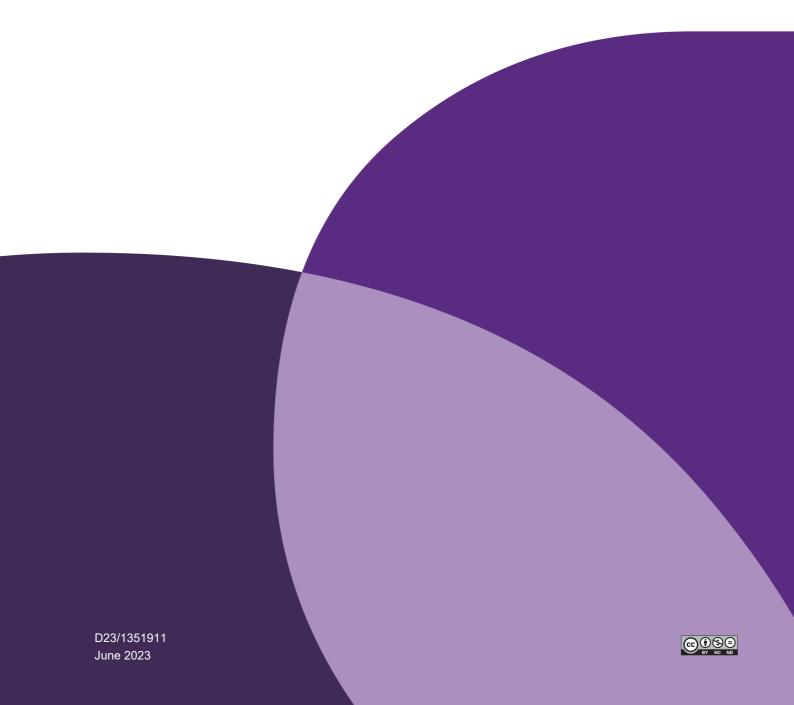Shaping the future

North East Metropolitan 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 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

North East Metropolitan Language Development Centre provides evidence based programs designed to develop the language abilities of students with Developmental Language Disorder.

The school has a total of 24 classes situated across three sites. The administration campus is situated at West Morley Primary School with 12 classes. Additional campuses are located at North Balga Primary School with 8 classes, and a campus at Beechboro Primary School with 4 classes.

Opened in 1983, the school became an Independent Public School in 2015. The North East Metropolitan Language Development Centre has an Index of Community Socio-Educational Advantage of 1012 (decile 4).

Currently, 313 students are enrolled from Kindergarten to Year 2. Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The school also offers support for mainstream staff and students across the North East Metropolitan and Wheatbelt Education Regions through Outreach.

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 and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.

- During the validation day visit, the co-located Principal at West Morley Primary School, a range of staff, School Board members and parents provided insights that added value to the review process.

- In preparation for the Public School Review, staff were provided with opportunities to engage in school self-assessment practices and reflect on the school's performance aligned to the Standard.

- Classroom visits enhanced the ability of the review team to appreciate the culture of the school described in the ESAT.

The following recommendations are made:

- In future ESAT submissions, refine the selection of evidence that best reflects the judgements made about the school's performance against the Standard.

- Continue to engage staff in school self-assessment processes and consider participation in the leading school improvement professional learning.

Public School Review

Relationships and partnerships

A positive school ethos, characterised by staff cohesiveness and an unwavering focus on maximising the best interests and needs of students each and every day, is evident. Staff highly value parents as partners in their child's education and recognise the importance of fostering professional and respectful relationships.

Commendations

The review team validate the following:

- Underpinned by student success, staff commit to building and sustaining strong, collaborative and respectful relationships with students, families and the wider community.
- Collegial support and trust are facilitated through collaborative practices that feature transparent and clear communication, professional efficacy and mutual respect.
- The Outreach service is effective in building the knowledge and capacity of mainstream educators through providing a range of professional supports in the areas of oral language, Developmental Language Disorder and the foundations of literacy.
- A range of internal and external communication processes are in place. Deputy principals located at each site facilitate and foster effective communication and collaborative processes.
- Valued by families, the Dojo platform, use of interpreters, translated documentation and delivery of workshops support effective family engagement and ensure all stakeholders are supported to understand information provided.

Recommendations

The review team support the following:

- Continue to strengthen relationships with co-located schools that support the provision of additional classrooms and sharing of resources.
- Evaluate perceptions of the school by seeking regular feedback from staff, families and students using the National Schools Opinion Survey tool.

Learning environment

The school highly values inclusion through supportive practices and engaging learning spaces. They ensure the conditions are in place for students to thrive socially, emotionally and academically.

Commendations

The review team validate the following:

- Inclusive of social skills, protective behaviours and The Alert Program, interventions are planned for and implemented to support students' physical, social and emotional development.
- A comprehensive range of documentation including student development profiles, Behaviour Support Plans, language reporting grids and Practice Improvement Plans (PIPs) are implemented to support the diverse range of student needs.
- Collaborative and supportive student development meetings are highly valued. Teachers, speech pathologists, the occupational therapist and the leadership work in collaboration to develop plans and support students.
- Education assistants (EAs) are trained in the delivery of MulitLit LanguageLift, narrative, and MiniLit Sage targeted intervention programs aimed to supports students' literacy skills.
- Staff reflection aligned to the Aboriginal Cultural Standards Framework (ACSF) has led to greater awareness and implementation of culturally responsive learning programs.

Recommendations

The review team support the following:

- Continue to implement the ACSF and further develop the Reconciliation Action Plan.
- Finalise the PBS Behaviour and Support Guidelines Document with tiers of targeted intervention outlined.
- Finalise the operational plan and continue to progress the development of a whole-school approach to wellbeing.

Leadership

With a clear and unwavering alignment to Department directions and priorities, the school is committed to leading school improvement focused on building teamwork and trust. There is collective staff confidence and support in the school's direction and leadership.

Commendations

The review team validate the following:

- Implementation of agreed curriculum approaches, moderation and data review is supported by the work of identified curriculum leadership and teams.
- Performance management and development processes are multifaceted. Staff value opportunities to undertake self-reflection, engage in peer observations with feedback and participate in meetings to set and review goals.
- The use of Staff Culture survey data strengthens the leadership commitment to managing change transparently and respectfully through evidence informed approaches.
- Aligned to the Department's Code of Conduct, the leadership team purposefully engage staff in reflective activities to ensure a shared understanding of school values.
- Sophisticated and robust data collation and analysis informs the development of individualised approaches. Speech pathologists and impact mentors support collaborative data analysis, data handover processes and professional learning to help build capacity of staff.

Recommendations

The review team support the following:

- Build and embed leadership capacity across all layers of the school by clearly outlining leadership roles and responsibilities.
- Embed curriculum leadership across all areas of the curriculum. Align the development and accountability of curriculum operational plans to teams and leadership roles.
- Continue to build staff understanding of change by embedding transparent, evidence and data informed decision making processes.

Use of resources

Effective collaboration between the manager corporate services, Principal and Finance Committee enables the sound management of the school's resourcing. A focus on resource allocation aligned to the needs of students and staff is evident.

Commendations

The review team validate the following:

- In addition to the valued supports provided by highly skilled EAs, classrooms are well resourced and designed to enable the effective delivery of explicit instruction.
- The allocation of resourcing is transparent and student focused, with alignment to teaching and learning programs and the needs of students evident.
- The provision and deployment of current technology is prioritised through effective technical support. Expectations for technology use in the classroom is modelled and staff are supported during school development days and staff meetings.
- Professional learning and time for planning and collaboration is prioritised to ensure a focus on consistency and continuity in teaching and learning programs.
- The Finance Committee meet regularly and provide financial oversight through ongoing review of the budget and submissions.

Recommendations

The review team support the following:

- Align budgeting processes to operational plans, ensuring the links between resource deployment and plans for improvement and student success are overt.
- Develop a workforce plan that articulates staffing priorities and strategies in place to address future needs.

Teaching quality

Collaborative and supported, the staff have developed a strong professional learning culture focused on data informed practice. Staff are committed to improvement in delivering individualised teaching and learning experiences with the explicit delivery of an integrated curriculum that has an oral language focus.

Commendations

The review team validate the following:

- Explicit Instruction, inquiry, intentional play and 21st century learning approaches reflect the school's intention of delivering a curriculum that effectively blends purposeful pedagogy.
- Year level planners are in place for maths, narrative, InitiaLit, grammar, semantics, fitness, Animal Fun, protective behaviours and social skills.
- Adapted from iSTAR, there are shared beliefs about teaching with a strong emphasis on the implementation of an explicit teaching model across all classes.
- Aligned to student needs, priorities and whole-school approaches and professional learning opportunities are provided to staff.
- The implementation of PIPs in collaborative meetings ensures year level teams are using data to inform planning and provides an opportunity to share targeted strategies.
- EAs are highly valued in their capacity to support the delivery of the teaching and learning programs.

Recommendations

The review team support the following:

- Develop a pedagogical framework which articulates the shared instructional beliefs and whole-school practice across all learning areas.
- Continue to develop and embed curriculum operational plans across all curriculum areas that support the delivery of an integrated curriculum with an oral language focus, clear targets and strategies.

Student achievement and progress

Cycles of year level data collection are comprehensive and robust with levels of staff data literacy high. There is a whole-school approach to assessing and monitoring student learning using a range of academic and non-academic data.

Commendations

The review team validate the following:

- Assessment and reporting guidelines outline the relevant, targeted and informative whole-school assessments undertaken. Agreed, consistent and transparent assessment and reporting expectations for staff and parents are outlined.
- A suite of data informs individualised student achievement and progress. Evidence based interventions in place for students include MiniLit, Bond Blocks and MultiLit LanguageLift.
- In collaboration with the speech team and curriculum leaders, all staff are engaged in the review and analysis of data to monitor achievement and progress of students.
- A comprehensive data Management Information System approach supports the school to analyse, track and use data to influence school planning.
- To support students with Developmental Language Delay, differentiation and intervention approaches are responsive and targeted.
- Language reporting grids outline the development of skills expected for the areas of pragmatics, receptive and expressive language. They support teachers to understand levels of student achievement and progress, to determine goals and enable parents to have a clear understanding of their child's progress.

Recommendations

The review team support the following:

- Consider moderation activities with other Language Development Centres with a view to review and share data collection cycles and practices.
- In developing the next business plan cycle, ensure targets and success indicators are robust, measurable and aligned to data collection cycles.

Reviewers	
Rebecca Bope **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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.

Melesha Sands
Deputy Director General, Schools