



Department of
Education

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Public education
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Canning College

Public School Review

May 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.



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Context

Located in the suburb of Bentley and adjacent to Curtin University, Canning College is approximately 11 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

Canning College opened in 1982 to provide senior secondary education targeted to university entrance for local adults returning to education. Leading up to and including 2018, the college catered for both local and international students. Since 2019, the college has been a leading provider of university entrance programs for international students in Western Australia, enrolling students from over 50 countries.

The move to a solely international student population resulted in a decrease in staff of approximately 50 per cent and led to a significant change in college directional focus.

Planned student enrolments for 2020 were 450. However, due to COVID-19 this number was impacted drastically. There are currently 200 students enrolled from Year 10 to Year 12 with 133 'offshore' and 67 'onshore'. Most classes include a mix of 'onshore' and 'offshore' students, with lessons livestreamed to those not in class.

The college has an Index of Community Socio-Educational Advantage of 1045 (decile 3). It became an Independent Public School in 2010 as part of the first cohort of schools to receive this status.

The College Board, representative of staff, the community and students, fulfils its role in governance, supporting the college in reviewing priorities, targets, resourcing and outcomes.

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:

- The Electronic School Assessment Tool (ESAT) submission provided a summary of this unique school context, planning priorities and student and school performance.
- A range of interrelated data provided evidence for analysis by school staff.
- In preparing for the Public School Review, indicators of the Standard provided a mechanism to reflect on school operations and outcomes. This will inform the development of the next business and operational plans.
- A culture of reflection against an evidence base using contextual monitoring tools, is being embedded.
- A cross-section of college leaders, teachers, allied professionals, Board and associated partnership representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendation is made:

- Reflect on the Public School Review process as a staff group, to reaffirm successes and guide future approaches to school self-assessment.

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Relationships and partnerships

The resourcefulness and competence of the college community to address the challenges presented through the global pandemic, epitomised its effectiveness in providing a relevant and unique curriculum through flexible educational opportunities.

Commendations

The review team validate the following:

- A range of communication platforms is utilised regularly to ensure appropriate information is accessible, clear and effective, with consideration of target audiences.
- Collaborative, constructive and sustainable relationships and partnerships have been developed with a variety of individuals, businesses and institutions to benefit students and the college.
- The college program is enhanced through effective partnerships with Western Australian public universities. These partnerships support unique curriculum pathways to meet the needs of students.
- Mutually beneficial partnerships with education agents, both in Perth and overseas, optimise opportunities for student enrolment and course completion.
- Extensive staff collaboration regarding online learning strategies implemented during 2020 and 2021 has increased the efficacy of lesson delivery. Student survey feedback reflects the success of this initiative.

Recommendation

The review team support the following:

- Continue to enhance relationships with Western Australian universities, English Language Intensive Courses for Overseas Students providers, agents and other stakeholders.

Learning environment

Quality academic advice, strategic community partnerships, recreational activities and personal/emotional support initiatives are provided to enhance student experiences.

Commendations

The review team validate the following:

- Commencing with a comprehensive orientation program, student support, care and wellbeing are prioritised through a range of individual, group and community opportunities to optimise engagement.
- The targeted English Language and Australian Cultural Studies course provides opportunities for students to explore the local culture while sharing experiences and respecting each other.
- The Student Experience priority was introduced in 2019 to enrich student wellbeing. Staff are well aware of cultural sensitivities in the nationality profile of students in their care.
- The Student Ambassador program, and membership of the Student Advisory Group and School Board, have provided the foundation for enhanced student voice to exercise leadership and represent student view.
- Leaders recognise the value of student feedback in providing a fair and insightful view of college operations. Student survey feedback is considered when budgeting for resource deployment.

Recommendation

The review team support the following:

- Continue the development of a single database to track the progress of all students.

Leadership

Leaders encourage the growth of students by providing efficient and effective pathways to university. Staff understand and accept the need for high quality programs that encourage excellence, promote critical thinking, develop independent study skills and foster lifelong learning.

Commendations

The review team validate the following:

- Change management processes are well established. Change is introduced in a scaffolded manner, underpinned by a commitment to improved student outcomes.
- Leaders facilitate individual and organisational growth through strategic instructional leadership. Commencing with teacher induction, targeted support is provided to optimise teaching in this context.
- Business and operational plans provide the foundation for ongoing college functions. The continual cycle of review, informed by data analysis, determines annual adjustments and resource allocations.
- The college vision aligns with the relevant Department expectations and encompasses the various requirements of regulatory frameworks, such as the *Education Services for Overseas Students Act*.
- Operational planning guides classroom practice through alignment to the relevant requirements of the School Curriculum and Standards Authority (SCSA), Tertiary Institutions Service Centre and/or Australian Skills Quality Authority in accordance with course offerings.

Recommendation

The review team support the following:

- Encourage staff to participate in targeted professional development such as the Aspirant Principal Preparation program.

Use of resources

Targeted resourcing processes, emanating from the specificity required in this context, have ensured optimal resource budgeting, deployment and management, with links to school planning and student outcomes.

Commendations

The review team validate the following:

- The Finance Committee reviews, approves and revises the budget, monitors financial performance, and assesses supplementary funding requests. Inclusive of a College Board member, the committee provides oversight to resource management practices in support of college planning.
- College specific processes are implemented effectively to manage financial resources in accordance with the Funding Agreement for Schools, given the college does not receive student-centred funding.
- Due to the importance of generating student enrolments from international students, mechanisms have been prioritised to ensure effective resourcing for marketing and communications.
- Resource allocations, based on operational plan priorities, have focused on online learning in response to the global pandemic and the specific needs of 'offshore' enrolments.
- The Workforce Management Plan is reviewed annually to consider potential impacts on operations due to changes in enrolment numbers and student subject choice resulting from trends in international study.

Recommendation

The review team support the following:

- Continue to negotiate with the Department for an appropriate funding model to minimise the risk of the college being affected by drastic changes in enrolments due to external events.

Teaching quality

Quality staff are committed to the development of practices that are directly related to improvements in opportunities and outcomes for the range of students and programs offered in the college.

Commendations

The review team validate the following:

- Parents, the majority of whom are overseas, and education agents are kept informed of student results, academic progress, application and attendance through a variety of communication avenues.
- Teachers adjust learning programs to allow for the specific learning needs of students in this context. Targeted research and action learning has enhanced the efficacy of curriculum delivery.
- Leaders recognise the value of staff professional development to optimise teaching effectiveness. A focus on developing staff confidence in the use of Connect and Webex to deliver online learning to 'offshore' students has been extremely beneficial.
- Quality teaching is provided in this adult learning environment to enhance student opportunities to achieve university entrance. Flexibility, awareness and responsiveness epitomise staff commitment.
- The range of learning programs and courses offered by the college includes: SCSA (Year 10 to Year 12); WACE¹; WAUFP²; Diploma of Commerce; Certificate IV UAP³; and international bridging programs.

Recommendation

The review team support the following:

- Continue to optimise the online learning experience, with consideration to the equity of opportunity for 'offshore' and 'onshore' students.

Student achievement and progress

The college has a history in this specifically targeted environment, of high level student performance leading to university entrance. Despite the impact of the global pandemic on enrolments in 2020, student achievement remained proportionately strong.

Commendations

The review team validate the following:

- Students in the WAUFP and the WACE achieved a median Australian Tertiary Admission Rank (ATAR) of 88 in 2020. The rank has been consistently between 86 and 88 since 2018.
- A high proportion of WAUFP and WACE students (69 per cent) achieved an ATAR of 80 or more in 2020.
- In excess of 80 per cent of students achieved the Certificate IV qualification in the UAP in 2020. The proportion was in excess of 95 per cent in 2018 and 2019.
- Eighty-two per cent of students from the Diploma of Commerce program gained entry to the second year of the Commerce degree at either the University of Western Australia or Curtin University. A further 14 Certificate IV students progressed directly to university after completing the qualification.
- Student progress is assessed and monitored diligently to identify the need for additional support and/or intervention. Literacy progress for students between enrolment and course completion is significant as a result of targeted intervention.

Recommendation

The review team support the following:

- Review academic targets for all programs as part of the process of developing the business plan.

Reviewers

Brett Hunt
Director, Public School Review

Leigh Cottrill
Principal, Ballajura Community College
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 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Western Australian Certificate of Education
- 2 Western Australian Universities' Foundation Program
- 3 University Access Program