



Department of  
Education

D21/0140636

Public education  
**A world of opportunities**

# Castlereagh School

## 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.



<https://creativecommons.org/licenses/by/4.0/>

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

---

Established in 1978 and located in the southern suburb of Willetton, Castlereagh School is approximately 16 kilometres from the Perth central business district, within the South Metropolitan Education Region.

As a multi-modal Augmentative and Alternative Communication school, Castlereagh School provides education for students with complex communication and learning needs from Kindergarten to Year 12. At the onsite health centre, support is available for students with health and medical needs.

In the early years, the Castlereagh School Early Learning Centre collaborates with students' local primary schools to deliver programs across sites. Classroom learning is augmented by project based ASDAN<sup>1</sup> programs.

Senior school students are engaged in the Seamless Transition program and customised employment opportunities. Established business partnerships provide work experience and learning options that complement the school's curriculum and literacy focus.

There are 61 students currently enrolled from Kindergarten to Year 12. The school has an Index of Community Socio-Educational Advantage of 1054 (decile 2).

## 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 feedback provided during the validation visit delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- The Principal valued the school review process and the opportunity it provided for deep reflection on the school's performance, celebration of successes and identification of focus areas for ongoing improvement.
- During the validation visit, a selection of school staff, the principal, parents and community members engaged enthusiastically in discussions, providing insights that added value to the Electronic School Assessment Tool (ESAT) submission.

The following recommendations are made:

- Consider the selection of further credible evidence in future ESAT submissions to demonstrate the school's performance in each domain.
- Further build on and progress the development of staff engagement in school self-assessment processes and preparation of future ESAT submissions.

## Public School Review

### Relationships and partnerships

The school's active focus on building positive relationships and partnerships across the school community has contributed to an ethos of trust, collaboration and sense of staff cohesion.

#### Commendations

The review team validate the following:

- The school works closely with families and a range of external agencies to support individual plans and programs in response to student needs.
- The Year 10 work experience project for Willetton Senior High School, Vocational Education and Training students, is a notable example of partnership building with the local Secondary and Primary schools.
- Castlereagh School is well regarded by parents who expressed appreciation for the Principal, the caring staff and their high expectations for student learning and development.
- The workplace learning coordinator has developed strong relationships with Activ Industries, Workpower, GSE<sup>2</sup> and Apace Nursery leading to increased post-school placements for students.

#### Recommendations

The review team support the following:

- Continue to develop opportunities for both formal and informal staff collaboration.
- Draw upon the planned School Council training and resources to ensure their sound understanding of the functions, roles and responsibilities as an Unincorporated Council.

### Learning environment

Providing every student with an optimal learning environment is a school priority underpinned by strong, shared beliefs. These include optimising student voice, student dignity and the belief that 'every student belongs to every staff member'.

#### Commendations

The review team validate the following:

- A whole-school approach to behaviour is evident in school operations. The use of co-regulation strategies is effectively supporting students with complex needs.
- Student communication is supported through the explicit teaching of six core communication skills and the use of PODD<sup>3</sup> books.
- The school's early years' program has led to a significant increase in enrolments and opportunities for early intervention for students with special educational needs.
- Staff wellbeing is a growing area of development with an array of initiatives enhancing staff sense of wellbeing.

#### Recommendations

The review team support the following:

- Continue to develop a whole-school approach to staff and student wellbeing and track progress through data collection.
- Strengthen the collection of student behaviour data to inform school planning and decision making.

## Leadership

The Principal and school leadership have worked collaboratively with staff to create a shared school vision, values and a clear improvement agenda. This has contributed to substantial cultural change at the school, focused on quality teaching and student success.

### Commendations

The review team validate the following:

- The implementation of the Western Australian Future Leaders Framework is providing a systematic approach to leadership development. A focus on emergent leaders has led to opportunities for staff to lead various initiatives or activities.
- A successful peer observation process has been embraced by staff encompassing clear focus areas, an element of staff choice and a focus on building mutual trust.
- There is a sustained focus on school improvement enhanced by staff collaboration through a number of teams across the school.
- Staff understanding of the links between strategic, operational and classroom planning was evident in their articulation of literacy and numeracy development.

### Recommendations

The review team support the following:

- Continue to develop a distributed leadership structure.
- Further embed the Western Australian Future Leaders Framework to foster staff leadership.
- Continue to develop strategic planning processes and use of operational plans to drive school improvement.

## Use of resources

The Principal, manager corporate services (MCS) and Finance Committee work together to ensure the school's physical, human and financial resources are allocated in line with student's wellbeing and learning needs.

### Commendations

The review team validate the following:

- The school budget is developed in alignment with business plan priorities, operational plans, the Facilities Management Plan and the Workforce Plan.
- Scheduled professional learning for cost centre managers and program leaders is supporting staff understanding of fiscal processes and practices.
- The Principal, MCS and deputy principal attend annual information sessions offered by the Department's Financial Services directorate to ensure fiscal processes and procedures are compliant with current Departmental expectations.
- Comprehensive workforce planning processes are in place, including the identification of gaps and strategies for improvement, aligned with school needs and business plan priorities.

### Recommendation

The review team support the following:

- Continue to access support and input from the Finance and Commercial Services team.

## Teaching quality

The school has a clear commitment to the development of quality teaching. Extensive professional learning in literacy and communication together with clear expectations for planning, programs and assessment, is enhancing consistent practices across the school.

### Commendations

The review team validate the following:

- Teachers use student achievement data to set goals, monitor student progress, and evaluate the impact of strategies and interventions.
- The development of the Four Blocks Literacy approach and communication accessible environments is contributing to improved student outcomes.
- The deputy principal for teaching and learning provides direct support for teaching staff to build classroom pedagogy and practice.
- Phase of School meetings support teachers to discuss planning and outcomes for students.
- The school's early learning centre provides educational programs based on the Early Years Learning Framework, the Kindergarten Guidelines and the Western Australian Curriculum.

### Recommendation

The review team support the following:

- Continue to monitor the efficacy of school programs and interventions including Conductive Education.

## Student achievement and progress

The school is committed to developing a culture of evidence-informed teaching practice and is building data literacy and the use of credible data to monitor progress and effectiveness of teaching strategies.

### Commendations

The review team validate the following:

- Learning Readiness and Profile Reports are provided and discussed with parents at 'achievement meetings' and used to drive end-of-year collegial handover discussions.
- The ABLE WA<sup>4</sup> Assessment Tool is used for all students from Pre-primary to Year 12. School leaders have identified progress in student achievement through ABLE WA achievement data.
- Teaching staff engage both internally and externally in ASDAN moderation.
- Individual Education Plans are well considered and informed by assessment data.
- There are high levels of completion of ASDAN modules, a key part of the secondary student achievement.

### Recommendations

The review team support the following:

- Continue to build the data literacy of staff.
- Continue to strengthen the analyses of whole-school data to monitor student progress and inform planning.
- Develop a whole-school data-plan for the collection of data.

## Reviewers

---

Kim McCollum  
**Director, Public School Review**

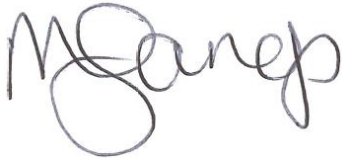
Gemma Bosnjak  
**Principal, Gladys Newton School**  
**Peer Reviewer**

## 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 scheduled for Term 1, 2024.



Melesha Sands  
**A/Deputy Director General, Schools**

---

## References

- 1 Award Scheme Development and Accreditation Network
- 2 Good Sammy Enterprises
- 3 Pragmatic Organisation Dynamic Display
- 4 Abilities Based Learning Education, Western Australia