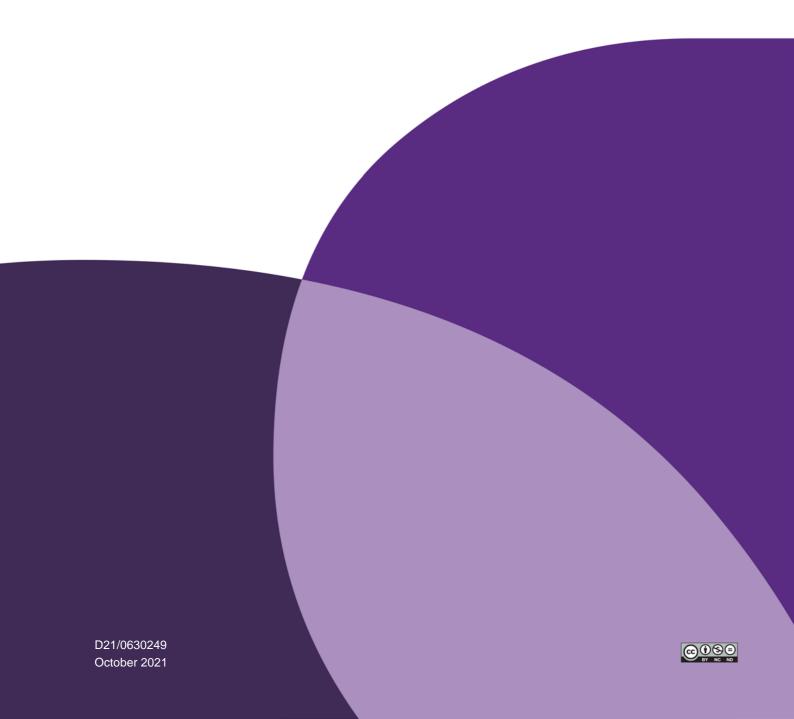**Shaping the future**

Fremantle 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

Fremantle Language Development Centre is located in the suburb of Willagee, approximately 18 kilometres from the Perth central business district in the South Metropolitan Education Region.

Established in 1982, Fremantle Language Development Centre is a specialist education support facility that provides a service for students with speech and language difficulties.

Facilities are spread across three sites, with the main administration block located at Caralee Community School and classes located at Bull Creek Primary School and Beeliar Primary School.

The Outreach Service is based at the Willagee site and supports mainstream primary school teachers in the South Metropolitan, Pilbara and West Kimberley regions with students who have speech and language delays or difficulties, and are enrolled in Kindergarten-Year 2 and do not attend a Learning Development Centre (or previously attended a Learning Development Centre) and have exited into a mainstream setting (Pre-primary-Year 4).

Fremantle Language Development Centre became an Independent Public School in 2015.

Currently, there are 212 students enrolled from Kindergarten to Year 3.

The school has an Index of Community Socio-Educational Advantage of 952 (decile 8).

The school benefits from the work of an active Parents and Citizens' Association (P&C) and School Board.

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 Public School Review, all staff had opportunities to review data and evidence aligned to foci within the Standard.

- The school has a comprehensive self-assessment plan structured and aligned to the domains of the School Improvement and Accountability Framework (SIAF) and monitored by the executive leadership team.

- Staff and Board members engage in ongoing reflection on school performance contributing to a shared understanding of progress and the identification of focus areas for improvement.

- During the validation visit, a cross-section of leaders, host school principals, staff and community representatives elaborated on the evidence presented in the Electronic School Assessment Tool submission.

- Staff engaged enthusiastically in the validation visit discussion, contributing insights and demonstrating a strong sense of individual and collective accountability for student achievement.

- School leaders and staff valued the review process as a positive affirmation of strengths and confirmation of areas the school had identified for ongoing development.

The following recommendations are made:

- Continue staff engagement in the collaborative analysis of student achievement data to inform school decision making.

- Build a shared understanding of the level of student progress at the individual, group and whole-school level. Capture student progress information in ways that can be shared effectively with key stakeholders.

Public School Review

<table>
<tr><td colspan="1" style="background:#4b2067;color:white">Relationships and partnerships</td></tr>
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The school has developed a culture of collaboration and staff cohesion underpinned by respectful relationships, and an unwavering commitment to student success is shared by all.

Commendations

The review team validate the following:

- Positive partnerships with Beeliar Primary School, Bull Creek Primary School and Caralee Community School contribute to an inclusive and connected learning environment. Host school partnerships are strengthened through service level agreements, coordinators, clear communication and cross-site collaboration.
- Guided by authentic engagement with the Aboriginal Cultural Standards Framework, the school is working to build cultural responsiveness. This includes the development of a Reconciliation Action Plan (RAP) and the shared vision, 'Talking together, Learning together and Growing as one'.
- Parents express high levels of satisfaction for the standard of education and welcoming environment. Valued by staff, parents and community members, a variety of communication platforms support strong internal and external communication.
- The highly invested School Board engages in regular school self-assessment and has input into strategic planning and monitoring of school performance, contributing to sound governance practices.
- Effective transition processes are enhanced through a range of initiatives, including handover consultation, a transition package, transition days and professional learning to ensure schools can cater for the needs of exiting students.

Recommendations

The review team support the following:

- Continue the development of the RAP, working closely with host schools and local Aboriginal families to strengthen the connection between the school and the Aboriginal community.
- Strengthen partnerships with mainstream schools to continue to advocate for exiting students.

<table>
<tr><td colspan="1" style="background:#4b2067;color:white">Learning environment</td></tr>
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The school places high value on building an inclusive culture within a supportive environment. A student-centred, high care approach is fostered through the 'We Care' Code of Conduct, which was developed in collaboration with the whole-school community.

Commendations

The review team validate the following:

- Clear processes for supporting complex behaviour are evident, with behaviour plans and targeted support contributing to improved student outcomes.
- Social and emotional learning is prioritised with individual goals identified for students to develop resilience and social skills. Following research, steps have been initiated to introduce Little Highway Heroes/Highway Hero's.
- Staff wellbeing and emotional resilience is supported through professional learning, with ongoing monitoring through a staff wellbeing survey.
- Processes for supporting students at educational risk (SAER) are clearly defined. The deputy principal works in collaboration with staff, families, and allied professionals to develop plans and monitor student progress.
- The early years environment is shaped to enhance student engagement and build language skills. Pedagogy and practice are guided by the EYLF[1] and NQS[2] and align with the Western Australian Curriculum.

Recommendations

The review team support the following:

- Continue to develop a whole-school approach to wellbeing including data collation, analysis and monitoring of student progress.
- Strengthen the process of data analysis and allocation of resources for identifying and supporting students for tiered intervention.
- Progress planned intentions to implement Positive Behaviour Support in collaboration with host schools.

Leadership

A cohesive leadership team lead a strong improvement agenda underpinned by high expectations and a clear shared strategic vision. Staff buy-in is high, promoted through extensive consultation and a clear distributed leadership structure that fosters shared decision making.

Commendations

The review team validate the following:

- Operational planning within curriculum areas is aligned to the school business plan improvement priorities and the SIAF. Plans guide classroom planning and support consistent practice across the school.
- Change management is systematic and evidence based, with the goal of improving student progress and achievement.
- Instructional leadership is embedded through mentoring, coaching and collaboration, fostering a shared understanding of pedagogical practices. Comprehensive instructional support for staff is provided by the deputy principal for teaching and learning, literacy coach and speech pathology team.
- The school's performance development process has an inbuilt observation, reflection and feedback cycle. Staff align goals to AITSL[3] Australian Professional Standards for Teachers, whole-school programs, instructional framework, school improvement reflection tool and business plan.
- The Outreach Service engages a range of schools in a Language Leaders Initiative. Outreach staff expressed confidence in their impact on teaching capacity and student outcomes aligned to program interventions.

Recommendations

The review team support the following:

- Continue working with the Cockburn Central Education network to develop leaders through the Western Australian Future Leaders Framework.
- Continue to provide feedback on professional practice through observation and reflection processes.

Use of resources

Sound financial processes are aligned with the Department's financial management policies and procedures. Shared decision making is evident through the work of the Finance Committee in collaboration with the Principal and manager corporate services.

Commendations

The review team validate the following:

- The school budget is monitored by the Finance Committee through quarterly meetings, with adjustment requests presented for approval. Alignment between the school budget and business plan priorities is evident.
- Additional school funds have been allocated to support a network support officer, a literacy coach and additional education assistant time to support individual students and classrooms.
- An asset replacement schedule ensures effective management of assets and ICT[4] resources in accordance with Department policies.
- The workforce plan is developed for the same period as the business plan and reviewed each year. The school workforce profile and interactive data from Schools Resourcing System are used to identify current achievements and workforce gaps.
- Student characteristic and social disadvantage funding is used to implement appropriate teaching and learning adjustments for students in order to meet individual needs.
- Resources are deployed to provide relief for staff to conduct Individual Education Plan (IEP) reviews and SAER case management meetings, and to implement support for SAER.

Recommendation

The review team support the following:

- Continue to monitor the staff profile and update the workforce plan in alignment with business plan priorities, setting out gaps, strategies and the identification of costings.

Teaching quality

The school has developed a strong professional learning culture focused on building staff capability to maximise student achievement, wellbeing and engagement. A dedicated staff have a collective commitment to supporting students with language difficulties through explicit teaching and embedding oral language into the curriculum.

Commendations

The review team validate the following:

- A comprehensive approach to professional learning, aligned to school priorities, provides opportunities for teachers to apply, reflect, refine, and share their learning, and evaluate the impact of their practice on student learning.
- Through Professional Learning Communities (PLCs), staff engage in teaching sprints. This is contributing to the school's commitment to continuous improvement and the embedding of whole-school approaches.
- Speech pathologists engage in weekly meetings with teaching staff to reflect on individual student progress against goals. They add value through the provision of whole-school professional learning focused on oral language and whole-school approaches.
- An instructional framework, centred on explicit teaching, is a model for effective connected practice and supports the implementation of consistent low variance practice across the school.
- Teachers engage in collaboration in Phase of Learning Teams, weekly PLC meetings, and designated consultation times with speech pathologists and the literacy coach.
- Following research, the school has recently introduced InitiaLit to support a consistent approach to literacy development. Implementation of Talk for Writing is an ongoing commitment with a focus on revisiting and updating the current approach.

Recommendations

The review team support the following:

- Continue to strengthen the school's whole-school approach to numeracy and embed, school-wide, the newly introduced InitiaLit.
- Strengthen moderation and use of data to inform planning and practice.

Student achievement and progress

Driven by high expectations and a commitment to developing a culture of data and evidence decision making, the school uses a range of systemic and school-based data to inform planning, develop whole-school approaches and set improvement targets.

Commendations

The review team validate the following:

- Teachers work collaboratively to analyse data from school-based assessments through a disciplined dialogue approach. Information is used to monitor progress, inform planning, identify goals, and make decisions about student placements.
- Teachers work collaboratively with speech pathologists, the literacy coach and executive leadership team to assess and analyse student assessment to inform IEP goals. Termly reviews of literacy data, IEP meetings, and weekly consultations with speech pathologists ensure student progress is carefully monitored and adjustments made to accelerate progress.
- Student assessment information is entered into class data bases which supports the ongoing analysis of data, monitoring of student progress and planning for intervention.
- OEAP[5] data for numeracy are utilised to monitor the progress of students from Pre-primary to Year 2. Teachers administer the assessment in Term 1 and the data is analysed to identify IEP goals.
- Moderation of writing occurs using Brightpath within PLCs, and through the local network.

Recommendations

The review team support the following:

- Progress planned intentions to strengthen the use of the Student Achievement Information System dashboard to analyse student achievement and progress in OEAP and NAPLAN[6].
- Continue to engage staff in the collaborative analysis of systemic and school-based data sets to monitor student progress. Identify trends, improvement strategies and set improvement targets for identified groups.

Reviewers	
Kim McCollum **Director, Public School Review**	Shelley Collins **Principal, Peel Language Development 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 scheduled for Term 4, 2024.

Melesha Sands
Deputy Director General, Schools

References

1   Early Years Learning Framework
2   National Quality Standard
3   Australian Institute for Teaching and School Leadership
4   Information and communications technology
5   On-entry Assessment Program
6   National Assessment Program – Literacy and Numeracy