or Certificate III Australian Qualifications Framework qualifications.

Recommendations

The review team support the following:

- Enhance moderation processes in literacy and numeracy through the use of Brightpath.
- Continue the planning of personalised pathways to optimise student engagement and achievement.
- Implement EdCompanion to track student achievement of curriculum concepts and target the resources and assessment required to close learning gaps.

Reviewers

Brett Hunt
Director, Public School Review

Lesley Wintle
Principal, Warwick Senior High School
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 Student Achievement and Progress domain only, will be Term 1, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Follow the Dream
- 2 Safe, trustworthy, achieving, respectful, resilient
- 3 Australian Council for Educational Research
- 4 Customised NAPLAN Analysis Platform
- 5 National Assessment Program – Literacy and Numeracy
- 6 Online Literacy and Numeracy Assessment