



Department of
Education

Shaping the future

Creaney 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Creaney Education Support Centre is located on a shared site with Creaney Primary School and is located approximately 20 kilometres from the Perth central business district, within the North Metropolitan region.

The schools work together to foster an inclusive learning environment that supports the education of students with intellectual or physical disability.

It has an Index of Community and Socio-Educational Advantage rating of 1075 (decile 2).

The school currently enrolls 65 students from Kindergarten to Year 6.

In 2017, the school became an Independent Public School.

Creaney Education Support Centre has the support of a School Board.

The first Public School Review of Creaney Education Support Centre was conducted in Term 2, 2019. This 2024 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 and rigorous school self-assessment.

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

- Purposeful, evidence based self-assessment activities, undertaken by a range of staff, contributed to the information in the Electronic School Assessment Tool (ESAT) submission. Alignment with the Standard, and overview documents in each domain, point to an ordered process.
- A strong commitment to an improvement focus led to the identification of strengths and areas for improvement in school performance. A sharpened focus on further strategic and operational planning linked to these is evident.
- Enthusiastic members of staff, students and community unequivocally endorsed the work of the school during validation meetings conducted by the review team. A school tour, conducted by students, added to the authenticity of the information presented and highlighted the school's response to identified challenges.
- Staff appreciated the opportunity to contribute to the Public School Review process and described positive outcomes of a deeper understanding of the school's areas for celebration and the team's commitment to collective efficacy.

The following recommendations are made:

- Develop a schedule to ensure that preparation for Public School Review is managed over time and forms an integral part of the annual self-assessment process.
- Refine the data collected in this schedule to ensure a focus on information that demonstrates strong impact on student achievement and progress.

Relationships and partnerships

The school advocates strongly for its' students with their range of abilities. Exemplary levels of collaboration and cooperation across the shared campus provide a respectful, inclusive culture where high care positivity is the norm.

Commendations

The review team validate the following:

- Robust collaboration, both formal and informal, supports the learning program and social emotional needs of students. Purposeful discussion between mainstream and education support centre staff enables appropriate integration opportunities that benefit both campuses.
- Opportunities for inclusion are achieved through PlayLinks, an initiative that sees Year 6 students from mainstream classes interact with education support students using Key Word Sign.
- Communication is tailored to provide clear messaging between staff and across the community. As a result, there is a shared understanding of the needs of all students, specific programs and the priorities of the school.
- Student learning is directly supported through interaction with valued local community entities, including therapy providers, who are accommodated onsite to optimise opportunities to support students and families.
- The effective School Board works constructively with the school to advocate for activities that build community capacity and family connection, including The Parent Connect Group, Stay and Play, morning teas, Dad's meetings and support groups.
- The school values and acts on a range of feedback provided by its community and a two-way communication strategy continually enhances processes and procedures. The data from surveys points to the school leadership and staff being highly respected as educators.

Recommendation

The review team support the following:

- Explore further opportunities to connect with the mainstream school on the Creaney site.

Learning environment

The school places a strong focus on mental health and wellbeing to ensure a warm and culturally safe workplace and learning environment. Diversity is well-supported through activities and programs under an overarching philosophy of tolerance, acceptance and understanding.

Commendations

The review team validate the following:

- An exemplary focus on the wellbeing of staff, leads to a shared awareness of the need to support each other in a high care environment. Well established protocols mean that staff have a clear line to assistance if required. The role of an occupational health and safety officer is prominent in this work.
- The school has a comprehensive approach to the management of student behaviour with guidelines based on contemporary approaches and positive relationships that support students' individual needs. High expectations, scaffolded support and a sense of humanity, are a feature of these processes.
- Students are supported through individual education plans (IEPs) and individual behaviour support plans (IBSP) to progress within the focus areas of socialisation, communication and functional literacy and numeracy. This careful planning for positive engagement and behaviour support results in declining frequency and intensity of behavioural challenges.
- By introducing a coordinator role and including protective behaviours in the school developed Health and Physical Development Checklist, staff have prioritised the implementation of this crucial learning.
- The physical learning environment has been carefully planned, and built, to provide for varied sensory needs and connection to the natural world. A consistent structure in learning environments across the school has reduced student anxiety and recognises their range of learning styles.

Leadership

A widely displayed willingness to undertake leadership roles has led to the school benefiting from the strong moral purpose, skills and passion of educators. There is an evident culture of support and encouragement, described as 'The Creaney Way' that builds capacity through professional learning and guidance.

Commendations

The review team validate the following:

- The priorities of the school have been collaboratively identified and incorporate a philosophy of education of the whole child, as well as the Department's strategic directions for public schools and annual focus documents.
- The leadership team provide staff with a clear outline of expectations around the processes and procedures within their roles. Mentoring in de-escalation techniques forms a vital part of this support.
- A belief in the value of continual learning and team accountability, balanced with support, have contributed to staff willingness to give and receive professional feedback that focuses planning for professional growth.
- Staff contribute to data collection and analysis resulting in a clear understanding of what is important in the school's direction and what changes need to be implemented, embedded or refreshed.
- Students with leadership capacity are supported and encouraged to develop their skills within appropriate opportunities.

Recommendations

The review team support the following:

- Adopt a change theory with an implementation schedule that prioritises strategies, celebrates successes and takes staff wellbeing into consideration.
- Continue to develop and evaluate the implementation of performance development templates and processes to ensure that staff have the resources to progress towards agreed goals.

Use of resources

A commitment to professional learning, and working as a connected team, contributes to the ongoing focus on accountability and flexible planning of resource deployment. Student outcomes have been maximised through the prudent management of financial and human resources.

Commendations

The review team validate the following:

- Resource allocation is based on the requirements of the priority areas in the business plan, as well as the operational requirements of the school. The Finance Committee considers these allocations, and the budget is discussed and noted by the School Board.
- Students who require teaching and learning adjustments are catered for through careful management of targeted initiative and student characteristics funding.
- One priority area for resourcing is a focus on selecting and developing quality staff who are well trained to meet the sometimes complex needs of students.
- The flexibilities of the one-line budget are augmented through diligent attention to enrolment procedures, disability diagnosis reports and census data preparation. The school works persistently to ensure that all eligible students are appropriately funded to best meet their needs.
- Acknowledging that physical resources could be better organised to maximise availability and impact on learning, the school has developed a role to catalogue, store and access valued resources.

Recommendation

The review team support the following:

- Explore opportunities in future budgets and facility improvement grants to provide purpose-built therapy pod spaces designed to provide quality experiences for students and therapists.

Teaching quality

There is a strong belief amongst staff that they are responsible for the quality teaching that will lead to optimum learning outcomes for every student. The mantra of 'every child, every opportunity' arches over the cohesion evident in the aspirations staff have for students and their learning.

Commendations

The review team validate the following:

- The content described in the outcomes from the Western Australian Curriculum and Abilities Based Learning Education, Western Australia forms the basis for programs of instruction. This content is modified into SMART goals and supplemented with prompting.
- Staff adjust pedagogy and communication tools to allow students better access to the curriculum. An effective range of visual aids and Augmentative and Alternative Communication devices are utilised within the school. In addition, the structure of the Treatment and Education of Autistic and related Communication – handicapped Children philosophy provides a common language across classrooms.
- Parents are encouraged to be involved in planning IEPs and provide regular information, to add to that of teachers and therapists, to ensure that a student's academic progress and wellbeing is fostered.
- The expertise of other professionals in education support is utilised to further improve evidence-based approaches. An example is the connection with Joondalup Education Support Centre and the implementation of their Education Support Mathematics program to build a solid foundation for number knowledge.
- Quality data collection, disciplined analysis and purposeful solution development underpin the planning, teaching and assessment cycle undertaken by staff.

Recommendation

The review team support the following:

- Continue the work started to engage with a Quality Teaching Strategy Lead School to access support in evaluating assessments and teaching strategies, for their impact on student outcomes.

Student achievement and progress

An effective Assessment Data Collection and Reporting policy guides what information is collected and assessed. The assessments play an important role in the process of deciding what needs to be taught, student motivation and the measurement of learning progress.

Commendations

The review team validate the following:

- The school project to create the Creaney Education Support Centre Developmental checklist, embraced by teachers, articulates developmental progression across all learning areas and focuses attention on continuity of learning.
- Staff have considerable expertise to contextualise assessments that suit the learning needs of students.
- Comparative data derived from this tool indicates that, in 2021 and 2022, 90 per cent of students achieved significant progress towards set targets. Analysis of data relating to the 10 per cent not meeting their set targets found that their schooling had been interrupted.
- Detailed student profiles contain high quality information collected from a range of sources. These provide a rich and purpose driven array of student performance evidence that is used to support successful transition as well as enhanced planning for learning.
- Reporting to Parents documents are very detailed to accurately communicate the skills and knowledge gained at a target level for individual students.

Recommendation

The review team support the following:

- Develop opportunities to illustrate to parents the specific fine-grained improvements in student progress and achievements within IEPs.

Reviewers

Jennifer Graffin
Director, Public School Review

Michelle O'Brien
Principal, Avonvale 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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools