



Department of
Education

Shaping the future

School of Special Educational Needs: Behaviour and Engagement

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

The School of Special Educational Needs: Behaviour and Engagement (SSEN: BE) is located at the Statewide Services Centre in Padbury, within the North Metropolitan Education Region. SSEN: BE is part of the network of specialist schools that operate under Statewide Services. The school is one of 7 specialist schools forming part of the Service Delivery pillar.

SSEN: BE has a broad scope of service to provide a range of educational supports and services to Western Australian Public School students with highly complex and challenging behaviours across a Kindergarten to Year 12 (K-12) context.

The first Public School Review of SSEN: BE was conducted in Term 1, 2019. This 2023 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:

- The appointment of a Public School Review coordinator in 2022 led the executive team and staff from across the school and state to collaborate regularly and use the Electronic School Assessment Tool (ESAT) as a platform for self-review considering the domains of the Standard.
- A wide range of interrelated and quality evidence reflecting the broad service delivery across SSEN: BE was selected for the ESAT submission, showing a clear alignment between performance and planned actions.
- Staff, including those working in a variety of roles and regions, contributed to the discussions held during the validation visit.
- A well-organised and structured tour of 2 SSEN: BE sites included opportunities to view staff working with students, as well as the resources used to support engagement and intervention, enhanced the validation visit.
- An opportunity to meet with a former student who had been engaged with SSEN: BE provided significant insight into the impact of the services and support provided by the team.

The following recommendation is made:

- Explore the opportunity for parents and representatives from key partnerships to participate in future Public School Reviews to enhance validation.

Public School Review

Relationships and partnerships

A strong belief in the fundamental importance of positive and productive relationships between staff and students is evident. The sense of staff cohesion, effective communication and collaboration with health professionals across the state is palpable, creating a strong sense of team, despite physical distance across the regions.

Commendations

The review team validate the following:

- Collective efficacy of staff is high, as a result of collaborative practices and commitment to developing comprehensive and coordinated support for students.
- Multitiered systems of communication, including recorded online key messages meetings, and effective processes are evident and linked to the school vision.
- Student and family voices are valued as staff coordinate home visits and collaboratively develop goals and plans for engagement in meaningful pathways.
- A wide range of collaborative and constructive partnerships between the school and agencies have been developed to provide intervention and support to improve student outcomes.

Recommendations

The review team support the following:

- Proceed with the intent to further build School Council membership, with the intent to recruit individuals with strong advocacy and skills to support the school in delivering effective learning programs.
- Consider scheduling consistent attendance at regional and network meetings through the year to enhance understanding across the state of the SSEN: BE service, intentions, challenges and successes for shared system understanding.

Learning environment

The SSEN: BE 6 core values of responsiveness, collaboration, equity, learning for life, belonging and care guide staff to ensure academic and pastoral care support is provided to students with extreme, complex and challenging behaviours.

Commendations

The review team validate the following:

- The youth transition coordinator roles supporting staff cultural competence and Aboriginal students involved with the juvenile justice system is having a significant impact.
- The Aboriginal Cultural Standards Framework and cultural action plans are being embedded across regions, building a culturally responsive educational experience across the school.
- Staff are committed to creating highly engaging learning environments that are culturally responsive reflecting the context of vulnerable students.
- Comprehensive case management processes and procedures are established with significant support structures in place. Proactive and committed staff are responsive in catering for individual student needs.
- Student voice embedded into Social and Emotional Learning practices and ready to learn plans are supporting the development of personal and social capabilities.

Recommendation

The review team support the following:

- Explore opportunities to identify, share and promote best practice across learning environments to align consistency of practice, service and expectations across all regions.

Leadership

A highly organised, cohesive, effective and trusting team environment has been developed between SSEN: BE leadership teams and staff. Opportunities for the leadership team to engage frequently and work collaboratively to align practices and processes is evident.

Commendations

The review team validate the following:

- Operational plans articulate clear targets and strategies aligned to system and school strategic directions demonstrating connected school-wide partnerships.
- A performance and development culture is being embedded across the school, with processes clearly documented and scaffolded to support all staff. Coaching and mentoring provide further support and engagement opportunities, along with professional learning and networking.
- School leaders recognise the expertise of staff, capitalising on their skills and knowledge while providing distributed leadership opportunities.
- The guiding principles of the High Performing Schools Roadmap provides reflective opportunities on components of the school, irrespective of role and location for both individuals and teams.

Recommendations

The review team support the following:

- Continue to support emergent and aspirant leaders through a range of planned leadership opportunities.
- Continue to develop reflective tools that support staff voice around performance development processes with consideration of the Western Australian Future Leaders Framework.
- Proceed with the intent to rollout the leading with a culture of safety and care initiative.

Use of resources

Comprehensive financial management processes linked to future-based planning supports staff across regions to provide the positive outcomes for students who face a range of barriers to successful school engagement.

Commendations

The review team validate the following:

- Movement from formula-based staffing and resource allocation into a context specific model has ensured teaching and learning spaces remain agile and responsive to system, school and student needs.
- There is significant evidence of the strategic allocation of resources aligned with the Funding Agreement for Schools, with the Finance Committee providing effective oversight of management practices.
- Clear processes and procedures support focused budget planning and management.
- Prudent workforce planning is evident in the school's succession planning with a focus on attracting and retaining staff through a positive school culture and support for staff development.

Recommendations

The review team support the following:

- Continue the consultative approach in planning and preparation of each centres' budget to enable strategic decision making based on student needs.
- Continue to use the Elastik platform across the school to enable analysis and sharing of data and information across the range of sites.

Teaching quality

SSEN: BE is demonstrating a professional responsibility and commitment to developing high quality teaching to improve student engagement and achievement incorporating Social and Emotional Learning, Berry Street Education Model, and a range of literacy programs to support teaching of the Western Australian Curriculum.

Commendations

The review team validate the following:

- Evidence-based research is informing the development and delivery of professional learning by staff and enhancing the knowledge of primary and secondary school staff working with SSEN: BE.
- The school adopts a high-quality model of teachers supporting teachers to cater for the diverse range of students across the SSEN: BE K-12 context.
- Clearly identified processes and programs guide the service provision model ensuring defensible decision making based on student needs.
- Comprehensive induction procedures enable staff to have a deep understanding of SSEN: BE services and supports, as well as their role and responsibilities.

Recommendations

The review team support the following:

- Explore opportunities for staff to gain a greater understanding and embed high impact teaching linked to the Quality Teaching Strategy.
- Continue to incorporate opportunities for classroom observation and feedback processes across the range of teaching teams to enhance curriculum delivery.

Student achievement and progress

A range of systemic and school-based data is used to support student achievement and progress, academically and socially and emotionally. This data guides comprehensive plans through a personalised approach, focusing on psychosocial, developmental and learning needs.

Commendations

The review team validate the following:

- Vignettes of success demonstrate the high impact of student engagement and achievement.
- A range of academic and social and emotional data is collected to monitor and assess student achievement and progress.
- Staff liaise closely with each student's enrolled school to ensure continuity of connection. Transition support, sharing of data and professional learning enables staff to have comprehensive understanding of strategies to support student engagement and behaviour management.
- Engagement of the data platform Elastik is building the collective data literacy of staff.

Recommendations

The review team support the following:

- Continue to explore the introduction of data sets, or assessments, that add value to the measurement and analysis of student achievement and progress.
- Proceed with the intent to develop evidence of Social Emotional Learning both pre and post intervention.

Reviewers

Natalie Tarr
Director, Public School Review

Joanna Hall
**Principal, School of Special Educational Needs:
Disability
Peer Reviewer**

James Kent
**Principal, Ocean Reef Senior High School
Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools