



# Armada Education Support Centre

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Opened in 1985, Armadale Education Support Centre is located approximately 34 kilometres south-east of Perth, within the South Metropolitan Education Region. Co-located with Armadale Senior High School, the inclusive campus provides full access for secondary students with physical and sensory disabilities.

The school has an Index of Community Socio-Educational Advantage of 941 (decile 8) and currently enrolls 93 students from Year 7 to Year 12.

Community support is provided by an active School Council.

The first Public School Review of Armadale Education Support Centre was conducted in Term 2, 2021. This 2025 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 reflective and celebratory school self-assessment.

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

- The school's preparation for the Public School Review commenced with a focus on the areas for improvement from the previous review process.
- Preparation for the Public School Review was a collaborative process, with responsibility for domain leadership taken by the executive team, and staff engagement in the analysis of evidence and its impact.
- Leaders and staff demonstrated a strong sense of professional accountability for students' academic and wellbeing outcomes and valued the review process as an opportunity to reflect on the school's positive improvement journey and achievements, as well as identifying opportunities for growth.
- Staff shared a high level understanding of the value in their involvement in self-assessment processes and avowed judgements about the effectiveness of the school's operations, seeking affirmation and challenge from the process to support continued improvement.
- A selection of effervescent students provided valuable insights into their relationships with staff. Sharing their experiences at the school, and the opportunities they have been given, added much to the positive tone of the validation process.
- School Council members, parents and the deputy principal of Armadale Senior High School provided genuine reflections in support of the school's self-assessment and added value to the validation process describing their individual and collective appreciation of the school and its individualised and high care support.

The following recommendations are made:

- In future Electronic School Assessment Test (ESAT) submissions, use the Standard to initiate and guide self-assessment discussions with staff to support the development of an ESAT submission that illustrates school performance against the domain foci.
- In future ESAT submissions, involve the School Council in the self-reflection process against the Standard to develop the Council's strategic perspective and incorporate the community's insights to guide the school improvement agenda.

## Relationships and partnerships

Described as an extension of the family, the school community enjoys the authentic and trusting relationships between all stakeholders. This is exemplified by the fine balance between care and academic challenge achieved in the relationships between staff and students.

### Commendations

The review team validate the following:

- A palpable sense of unity and a strong culture of collaboration between staff is underpinned by mutual respect, trust, collegiality and a collective commitment to student success. Relationships are a priority and drive support for students.
- Staff relationships are respectful, inclusive and demonstrate a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment and commitment.
- Strong and trusting relationships have been established with the co-located senior high school which are mutually beneficial for all. Regular meetings, collaborative events, initiatives and a shared sense of responsibility is evident.
- Families highly value the school, citing staff expertise, responsive educational provision, tailored person-centred planning and multi-disciplinary collaboration as key factors contributing to their heartfelt appreciation.
- Featuring a cohesive relationship with the Principal, the School Council are committed to their governance role and understand the importance of building their membership. Members are well-informed and their capacity to provide input into school strategic planning and school performance monitoring is developing.

### Recommendation

The review team support the following:

- Further develop partnerships with local businesses and industry to promote student micro-enterprise and build the profile of disability in the community.

## Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish a caring, inclusive and responsive learning environment for students to engage.

### Commendations

The review team validate the following:

- The inclusive campus model fosters a strong sense of belonging and provides students with authentic opportunities to engage in the wider school community. The absence of physical boundaries promotes equity of access, shared learning experiences, and social connection across the campus, adding considerable value to learning and wellbeing outcomes.
- Supported by a skilled multi-disciplinary team, clear behaviour and attendance policies, processes and multi-tiered systems of support for students at educational risk, are embedded and guide practices, ensuring high levels of consistency and predictability across the school's learning environment.
- A strong inclusive culture is evident, with Positive Behaviour Support (PBS) used as a vehicle to teach and embed a shared understanding of expected behaviour. Expectations are clearly outlined in a PBS matrix and reinforced through explicit teaching of self-regulation, social skills and conduct.
- A variety of interventions delivered through targeted programs such as You Can Do It!, DRUMBEAT<sup>1</sup>, Music Rocks Australia and Zero2Hero provide the opportunity for students to develop and demonstrate positive social and emotional skills. These programs are supported by highly skilled allied professionals.
- Students recognise and value the commitment of staff to support their wellbeing and success. Relationships with agencies such as the Youth and Community Service Hub, Dismantle – BikeRescue, Reclink Australia, CPFS<sup>2</sup>, and the Bush Rangers WA<sup>3</sup> program are instrumental and provide an additional layer of support.

### Recommendation

The review team support the following:

- Proceed with the intention to review and audit whole-school programs and practices with the objective of determining impact and ensuring sustainability.

## Leadership

Collaborative leadership supports staff to lead and build their capacity to positively impact the provision of educational programs, pathway opportunities and connections with the school community.

### Commendations

The review team validate the following:

- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded into staff practice with professionalism and passion. Effectively, this defines the culture of the school.
- Authentic staff consultation and collaboration is privileged and ensures staff engagement at all levels. The prominent level of professional regard staff have for one another strengthens the collective desire to continually improve individual student pathways to success beyond the school.
- A commitment to distributed leadership drives school improvement. A distributed leadership structure encompasses committees and leadership roles, where confident and competent middle leaders relish opportunities to lead and contribute to enhancing the consistency of planning and practice.
- Supported professional growth opportunities are nurtured for teachers and education assistants. Evidenced by the support provided to 5 education assistants to pursue teaching qualifications, 3 of which have successfully graduated to date.
- Change management is effectively approached through consultation, collaboration, evidence-based decision making, and a focus on establishing clear alignment and understanding of why change is required.

### Recommendations

The review team support the following:

- Strengthen the instructional leadership capacity of leaders to further enhance the implementation of consistent and connected practice across the school.
- Formalise classroom observation and feedback processes to ensure the consistent implementation of whole-school instructional strategies, aligned to the Quality Teaching Strategy.

## Use of resources

The school is well-resourced as a result of the delivery of coordinated financial management processes led by the Principal and manager corporate services, in collaboration with the Finance Committee.

### Commendations

The review team validate the following:

- Financial and workforce priorities are collaboratively and strategically managed by the manager corporate services and Principal. School resourcing and facility management is executed with agility to adapt to enrolment fluctuations and student needs.
- There are clear links between the provision of support in classrooms for students' individual educational needs, and the distribution of targeted resources and access to allied professional support.
- The Finance Committee supports the Principal and manager corporate services to maintain high levels of accountability and responsiveness to student needs. Sound governance and alignment of resource distribution to strategic priorities is evident.
- Asset management and replacement plans are prioritised, strategic and sustainable, with a focus on investment in and renewal of resources, supported by the YouAudit tool.
- Providing students and staff with access to technology is a priority. Effective device management ensures access to reliable and contemporary technology including one-to-one iPads, Augmentative and Alternative Communication devices including Pragmatic Organisation Dynamic Display books, and laptops to enhance digital literacy.

### Recommendation

The review team support the following:

- Implement measures to monitor and evaluate the impact of resource allocation on student achievement and progress.

## Teaching quality

A passionate staff are committed to implementing evidence-based programs and practices and to delivering a connected curriculum, supported by clear scope and sequence documentation, positioning the school to deliver high quality teaching and learning, maximising success for all students.

### Commendations

The review team validate the following:

- There is a belief, by all staff, that every child will make continued, sustained progress and that progress will be acknowledged and celebrated. High levels of efficacy exist in a culture of positivity, marked by capturing incidental learning and celebrating each child's progress.
- A teaching and learning operational plan provides goal clarity and strategies that guide the school's commitment to preparing students for successful pathways beyond the school. Stakeholder engagement in the development of the plan has enabled a shared vision, common language and understanding of the school's curriculum planning, monitoring, and review processes.
- Comprehensive provisions are made to differentiate the curriculum and learning environment, focused on person-centred planning. Planning is evident in tailored ASDAN<sup>4</sup> modules, individual education plans (IEPs) developed in collaboration with key stakeholders, mainstream integration to access specialist subjects, individual behaviour plans, and risk management plans.
- Assessment data is used by staff to inform teaching and learning programs and develop IEPs in collaboration with key stakeholders. Evidently staff have a highly developed understanding of their students' needs.
- Professional learning is intentionally focused on agreed whole-school priorities. This includes targeted training of staff to enable the delivery of programs such as Certificate I in manufacturing and permaculture, Certificate II in furniture making, Keys4Life, and coaching young people for success.

### Recommendations

The review team support the following:

- Develop an agreed pedagogical framework to support the implementation of consistent whole-school instructional strategies and guide induction processes.
- Further develop a rich learning environment for Years 7 to 9 to support the development of problem solving and critical thinking skills.

## Student achievement and progress

The school fosters a culture of collaboration, reflection and shared responsibility for student outcomes.

### Commendations

The review team validate the following:

- Staff use student achievement data to drive the progression of student outcomes. Analysis of systemic and school-based data supports the identification of student performance trends and informs the development of responsive teaching.
- The assessment plan and activity schedule are supported by a centralised data collection system and informed analysis. This is complemented by Individual Learners Profiles that are used to support the transition of students through the school, assisting the establishment of longitudinal tracking and monitoring of student achievement and progress.
- Opportunities for staff to engage in moderation at the whole-school and small group level are evident.
- Prioritising the development of processes for collecting and analysing data, including tracking of student progress, together with a focus on producing the most viable curriculum to meet the diverse needs of all students and positively impact progress, is evident.

### Recommendation

The review team support the following:

- Investigate and implement a new diagnostic tool to enhance data collection processes, support the provision of targeted intervention and extension opportunities, and determine the impact of instructional strategies.

## Reviewers

Kate Wilson  
**Director, Public School Review**

Marianne Mangano  
**Principal, Warnbro Community High School**  
**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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts
- 2 Department for Child Protection and Family Support
- 3 Western Australia
- 4 Award Scheme Development and Accreditation Network