Shaping the future

Cecil Andrews College

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

Opened in 1980, Cecil Andrews College is situated in Seville Grove, 34 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 908 (decile 9).

It currently enrols 791 students from Year 7 to Year 12 and became an Independent Public School in 2015.

Cecil Andrews College is supported by the School Board.

The first Public School Review of Cecil Andrews College was conducted in Term 1, 2021. 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 co-ordinated the submission of a reflective self-assessment.

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

- The leadership team are united in their commitment to school improvement and embraced the Public School Review as an opportunity to leverage support to continue paving a successful future for Cecil Andrews College. They are subsequently committed to maximising opportunities, pathways and outcomes for students.

- The narrative of the college's improvement journey was captured effectively through the self-assessment process. Authentic reflections were a feature of the Electronic School Assessment Tool (ESAT) submission, demonstrating thoughtful enquiry.

- Insightful and authentic participation of staff in review discussions demonstrated an unwavering, shared commitment to the college's success. Their reflections were incorporated into future improvement planning through the recommendations in the report.

- Reflective and targeted future planned actions that will guide the college through its next cycle of strategic planning were a feature of the ESAT submission.

- Parents, board members and community stakeholders, including representatives from the Armadale Police Station and Police Rangers, participated in validation visit discussions, reflecting an unreserved passionate level of investment in the college's improvement agenda and further development of its positive reputation.

The following recommendation is made:

- To further develop an evidence-based decision making ethos, introduce robust data analysis techniques that enhance data interpretation, such as looking for patterns and trends in student and college performance. Consider the use of the ESAT to capture this analysis.

Relationships and partnerships

Leaders recognise the necessity for high quality relationships and partnerships within and beyond the college. The Principal is acknowledged by staff, parents and community stakeholders as leading positive cultural change.

Commendations

The review team validate the following:

- Families appreciate the pathways and programs in place to support their children and value the prompt and responsive communication they receive from the college.
- Student support staff, such as the student support officers, AIEO[1], positive behaviour support coordinator, Clontarf, Stars and Follow the Dream Foundations staff provide a conduit for communication with families and add value to the growth in student pathways and outcomes.
- There is a strong commitment from leaders and staff to creating honest and authentic partnerships with Aboriginal families, for the mutual benefit of students and the wider community.
- A change in the composition of the School Board and the injection of refreshed dialogue, coupled with the strategic upskilling of new members, is supporting the growth of the college as a learning community.

Recommendations

The review team support the following:

- Continue to promote and raise the profile of the college as a recognised and respected school of choice. Consider reviewing the current marketing plan in collaboration with the School Board to further strengthen the college's marketing strategy.
- Continue to develop culturally responsive approaches and integration of the ACSF[2] to strengthen partnerships with Aboriginal students, families and community Elders.
- Maintain and further develop positive and sustainable partnerships with agencies and organisations to strengthen the engagement and achievement of students.

Learning environment

Establishing and maintaining a learning environment where students are engaged through empowered staff, enriched leadership and building a strong partnership with the community is a college priority.

Commendations

The review team validate the following:

- The implementation of the PBS[3] framework is ardently embraced and provides structures to nurture students requiring a variety of supports. Embedding the behaviours of STARR[4] through initiatives such as Cecil's News, is promoting increased engagement in college events and opportunities.
- Student services personnel work in collaboration with staff to engage SAER[5]. Processes are in place that enable students to be identified and actively supported, to address individual learning needs.
- An array of staff, services and structures aim to provide a safe, positive and supportive learning environment. Approaches such as the Berry Street Education model are demonstrating positive impact.

Recommendations

The review team support the following:

- Proceed to clearly define processes, roles and resources, within the student services structure to ensure collective responsibility for student attendance, behaviour, engagement, wellbeing and support for SAER.
- Introduce support for positive student behaviour by developing clearly defined processes and strategies that are owned and understood by all. Embed Tier 1 interventions school-wide, develop Tier 2 and 3 inventions aligned to student needs, provide staff PL[6], and collect and analyse data to inform decision making.
- Provide complex behaviour support PL to staff for the development, monitoring and reporting of IEPs[7] and functional behaviour assessments. Use goals to measure and record individual student progress.
- Further develop the college's PBS approach through the collaborative development of a positively framed behaviour expectations matrix, to support engagement through the consistent reinforcement and explicit teaching of behavioural responsibilities.
- Develop a student leadership structure to support the provision of opportunities for student voice to contribute to college decision making and improvement.

Leadership

A strategic school improvement agenda focused on the development of a structured, collaborative, consistent learning environment, focusing on alignment of processes with business plan priorities to encourage student development and academic achievement, is being led by the Principal and supported by the executive team.

Commendations

The review team validate the following:

- Leaders focus on the importance of strategic alignment of the college direction to build a positive culture consistent with the business plan and Department expectations.

- Staff and leaders enthusiastically pursue, a long-standing commitment to improvement of structures and processes.

- An instructional coach offers professional learning, coaching and mentoring to provide guidance and support to staff, to enhance instructional practice and create a common language of instruction.

- Aligned to the Western Australian Future Leaders Framework, the college continues to build a talent pool of leaders and presents leadership opportunities in curriculum and pastoral care, as well as the participation in strategic school decision making.

Recommendations

The review team support the following:

- Develop an instructional leadership model that further builds the capacity and capability of middle leaders to support the development of consistent and connected practice across the college.

- Approach opportunities for improvement utilising a recognised change management process with clear and calibrated steps to implement whole-school initiatives. Privilege authentic staff consultation and collaboration to ensure staff 'buy in' at all levels.

- Further enhance the depth of shared understanding and commitment to the college's strategic improvement agenda through the collaborative development of a moral purpose statement.

- Ensure strategic and operational planning is aligned to business plan priorities and informs classroom practice.

Use of resources

Resource management protocols, developed in response to a recent financial audit, demonstrate improved effectiveness and efficiency for the current needs of students and planned future directions of the college.

Commendations

The review team validate the following:

- Processes and practices are being implemented for managing financial and human resources effectively. The Finance Committee provides effective oversight of management practices.

- Priorities identified within the college's business plan inform human and financial planning and the budget allocation process based on historical evidence and current need.

- Targeted resourcing enhances the provision of support for the range of academic programs and services, including teaching and learning adjustments to support the needs of identified students.

- The college is evolving a cost-effective vision for the provision of information and communications technology for students and staff, combined with maximising efficiencies in the use of these resources.

Recommendations

The review team support the following:

- Continue to engage in targeted financial planning and implement a review cycle to address budget shortfalls where required to ensure the equitable distribution of resources.

- Continue to rebuild the plans and schedules for replacement of equipment and reserve accounts to futureproof the college's financial security.

Teaching quality

The school improvement journey has been guided by staff commitment and recognition of the need for consistency of instructional practice founded on shared beliefs about teaching and learning in support of school-wide processes.

Commendations

The review team validate the following:

- There is an appetite for professional growth. Staff have engaged with Teaching for Impact and there is a shared understanding of the pillars required to drive improvements in the quality of teaching.

- The implementation, with fidelity, of lesson intentions, daily reviews and do now activities is emerging.

- A literacy specialist is pivotal in providing targeted support to students and guidance to teachers. The implementation of Sounds-Write has had a profound impact on student learning, with notable improvements in reading skills and subsequently an increase in student confidence.

Recommendations

The review team support the following:

- Progress intentions to articulate college-wide beliefs and whole-school pedagogical approaches and expectations into a common agreed framework, to support induction processes and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.

- Prioritise and formalise collaborative opportunities for staff to focus on curriculum, pedagogy, data analysis and planning to support the implementation of consistent and connected practices across the college.

- Develop staff data literacy and proficiency in the use of Elastik to identify learning gaps, track student progress at the individual and cohort level and implement interventions to support the learning needs of students.

- Establish a whole-school approach to tiered intervention supported by data collection and analysis with a focus on early identification. Consider the benefits of a collaborative approach with local area primary schools to support this process.

Student achievement and progress

The impact of teaching on learning and student achievement is understood. Leaders are facilitating the development of consistent processes for teaching, assessment and reporting, to enhance student learning.

Commendations

The review team validate the following:

- A targeted and collaborative approach across learning areas has produced tangible improvements in OLNA[8] results.

- Commitment and dedication on the part of staff to track senior school students is palpable and so too an understanding and application of the secondary metrics data sets.

- The college's 2023 median ATAR[9] surged from 27.95 to 63.15 and is attributed to the introduction of the FlexiTrack High program and recognition of the need to enhance academic rigour across the college.

- Progress is being made towards enhancing collaboration with families to understand student achievement data, and this is supporting improved outcomes for students.

Recommendations

The review team support the following:

- Develop moderation expectations to ensure low variability in teacher judgements and comparability of student achievement across all learning areas. Consider the benefits of introducing a whole-school approach such as Brightpath to support this process.

- Introduce common assessment tasks to assist building consistent and quality content delivery and assessment of curriculum across the college.

- Develop longitudinal data sets to track and monitor stable cohorts to demonstrate that students are making progress.

Reviewers	
Kate Wilson **Director, Public School Review**	Barbara Newton **Principal, Girrawheen 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 next review process focusing on the learning environment, leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.

Steven Watson
Deputy Director General, Schools

References

1   Aboriginal and Island education officer
2   Aboriginal Cultural Standards Framework
3   Positive Behaviour Support
4   Safety, Trustworthy, Achieving, Respectful and Resilient
5   Students at educational risk
6   Professional Learning
7   Individual Education Plan
8   Online Literacy and Numeracy Assessment
9   Australian Tertiary Admission Rank