



Department of
Education

Shaping the future

West Coast Language Development Centre

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 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 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

The West Coast Language Development Centre (the school) is a specialist education support facility that includes the Statewide Speech and Language Service (Outreach) for the North Metropolitan coastal schools and the Midwest Education Region.

Beginning in 1984 at Tuart Hill Primary School the West Coast Language Development Centre became an Independent Public School in 2015.

The school is located over four sites at East Hamersley, Padbury, Poseidon and Quinns Beach Primary Schools.

The school has an Index of Community Socio-Educational Advantage of 1032 (decile 3). It has a current enrolment of 335 with students ranging from Kindergarten to Year 1

Community support for the school is demonstrated through the work of the School Board and connection to Parents and Citizens Associations (P&C) at each campus.

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:

- A strongly analytical, cohesive review process has been applied over time and across campuses, to collect significant amounts of macro and micro data aligned to the domains of the Standard.
- The tiered structure of annual review processes contribute to the intentional improvement of student outcomes through the business plan, operational plans and annual report summaries.
- Ongoing discussions, around how the domains of the Standard align to specific contexts of this specialist school, have affirmed a strong belief the school has an ability to meet the needs of its students and those of the wider mainstream population.
- The Electronic School Assessment Tool (ESAT) became the repository of evidence analysed and recommendations made for improvement actions indicated by key leaders in their portfolio submissions.

The following recommendation is made:

- Align the domains of the Standard to a timeframe that avoids the comprehensive student performance assessments of Term 4 yet provides structure for the reporting and discussion at School Board level.

Public School Review

Relationships and partnerships

A positive reputation has been forged, over a substantial period, based on highly productive relationships between staff, students and their families. This regard extends to the high standards of service experienced by mainstream schools engaged in the best practice Outreach program. The leadership team has fostered a cooperative climate where staff contribute towards successful students and language education research and development based on their significant expertise.

Commendations

The review team validate the following:

- Staff expressed feeling valued and empowered to employ a problem-solving approach, that focuses a genuinely collaborative team, that construct opportunities for improved outcomes for all students. A feature of this collaboration is the value placed on the specialist input from speech pathologists.
- Respect, high levels of trust and support have been expedited through active connection with parents of students on an alternative learning journey, where a finite time is spent at the school.
- The School Board passionately advocates for the internal and external endeavours of the school and provides a high standard of governance through its expert membership.
- The school values and acts on a range of feedback provided by its community and a two-way communication strategy is continually enhanced.

Recommendations

The review team support the following:

- Consider strategies that consistently build community connection across geographically diverse campuses.
- Further progress cultural competency, in consultation with the School Board, through the development of a Reconciliation Action Plan Committee .

Learning environment

A community that values a positive, safe and supportive environment has been built based on contemporary research and high expectations of staff and students. Staff care for their students and each other. This unique environment is well designed to engage a population of students with Language Development Disorder and employs four pillars of learning: Attention; Active Engagement; Feedback; and Consolidation.

Commendations

The review team validate the following:

- Positive behaviours and social skills are explicitly taught by all staff and an understanding of the neuroscience of behaviour and its emotional links are evident.
- The consistency of emotion and behaviour related language, and emphasis on teaching strategies to self-regulate, provides a strong foundation for students to progress being more independent learners.
- A clear intervention model focuses the attention of staff and families on the individual and specific needs of all students. Teachers are well supported to implement this model rigorously.
- The physical environment, staff competence and development of resources underpin effective social, behavioural and attendance routines.
- Cultural competency has been systematically developed through collaboration with Aboriginal families to engage the hearts and minds of staff.

Recommendation

The review team support the following:

- Continue to explore ways of monitoring and utilising data pertaining to social, emotional and behavioural development.

Leadership

Leaders are key to developing and supporting the strategic direction of the school and a highly effective schema has been constructed to enable connected, distributed and transformational leadership. Based on professional and personal expertise this includes education assistants, speech pathologists and information and communications technology (ICT) professionals who contribute powerfully to the collective effort.

Commendations

The review team validate the following:

- A sensible and time-managed approach, based on best evidence and research, has been applied to implementing change. This model is inclusive of all staff who demonstrate that they are informed and engaged participants in the persistent improvement agenda.
- There is an expectation that all staff will develop as emerging instructional leaders to support the school-wide plans and programs in the wider community.
- Clear communication of standards and information through cross-site meetings and documentation has ensured an enviable consistency of practice in classrooms.
- Staff are provided with a clearly outlined induction over several years. With a focus on teacher learning teams and targeted professional learning, staff expressed feeling supported to be excellent practitioners.

Recommendations

The review team support the following:

- Continue to collectively use evidence to prioritise and drive improvement actions.
- Consider referring to an aspirant leader framework to continue to build leadership capacity.

Use of resources

Collective decision making is focused on ensuring that resources are flexibly and effectively allocated to where specific student need is most evident. The additional funding provided through student and school characteristics and targeted initiatives is directed towards targeted teaching that provides learning support for identified students.

Commendations

The review team validate the following:

- Strategic and operational planning for improved student learning are aligned with prudent financial and human resource practices.
- Highly valued teacher development corresponds to the language needs of the students and the workforce has been bolstered by the research expertise of speech pathologists to accelerate this growth.
- Education trials conducted in mainstream schools provide powerful opportunities for research and development locally and systemically.
- Funding and planning results in the production of targeted intervention resources for use in the West Coast Language Development Centre and the schools serviced by the Outreach program. Resources are maintained and managed transparently and equitably across the sites.
- The school is responsive to feedback provided through external and internal audits and plans effectively to improve compliance in the application of financial and human resources.

Recommendation

The review team support the following:

- Continue to develop innovative workforce profiles to meet any changing needs of the student population and the capacity of staff to effectively utilise ICT tools.

Teaching quality

There is a strong belief amongst staff that they are responsible for the quality teaching that will equate to optimum learning outcomes for every student. Quality data collection, disciplined analysis and purposeful solution development underpin the planning, teaching and assessment cycle undertaken within a cyclical process.

Commendations

The review team validate the following:

- Clearly defined structures for collaboration, sharing of best practice and professional learning, focused on critical oral language learning, ensure that staff are able to provide differentiated, specialised and explicit approaches for this specific population of students.
- Observation and feedback relating to classroom teaching and learning is comprehensive and targeted. Teachers are provided with affirmations of proficiency and supportive suggestions for further development.
- Moderation of assessment rubrics is highly valued by teachers and has become common practice in building knowledge, consistent judgements and approaches.
- Support from a dedicated data coordinator, who presents data in a meaningful way, builds capacity and guides curriculum leaders. Staff analyse and discuss data in Teacher Learning Groups (TLGs) to facilitate fine-tuned differentiation.

Recommendations

The review team support the following:

- Continue the focus on building teacher capacity through the effective leadership model.
- Continue to provide the variety of rich learning opportunities that lead to enhanced outcomes for students.

Student achievement and progress

Student achievement and progress is demonstrated through sophisticated analysis of micro and macro data sets that guide the critical intervention process and informs parents. Student profiles contain high quality information collected from a range of sources. In its unique context, the school, which caters only for Kindergarten to Year 1 students, does not have access to systemic data such as NAPLAN¹ but relies on a rich and purpose driven array of student performance evidence.

Commendations

The review team validate the following:

- Specialised common assessments, that flag at-risk students, link the allocation of additional support to enable more intense, targeted intervention, which is differentiated for individual needs. This intervention can focus short term intensity as well as students with more complex, ongoing needs.
- The school has developed a comprehensive overview of their assessment practices that incorporates monitoring of learning to inform teaching, diagnostic and point in time monitoring and judgements against intended outcomes and targets.
- Data sets, at each year level, indicate the percentage of students at each cell on monitoring rubrics linked to the previous years' cohort. Staff also examine the performance of the stable cohort over two and three years.
- Staff regularly reflect on approaches aligned to Visible Learning constructs to highlight what is effective and what could be further improved.

Recommendation

The review team support the following:

- Consider looking at 3 to 5 year trends that inform the school about successful pathways beyond the West Coast Language Development Centre.

Reviewers

Jennifer Graffin
Director, Public School Review

Vivienne Doig
Principal, Fremantle Language Development Centre
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, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy