



Department of
Education

Shaping the future

South Ballajura Education Support 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

South Ballajura Education Support Centre opened in 1994 and is located approximately 16 kilometres north of the Perth central business district, within the North Metropolitan Education Region. In 2015, the school became an Independent Public School. The school has an Index of Community Socio-Educational Advantage of 998 (decile 5).

Catering for students with diagnosed disabilities, the school currently enrolls 66 students from Kindergarten to Year 6. Approximately half of students at the school have a language background other than English, and the majority of students are on the Autism spectrum.

Co-located with South Ballajura Primary School, opportunities are provided to students from both schools to intermingle and engage in purposeful interactions in classrooms, the playground and for special events. Students are also supported to participate in a range of specialist sessions with their mainstream peers, including physical education, art and music.

Community support for the school is demonstrated through the work of the Parents and Citizens' Association (P&C) representative of both schools.

School self-assessment validation

The Principal submitted a school self-assessment that provided an overview of the school's operations.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an outline of the school context and included a selection of evidence, analysis and planned actions.
- Opportunities for staff reflection of school performance and input in preparation for the Public School Review were made available by the leadership team, with staff embracing the opportunities to be involved.
- The school effectively engaged with the Standard as part of its school review preparation processes.
- A range of leaders, staff, students, parents and community members engaged enthusiastically during the validation visit, contributing to discussion and elaborating on evidence provided, adding significant value to the ESAT submission.

The following recommendations are made:

- Continue to refine, in future ESAT submissions, the selection of evidence that best reflects the judgements made about the performance of the school.
- Continue to engage staff in ongoing processes for whole-school collaboration in the analysis of data to inform school self-assessment and improvement processes.

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Relationships and partnerships

Staff and student relationships are highly respectful providing a strong foundation to support student academic and wellbeing progress. A positive partnership with co-located South Ballajura Primary School is contributing to a culture of inclusion where every student is embraced and has a strong sense of belonging.

Commendations

The review team validate the following:

- Effective communication is evident using a range of platforms. The use of Connect for staff is supporting both internal and external collaboration.
- The school has well developed processes to support student communication including Augmentative and Alternative Communication, visual boards, Pragmatic Organisation Dynamic Display and Key Word Sign.
- The school is well regarded by parents, who value highly the quality of education and the opportunities for their children to build confidence and thrive. Ongoing partnerships are evident with Rotary and Community Connecting Youth and the mural/artefact projects.
- A targeted break time 'Playskills' social development program is positively impacting student friendships and relationships across both schools. Lunch clubs are well embedded, with high levels of student engagement.
- Fortnightly campus administration planning meetings and whole-campus teacher operational meetings are effective communication forums for staff.
- The School Board advocates strongly for the school and has meaningful input into strategic directions and school performance monitoring. The supportive shared P&C works to ensure that events and fund-raising endeavours are inclusive of all students and their families.

Learning environment

A welcoming, safe, engaging and orderly environment is underpinned by a united mission to be an inclusive, communication-accessible school that provides quality education and wellbeing support for students.

Commendations

The review team validate the following:

- Student health and wellbeing is prioritised through a range of programs including: You Can Do It; Zones of Regulation; mindfulness; and social skills clubs. A well-established chaplaincy service is supporting students, parents and staff throughout the school.
- The Behaviour Education and Management team (BEAM) works actively to support consistent classroom strategies for positive behaviour. The implementation of 'ABA¹ the South Ballajura way' is providing a school-wide positive behaviour intervention with a focus on independent skills.
- Authentic opportunities for student voice are evident in students' input to Individual Education Plan goals, as well as newsletters, assemblies, feedback on school improvements, and student leadership roles.
- National Quality Standard engagement is evident, with teachers working to develop classroom learning environments that maximise student engagement and learning.

Recommendations

The review team support the following:

- Continue to develop cultural awareness guided by the Aboriginal Cultural Standards Framework.
- Continue to develop the whole-school approach to wellbeing aligned to three tiers of intervention.

Leadership

A reflective leadership team works cohesively to effectively lead the school's strategic agenda. Leadership is actively developed across the school, underpinned by a shared belief that 'everyone is a leader'.

Commendations

The review team validate the following:

- Education assistant facilitator/co-ordinator roles are contributing to shared decision making, with opportunities to evaluate inclusive programs, contribute to planning and support consistent practice across classrooms.
- Distributed leadership is evident in a range of designated leadership roles including mathematics, literacy BEAM leaders, education assistant facilitators and class representatives. This contributes to shared decision making and school improvement processes.
- Instructional support for teachers is evident in the newly developed classroom observation approach, TORA², as well as mentoring and Explicit Direct Instruction champion videos to support consistent practice.
- Performance development processes are viewed positively by staff in providing growth opportunities based on school priorities and school-wide pedagogies.

Recommendations

The review team support the following:

- Continue to build on instructional leadership through intentions to renew phase meetings and the development of Professional Learning Communities focused on consistent practices.
- Progress intentions to collaboratively identify agreed practices in a pedagogical framework and instructional model.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- A clear link between business plan priorities, financial planning and budget allocation processes is evident.
- Targeted initiatives are used to implement teaching and learning adjustments to support the specific learning needs of students. Chaplaincy resourcing is enabling the implementation of the BRAVE Program for students and Positive Parenting Program for parents.
- The Finance Committee has representation from teachers and leaders. Shared decision making is supported through termly meetings. School financial management and resourcing updates are provided regularly to the School Board, which supports open discussion and transparent practices.
- A pilot initiative in collaboration with North East Metropolitan Language Development Centre is enabling the resourcing of a speech pathologist to support staff in the development of student language and communication.

Recommendation

The review team support the following:

- Continue to provide appropriate resourcing to support the school's goal to be a communication-accessible school, as well as other key business plan priorities such as literacy, numeracy and student wellbeing.

Teaching quality

A committed and collaborative staff work collectively with a shared focus on student success. The prioritisation of consistent practices is supported through staff professional learning and opportunities for feedback on teaching practice.

Commendations

The review team validate the following:

- Literacy and numeracy programs are aligned to the Western Australian Curriculum and/or Special Educational Need Assessment Toolkit (SENAT). Promoting Literacy Development (Diana Rigg), and the newly adopted Joondalup Maths Assessment Program, are viewed as providing a foundation for the ongoing development of literacy and numeracy and monitoring of student progress.
- In catering for the needs of all students, school-wide pedagogies have been implemented including: Explicit Direct Instruction; an agreed lesson design; Discrete Trial Training; and formative assessment. Staff also share an understanding of Barry Bennett Instructional Intelligence, incorporating a range of strategies into their everyday teaching.
- The Targeted Individualised Independent Program has been introduced in line with the school's business and operational plans based on the TEACCH³ approach.
- The embedding of science is prioritised through a specialist science/STEM⁴ teacher. In partnership with Edith Cowan University, video and photo evidence was used to demonstrate development of STEM across the school.
- Students engage in Key Word Sign as their Languages other than English program, further enhanced through a well embedded Word of the Week initiative.

Recommendations

The review team support the following:

- Progress planned intentions to further develop the whole-school approach to mathematics supported by the newly introduced mathematics assessment program.
- Continue to develop consistent practices through classroom observation, mentoring and professional learning aligned to agreed pedagogies and whole-school approaches.

Student achievement and progress

The school has momentum in its commitment to data and evidence-based decision making. A school-wide data collection process supports increasing levels of monitoring of student progress and achievement.

Commendations

The review team validate the following:

- Following the collection of student learning and wellbeing data and evidence, staff work to develop valid Individual Education Plan SMART goals in collaboration with parents and key stakeholders.
- Staff engage in moderation, providing regular opportunities for professional discussion to ensure consistent judgements against the Western Australian Curriculum and/or SENAT.
- Student progress is tracked through longitudinal data. The ROCC⁵ Assessment for students with communication needs, Diana Rigg assessment, Individual Education Plan goals percentage evaluation and the new contextually relevant mathematics assessment will support ongoing monitoring of student achievement.
- The school collects data aligned to You Can Do It to support monitoring of student wellbeing outcomes. The school also collects social skills data during 'Playskills' groups and other lunch clubs.

Recommendations

The review team support the following:

- Continue to engage staff in the analysis of student achievement data at dedicated meetings.
- Further explore contextually relevant reading assessments.
- Continue to implement the school's new mathematics assessment.

Reviewers

Kim McCollum
Director, Public School Review

Julayne Charlton
**Principal, Leda Education Support 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 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Applied Behaviour Analysis
- 2 Teacher Observation Research Approach
- 3 Treatment and Education of Autistic and Communication related handicapped CHildren
- 4 Science, technology, engineering and mathematics
- 5 Roadmap of Communicative Competence