



Department of
Education

D21/0277844

Public education
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School of Special Educational Needs: Sensory

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

The School of Special Educational Needs: Sensory (the school) provides educational support for children with hearing loss and/or vision impairment from birth to the completion of school. The school is based at the Statewide Services Centre in Padbury and supports students in both public and non-government schools throughout Western Australia.

The school operates the Deaf Education and Vision Education programs to support eligible children, their schools and families. It employs teachers with specialist skills and other specialist staff such as educational audiologists, school psychologists, braille transcribers, a captioning officer, deaf education officers and educational interpreters.

The Early Childhood Service supports families with children who are deaf or hard of hearing and/or have vision impairment from birth to four years. Family-centred programs, including parent education, are run onsite at the Statewide Services Centre in Padbury and Southwell Primary School. Individual programs occur in the home or care centre.

The Visiting Teacher Service assists classroom teachers and school communities with developing teaching and learning adjustments for students who are deaf or hard of hearing and/or have vision impairment. In addition, the visiting teachers work with each child on a tailored teaching and learning program to support development of specific skills related to the Expanded Core Curricula for students who are deaf or hard of hearing, and/or have vision impairment.

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:

- During school visits to multiple primary schools, secondary schools and the Statewide Services site, a range of school staff, leaders and community members engaged in discussion and provided information adding value to the school's Electronic School Assessment Tool (ESAT) submission.
- There was alignment in the ESAT submission between analysis of evidence and the identification of planned future improvements.
- School staff demonstrated an understanding of the review process, and were provided with a range of opportunities to reflect on school performance through self-assessment processes.
- Longstanding leaders have a clear vision for the future and a commitment to working collectively with staff to drive the school's improvement journey.
- The Public School Review process was viewed positively by school leaders and staff as an opportunity to celebrate areas for growth and highlight areas for further development.

The following recommendations are made:

- In future ESAT submissions, include clear, succinct analysis of school performance set against each domain of the Standard.
- Continue to engage staff in ongoing school self-assessment processes.

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Relationships and partnerships

Staff are passionate and have a collective focus on improving learning outcomes for all students. Opportunities for collaboration and connection between staff are contributing to a sense of 'one school' despite the complexities of managing an outreach service over multiple metropolitan and regional sites.

Commendations

The review team validate the following:

- Staff survey feedback has informed the development of a Staff Health and Wellbeing Action Plan focused on strengthening communication, connection and support.
- A significant partnership with Belmont City College is enabling the delivery of a comprehensive and inclusive Deaf Education Program for secondary-aged students, supported by passionate school staff.
- The Early Childhood Service has developed clear communication processes with the parents of young children, who are engaged in weekly face-to-face teaching sessions. Home visits are valued for building trusting relationships and family engagement.
- Positive partnerships across Statewide Services, including collaboration with the other Schools of Special Educational Need, are supporting the delivery of responsive and integrated services to students, schools and families.
- Partnerships with public and non-government schools enable the extensive provision of educational services for students and children across the State.

Recommendations

The review team support the following:

- Ensure schools and families have formal opportunities to provide feedback about service provision.
- Progress intentions to re-establish the School Council and build connections with the community.
- Continue to develop student voice and opportunities to share their views relating to school practices.

Learning environment

Underpinned by a core belief in inclusion, students are provided with educational programs and comprehensive support from specialist staff, including: teachers of the deaf, vision education teachers, psychologists, braille transcribers, captioning officers, deaf education officers and educational interpreters.

Commendations

The review team validate the following:

- Uniquely, the school supports children from 0 to Year 13. Families value the Early Childhood Service and the opportunity for parent education and access to early intervention for their children.
- Key relationships with the School Curriculum and Standards Authority and the Australian Curriculum Assessment and Reporting Authority enable student access to curriculum and assessment.
- Student Engagement Days support student wellbeing with the provision of opportunities for students to come together, connect, build relationships and support the development of positive self-identity.
- Staff engage in reflection against the NQS¹, identifying areas of strength and ongoing improvement.
- The Healthy Ear and Eye Program has been implemented to improve the educational outcomes of Aboriginal students aligned to the Aboriginal Cultural Standards Framework.

Recommendations

The review team support the following:

- Further strengthen cultural responsiveness and engagement with the Aboriginal Cultural Standards Framework.
- Continue to support student wellbeing in collaboration with parents and students' enrolled schools.

Leadership

A cohesive leadership team is providing clear strategic directions driven through a distributed leadership model that supports staff to work within hubs and engage in collaboration.

Commendations

The review team validate the following:

- The leadership team is working with staff to develop a cohesive 'Sensory' culture, with clear evidence of staff engagement in school self-assessment and school improvement processes.
- Staff engage in performance and development goal setting. Teachers reflect against the Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers and Professional Standards Elaborations for Specialist Teachers (Vision Impairment) linked to AITSL² Teaching Standards.
- Staff have opportunities to collaborate and work together towards common goals through Professional Learning Committees, enabling the sharing of information and skills to support development.
- A distributed leadership structure is evident through Sensory School Improvement Teams, a Sensory Improvement Planning group, school committees, associate principals and coordinators.

Recommendations

The review team support the following:

- Further progress instructional leadership through leadership roles and responsibilities, particularly at the coordinator teacher services level.
- Develop a shared understanding of agreed pedagogical practices and support consistent practices through all levels of leadership.

Use of resources

The school's financial, human and physical resources are allocated in line with business plan priorities, as well as needs of the school, families and individual students and children.

Commendations

The review team validate the following:

- Following an Office of the Auditor General audit, the Principal and Corporate Service Team have collaboratively developed clear finance and human resource roles and responsibilities. The school is uniquely placed with two managers corporate services, who each have clearly defined roles.
- The Principal, managers corporate services and Finance Committee work collaboratively, engaging in shared decision making to develop the school budget and manage school finances.
- To support the effective allocation of human resources, a Referral Review Enrolment and Placement Committee, led by coordinators teacher services, meets weekly to assign a level of support to each eligible child referred to the school, using school-developed matrices to guide decisions.
- A digital database encapsulating student files and service provision data has streamlined the school's Request for Service process. This centralised data repository has increased access to student files for staff across the State.

Recommendations

The review team support the following:

- Strengthen finance and governance practices by implementing increased layers of financial oversight across the administration team.
- Further develop workforce planning to inform recruitment, development and deployment of staff to areas of greatest need.

Teaching quality

The school provides sensory staff with ongoing opportunities to develop capabilities, knowledge and understanding. Staff working in regional and remote locations are supported through opportunities for collaboration and connection with colleagues via hubs or online processes.

Commendations

The review team validate the following:

- An early years playgroup effectively provides language enrichment activities, and opportunities to practice and consolidate learning from targeted individual sessions, linked to the Early Years Learning Framework.
- Young children and students in regional, rural and remote areas receive in-situ and remote learning support. This is valued by families and contributes to improved outcomes for children and students.
- A formal 12-month induction process for new staff supports the development of teacher capability through work shadowing, mentoring and professional learning.
- The ECC Deaf and Hard of Hearing and ECC Vision Impairment are utilised, with the analysis of individual student goals and achievement supporting their growth and progress.
- Direct teaching engages students in the ECC through a plan, act and review cycle, which is clearly documented and shared through the annual Sensory Education Plan (SEP) process.

Recommendations

The review team support the following:

- Progress intended plans to develop Career Education scope and sequence documents, outlining key skills within the ECC Deaf and Hard of Hearing and ECC Vision Impairment.
- Expand opportunities for staff collaboration focused on consistent pedagogical practices.
- Further investigate suitable measures to determine Visiting Teacher Service impact, which may include judgements about student goal achievement at individual, year and whole-school levels; and the level of professional capability attained by staff in schools.

Student achievement and progress

The school is developing its use of systemic and school-based data to analyse achievement and progress of students and to inform planning.

Commendations

The review team validate the following:

- A dedicated team of teachers focused on student achievement is well placed to progress work in the analysis and review of whole-school data.
- The school is acknowledged for its work with SCSA to advocate for students and develop accessible assessment items inclusive of NAPLAN³, OLNA⁴ and ATAR⁵ examinations.
- The case management of students in partnership with schools, ensures appropriate access to assessments, realisation of academic potential, and pursuit of appropriate academic pathways.
- Teaching staff use school-based assessments to monitor student progress and inform teaching programs and practice. A database with clear data sets is being developed to support the tracking of student progress.

Recommendations

The review team support the following:

- Progress intended work in the collection of NAPLAN Reading achievement data to track student progress and inform planning.
- Monitor student achievement of SEP goals to inform planning at the teacher and whole-school level.
- Establish a systematic plan for the collection, analysis and use of school and system student progress and achievement data.
- Build the data literacy skills of teachers and leaders.

Reviewers

Kim McCollum
Director, Public School Review

Monique Smith
Principal, Mosman Park
School for Deaf Children
Peer Reviewer

Veronica O'Neil
Principal, South East
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 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Quality Standard
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment
- 5 Australian Tertiary Admissions Rank