Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

West Coast Language Development Centre

Public School Review

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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

Context

The West Coast Language Development Centre 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 4 sites at East Hamersley, Padbury, Poseidon and Quinns Beach Primary Schools.

The school has an Index of Community Socio-Educational Advantage of 1033 (decile 3). It has a current enrolment of 331 with students ranging from Kindergarten to Year 2.

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.

The first Public School Review of West Coast Language Development Centre was conducted in Term 1, 2022. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- In preparation for the review, the Principal, deputy principals and middle leaders worked collaboratively to gather evidence of the school's performance across each domain of the Standard. Leaders expressed their appreciation for the process and the opportunity it provided to authentically reflect and identify school strengths and areas for ongoing growth.
- Informed by a belief in ongoing review and refinement, well embedded cycles of self-assessment are characterised by rigorous data analysis and a school wide commitment to staff collaborative reflection on student achievement and progress, with information used to shape strategic directions and plans.
- A series of clearly defined Microsoft PowerPoints set out the school's evidence for the Electronic School Assessment Tool (ESAT) submission with clear alignment between the school's performance judgments, evidence and planned actions for improvement.
- A tour of the school led by the Principal provided an opportunity to visit classrooms and gain a deeper understanding of aspects of the school's context and learning environment.
- A broad range of staff, School Board members, the Principal of co-located Padbury Primary School and the Principal of Butler Primary School provided valuable insights on the school's partnership building and performance, demonstrating strong support for the school and its ongoing work to support students with developmental language delay (DLD).

The following recommendations are made:

- For future school reviews, engage staff more deeply with the Standard and provide whole of staff feedback opportunities on the school's performance across the domains.
- As part of review preparation processes, incorporate opportunities to share the school's ESAT submission with the School Board and illicit their feedback and perspectives on the school's level of performance against the Standard.

Relationships and partnerships

A cohesive, highly supportive and passionate staff is well connected across 4 sites, united through effective communication and demonstrating exemplary commitment to providing inclusive opportunities and maximising student development and success in partnership with speech pathologists, families and key stakeholders.

Commendations

The review team validate the following:

- Leveraged partnerships with schools, allied health providers, TAFE[1] and a university aim to strengthen understanding of DLD and maximise internal and external support for students' language and literacy needs. This includes a partnership with Butler Primary School and engagement with network schools.
- A positive partnership has been developed with the co-located Padbury Primary School with both schools demonstrating a commitment to share expertise and provide inclusive opportunities for students.
- The committed West Coast Outreach Service team of speech pathologists provide tailored support for primary schools across the North Metropolitan and Midwest Education Regions to address students' speaking, listening and early literacy needs.
- Parents are recognised as central partners in their child's language development with time and resources allocated to build parents' capacity to advocate for their child. This is complemented by an active parent advocacy and Facebook group providing information and valued support for past and present families.
- Support for student transition is prioritised through parent information sessions and the building of connections with the local primary school, through detailed information sharing on student needs and strengths.
- The School Board has strong parent representation with opportunities provided for members to engage in robust discussion and informed decision-making. The chair, a former Principal of the school, is committed to the school's direction and demonstrates a clear understanding of the school's core business.

Learning environment

A strong culture of care and support is evident through individualised and wraparound support, underpinned by comprehensive data analysis and meaningful collaboration with families and speech pathologists to enable precise, targeted planning and delivery.

Commendations

The review team validate the following:

- Guided by the school's Positive Behaviour Support policy and a shared belief in the importance of creating a safe, respectful and supportive learning environment, the school has established clear expectations, daily routines and the explicit teaching of expected behaviour and respectful listening.
- Processes for identifying, planning and supporting students at educational risk are informed by the SWAN Referral Flow Chart. Tiered interventions are data informed with ongoing monitoring to inform timely instructional adjustments.
- A dedicated student wellbeing role and student wellbeing team provide oversite of multi-tiered systems of support and whole-school approaches to support student wellbeing.
- Staff wellbeing is prioritised through a comprehensive staff wellbeing plan focused on workload management and building a sense of belonging and support. Complementing this work is the development of a psychosocial hazards plan and a workload advisory committee.
- Aboriginal cultural responsiveness is developing through the Narragunnawali Reconciliation Action Plan working group and a focus on embedding Aboriginal perspectives across the curriculum. This is bolstered by a partnership with community artists focused on increasing knowledge of Country for students and staff.

Recommendation

The review team support the following:

- Collect data and information to identify student wellbeing needs and monitor the efficacy of trauma-informed strategies and interventions.

Leadership

A united leadership team effectively lead staff across the 4 school sites through a strong shared vision and clear strategic directions, with leaders and staff exhibiting an exemplary commitment to high expectations, authentic collaboration and evidence-based decision making to support continuous improvement.

Commendations

The review team validate the following:

- A clear distributed leadership structure encompassing the executive, school improvement team and project-based teams is underpinned by a belief in developing leaders at all levels. Deputy principals provide on-the-ground leadership across the 4 sites, leading change initiatives and operations responsive to differing contextual needs.
- Teaching staff are supported to develop leadership capabilities through opportunities to lead self and others, alongside access to Level 3 aspirant group support. Middle leaders are supported to build skills in developing whole-school plans, analysing data and aligning evidence-informed practices.
- School improvement is enhanced through the school improvement team, combining the executive and middle leaders who meet regularly, focused on student achievement, assessment, teaching and learning.
- Support for staff instruction is facilitated through a comprehensive instructional handbook, professional learning and collaborative teacher meetings. Curriculum specialists provide coaching based on data and school priorities which alongside peer and cross school observations support consistent practices.
- Collectively developed business plan priorities are implemented through aligned operational plans across English, oral language, reading, writing, phonological awareness, mathematics, health and physical education and social skills, science; and the Annual School Improvement Plan.

Recommendation

The review team support the following:

- Progress plans to further support staff to lead change initiatives through access to professional learning, mentoring and leadership opportunities.

Use of resources

The Principal and manager corporate services work together to provide oversite of school finances in line with students' changing needs.

Commendations

The review team validate the following:

- Resources are allocated to maximise student outcomes, through targeted support provided by speech pathologists and education assistants.
- The school has developed a Memorandum of Understanding with the co-located primary school to outline and agree shared site costs.
- Supported by the library officer, considerable attention is given to the tracking and maintenance of physical resources across the 4 sites. This is enabled through regular stocktakes, maintaining correct storage and monitoring usage to maximise longevity.
- Efficient management of information and communications technology is supported by a network support officer with responsibility for managing hardware and software purchases and maintaining accurate records.
- Workforce planning is evident in the development of a designated wellbeing role, the implementation of professional learning, the provision of pre-service teacher opportunities and the organising of promotional and informational events for prospective teachers to build a recruitment pipeline.

Recommendations

The review team support the following:

- Formalise the development of a workforce plan.
- Identify the impact of student characteristics funding on the outcomes of Aboriginal students and students learning with English as an additional language or dialect.

Teaching quality

Staff demonstrate a strong commitment to excellence, holding high expectations for themselves and their students, and applying deep expertise in oral language development and high quality teaching to maximise student success.

Commendations

The review team validate the following:

- Teaching staff demonstrate shared beliefs about quality teaching and are supported by clearly documented agreed pedagogical practices contributing to consistent practices across literacy, numeracy and oral language.
- Programs are aligned to the Western Australian Curriculum, with a focus on developing oral language, literacy skills, early mathematical concepts and the explicit teaching of social skills. Speech pathologists work with teachers and education assistants providing whole-class and small group support.
- A comprehensive range of oral language skills are explicitly taught and embedded across the curriculum. Students' expressive and receptive language is supported through modelling, guided practice, and the explicit teaching of vocabulary, semantic knowledge, narrative skills, grammar and comprehension.
- Teaching staff work collaboratively in teams to plan, moderate and participate in professional dialogue to align curriculum delivery, assessment and instructional approaches**.** Teachers also plan collaboratively with speech pathologists using data to set goals, monitor progress and plan for intervention.

Recommendation

The review team support the following:

- Progress plans to refine and embed consistent, high quality data and assessment practices across all classes, including strengthening moderation processes, to inform responsive and effective teaching cycles.

Student achievement and progress

Staff demonstrate a shared sense of accountability for student outcomes and a strong commitment to data informed decision making. The school has implemented clear whole-school processes for collecting and analysing student achievement data to inform classroom and school decision making.

Commendations

The review team validate the following:

- Student data is systematically tracked, with entry to exit data utilised to monitor growth, inform transition decision making and determine program efficacy.
- School based data indicates cohort progress in narrative, comprehension, social skills, literacy and numeracy which the school has attributed to the impact of explicit instruction, intervention and monitoring.
- Centralised data systems support consistent data use and include interactive dashboards, colour coding, visual grids and charts providing real time access to student, class and cohort progress. This improves alignment between assessment, planning and classroom delivery responsive to student's needs.
- Data driven individual education plans are developed in collaboration with speech pathologists, parents and key stakeholders ensuring learning goals are targeted and responsive to identified student needs.
- Literacy intervention is individualised and collaboratively developed, using assessment data, by classroom teachers and education assistants. Additional in-class intervention is delivered by a specialist education assistant working alongside identified students to support literacy development.

Recommendations

The review team support the following:

- Explore opportunities to capture student progress as they transition back into local primary school settings through the analysis of NAPLAN[2] data.

Reviewers	
Kim McCollum **Director, Public School Review**	Karen Povey **Principal, Makybe Rise Primary 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 to be scheduled for 2031 You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

1 Technical and Further Education
2 National Assessment Program – Literacy and Numeracy