



Department of
Education

Shaping the future

Kenwick School

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

Kenwick School is located approximately 19 kilometres from the Perth central business district, in the South Metropolitan Education Region.

Established in 1981 as an education support school, Kenwick School currently enrolls 90 students from Kindergarten to Year 12. The school has an Index of Community and Socio-Educational Advantage rating of 995 (decile 5).

Kenwick School became an Independent Public School in 2020.

The first Public School Review of Kenwick School was conducted in Term 3, 2019. This 2024 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a rigorous school self-assessment.

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

- Leaders and staff welcomed the opportunity presented by the Public School Review to revisit their strategic aims and assess the school's progress toward meeting its goals.
- The provision of pertinent contextual and background information assisted the review team to understand the highly specialised environment through the Electronic School Assessment Tool (ESAT) submission.
- Domain overview documents provided rich information against each domain of the Standard and demonstrated the links between past initiatives, future planned actions and the new business plan. This extended to the incorporation of the Department's strategic documentation.
- Staff and leaders interviewed during the validation phase demonstrated a sound knowledge of the Public School Review Standard and spoke with passion about their commitment to their students and families.
- The voices of families, Board members and community partners, added value to validation meetings. Their contributions to the relationships and partnerships domain mirrored the assessments and future planning desires of staff.

The following recommendations are made:

- Consider the ways in which the unique voices of Kenwick School students may be incorporated in review processes.
- In future ESAT submissions, ensure the inclusion of data that clearly articulates and demonstrates the progress and achievements of students.

Relationships and partnerships

Families take comfort from the values promoted by staff as being an extension of their own. This is punctuated by high levels of care for young people and genuine pursuit of post-school pathways for their students.

Commendations

The review team validate the following:

- School Board members are partners in the strategic journey of the school. Members are welcomed to contribute to the school through day-to-day involvement in activities and projects.
- Numerous high impact community partnerships are embedded, exemplified by the shared work of staff with Sensorium Theatre who have a presence on site. There are strong levels of community support for the school illustrated through the connection with a local church who provide food hampers for families in need.
- The school newsletter, along with verbal and social media communications, serves as a vital link for families whose children attend from a geographically diverse area.
- Frequent opportunities to explore performance through sensory experiences include the end of year concert and the recent staging of the Sensorium Theatre production 'Odyssey'. This collaboration provides staff from the sensory music program a chance to share their expertise for the benefit of students.
- Positive and high levels of staff camaraderie is evident. Graduate and recently arrived staff are encouraged to share their vision for the ways they support students through learning and experiences.

Recommendations

The review team support the following:

- Consider innovative ways to mobilise and galvanise families in building a sense of community with a shared desire to collaborate on the journey of supporting children to achieve their potential.
- Seek to establish a Board member cohort that reflects the diversity of the student population while continuing to refine and add rigour to the strategic governance role of the Board.

Learning environment

The innovative Pro-Social Development program is heralded throughout the community. Students are productively and positively taught skills through a relational staff approach via the promotion of student choice.

Commendations

The review team validate the following:

- Familiar to all staff, the intervention triangle and its green, orange and red zones determines staff response levels, communication protocols and clear leadership roles when supporting students to self-regulate.
- A case-by-case approach to managing the attendance of students incorporates thorough planning with families, including the deployment of rewards and transitional timetables where required.
- The partnership between the Charles Street Clinic's psychologist and student services personnel, supports the work with families to assist students at Tier 3, including re-inclusion plans focused on positive engagement.
- Support for staff through intensive and comprehensive training is complemented by a staff 'buddy' system, led by an education assistant. Buddies conduct regular wellbeing check-ins and ensure staff currency in school processes.
- A diverse playground, welcoming therapy room, active and passive co-regulation rooms and the whole-school café are some of the specialised spaces designed to build social and educational skills of all students.
- There is a strong cultural presence throughout the campus, evidenced by colourful murals created through collaboration between students, staff and local Noongar artists.

Recommendation

The review team support the following:

- Continue to strengthen student voice through the growing student council, leadership roles and participation in accessible surveys.

Leadership

Emerging from a period of operational response, the school has embarked upon business plan development and the implementation of strategic plans. Cultural responsiveness and providing a supportive learning environment are key shared priorities.

Commendations

The review team validate the following:

- Numerous staff have a passion for leading areas of the school, such as the provision of workplace learning and the leadership first responder teams for incident response. Teachers and allied professionals are equally pivotal in leading operationally and strategically.
- Teaching staff value their team structure, led by recently introduced phase team leaders. Individuals are equipped and supported by middle and senior leaders to provide instruction for students requiring complex planning.
- Staff consultation was a feature of the development of the new business plan. Staff meetings incorporate allied professionals and all voices and levels of expertise and experience are valued.
- The responsibility for providing leadership has been broadly distributed among staff, supporting the sustainability of programs and services to students through staff ability to interchangeably perform roles.
- Elected student councillors perform increasingly more formalised roles and responsibilities. A number of students were recent participants in a specially modified version of the Commissioner for Children and Young People 'Speaking Out' survey.

Recommendation

The review team support the following:

- Monitor progress towards achieving the targets of the School Business Plan 2024-2027.

Use of resources

The diverse and individualised learning characteristics and needs of all students are the priority of staff when making budget and resourcing decisions, reflected in the unique resource profile and workforce allocations.

Commendations

The review team validate the following:

- Staff have worked diligently on implementing the school's financial improvement plan arising from a recent Departmental financial compliance audit.
- The school has moved from tight operational practices to tight strategic processes, exemplified through the documented procedures for managing breaches of skin integrity and a staff vaccination program and register.
- Financial reporting is a feature of School Board meetings. Members are provided with transparent reports that build community confidence in the financial and resource management capabilities of staff.
- ICT¹ devices are leased to ensure the provision of classroom iPads and laptops for students. A replacement schedule is in place so that the array of specialised equipment is able to be updated at point of need.
- The upskilling of all staff is accepted by leaders and experienced staff as a responsibility for the health, safety and wellbeing of all. When staff without specialist skills are recruited, they are gradually deployed in the unique environment, benefiting students and their outcomes. Pro-Social Development training accompanies Team Teach accredited training during the induction of all recently recruited staff.

Recommendations

The review team support the following:

- Incorporating the skill profile and expertise of staff, design and align recruitment with a formalised workforce plan.
- Work towards actioning the remaining recommendations of the School Financial Improvement Plan.

Teaching quality
Allied professional and teacher partnerships and collaborative phase of learning teaching are at the forefront of the shared expectations of staff in meeting the needs of students. Adherence to pro-social plans, familiarity with learner profiles and knowledge of the ABLEWA ² curriculum are also deemed essential.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> Staff confidence in teaching the Balanced Literacy program is growing alongside a strategic and phased implementation of the ABLEWA curriculum ensuring rigour in the learning experiences of students. Students' learner profiles support the transition of knowledge of students between staff and allows them to differentiate learning in classrooms and specialist areas. These profiles incorporate regularly reviewed individual education plans (IEPs) with goals for achievement and input from allied professionals, families and therapists. Staff teams in classrooms tailor reward systems that meet the needs of their students, linked to the school's strong focus on supporting pro-social development through choices. Post-school pathway planning commences for students in the secondary years and is formalised into individual transition plans at Years 11, 12 and 13. Food hygiene and preparation skills prepare students for the world of work alongside trips into the community to learn social and workplace environments. Reporting to parents occurs through formal learning journeys, pictorially rich newsletter items and formal semester reports based on individual education plans. Parents appreciate the regular communication of student achievement data and day-to-day happenings through students' communication books. Every student is provided access to a form of communication through the use of Augmentative and Alternative Communication devices. Tailored to the needs of students, the effective and fluent use of digital and hard copy PODDs³ is a skill regularly developed by staff and students in partnership.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> Consider development of a scope and sequence for staff professional learning in key programs and approaches to equip them for the service of students in the unique learning environment.
Student achievement and progress
Adaptive resources support student learning and lead to the individualised tracking of student progress. Data from assessments aligned to the Balanced Literacy program is collected for many students.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> An annual ABLES⁴ assessment conducted in Term 3 with participating students assists staff to determine their progress and achievements and plan for classroom and specialist learning. The determination of goals for student achievement in their IEP is managed through a series of case conferences with the input of all stakeholders. Frequently these goals are met through the experience of students learning via sensory means. The Education Support South Network supports the collegial sharing of data between deputy principals. This extends to informal moderation activities between network teachers and allied professionals. Moderation of achievement data is further supported through the School Curriculum and Standards Authority endorsed ASDAN⁵ program which students use to contribute toward their WASSA⁶ and features internal and external moderation components.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> Implement a standardised mathematics program across the school, supporting the desired lift in rigour in parallel with recent advances achieved through the use of Balanced Literacy. Consider and collect the most impactful data types in order to track student engagement and progress on a semester basis.

Reviewers	
Rohan Smith Director, Public School Review	Roslyn Hamling Principal, Carson Street School Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 Abilities Based Learning Education, Western Australia
- 3 Pragmatic Organisation Dynamic Display
- 4 Abilities Based Learning and Education Support
- 5 Award Scheme Development and Accreditation Network
- 6 Western Australian Statement of Student Achievement