



Department of
Education

Shaping the future

Meadow Springs 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 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

Opening in 1992, Meadow Springs Education Support Centre is located approximately 72 kilometres from the Perth central business district, within the South Metropolitan Education Region. Meadow Springs Primary School has been co-located on the school site since 2012.

The school provides educational programs for students with special educational needs and has an Index of Community Socio-Educational Advantage rating of 1007 (decile 4). It became an Independent Public School in 2013.

Currently there are 73 students enrolled from Kindergarten to Year 6.

Meadow Springs Education Support Centre has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Meadow Springs Education Support Centre was conducted in Term 4, 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 school self-assessment that provided a detailed 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.
- Led by the executive leadership team, collaboration and staff engagement in the analysis of data to inform the school's self-assessment were authentic and well-structured, resulting in a range of evidence selected for the review.
- A walk through the school grounds and classrooms at the commencement of the validation visit, and opportunity to observe a class, provided orientation and understanding of the context and design of the physical environment, significantly adding value to the review process.
- A range of staff and parents engaged enthusiastically during the validation visit, contributing to discussion and elaborating on evidence provided in the school's ESAT submission.
- Justifiably, and validated over the course of the day, staff and families expressed much pride in what they have achieved, through a collaborative and targeted process, since their 2019 Public School Review.

The following recommendations are made:

- Carefully consider the choice of evidence and analysis in each domain to ensure it is the most appropriate to demonstrate meeting the Standard, and accurately describes the impact on student outcomes.
- Continue to review the school's progress against the domains of the Standard, guided by the domain foci and elaborations. Engage staff in ongoing whole-school collaboration in the analysis of data to inform school self-assessment and improvement processes, as part of the regular school review cycle.

Public School Review

Relationships and partnerships

Professional and respectful relationships have been fostered between both schools occupying the Meadow Springs site. The established ethos, 'Two schools one community', strengthens the school's individual and unique identity, providing many benefits and fostering the collaborative partnership.

Commendations

The review team validate the following:

- Clear processes to accommodate National Disability Insurance Scheme providers from over 30 agencies have been established. This has embedded transparent boundaries and communication channels, and streamlined organisational practices.
- Working alongside the community and being responsive to National School Opinion Surveys, has led to high levels of community satisfaction with the school. The positive reputation of the school is evident, with parents and staff voicing their strong support, referring to it as 'the school of choice'.
- The Pre-Kindy program builds connections between families and the school prior to enrolment in Kindergarten. This program supports transition from home to school and ongoing assessment for eligibility to access the Autism Early Intensive Intervention Program.
- Communication processes are extensive and tailored to meet the needs of staff operating within a 2 school model: partnering bodies; and families. A noted feature is captioned photos providing regular visual updates for parents and accessibility for students with complex communication needs.

Recommendations

The review team support the following:

- Promote parent representation on the shared School Board ensuring succession plans are in place to maintain representation for the education support centre.
- Continue to provide professional learning and develop processes and structures, to build staff confidence and skills to positively communicate and navigate interpersonal professional relationships.

Learning environment

Physical learning spaces that are adapted and resource aligned to the individual developmental needs of students, encourages maximum engagement, a strong sense of belonging and a place of safety for children.

Commendations

The review team validate the following:

- Explicit learning of Positive Behaviour Support (PBS) is planned, taught and reported on by all classroom teachers. Developed by students and staff, videos demonstrate the expected behaviours tailored to the context and developmental needs of the students aligned to the matrix.
- Embedded processes for tracking students' social and emotional behaviours, oversight of the PBS subsidiary committee for Tier 2 students, and development of intervention plans are evident. Ongoing training for staff in the recording of School Information System /Functional Behaviour Assessment information provides consistency of practice across the school.
- The school applies a personalised approach to student attendance. Prioritising relationship building, to understand each child's circumstances, and individualised planning is positively impacting attendance.
- Students are facilitated to have agency in their learning through Augmentative and Alternative Communication (AAC), including Pragmatic Organisation Dynamic Display (PODD) books, choice boards and sign language. This is increasing students' capacity to have a voice and express their needs, leading to heightened levels of positive engagement and behaviour.

Recommendations

The review team support the following:

- Inclusive of ongoing professional learning for staff, continue to review and refine the Tier 2 planning processes, data systems and practices in the provision of targeted student intervention.
- Progress the intention to continue to develop staff cultural responsiveness and review the Aboriginal Cultural Standards Framework with a focus on embedding cultural perspectives throughout the learning areas.

Leadership

Underpinned by a collective desire to improve, leadership structures, reflective processes, committees and professional learning are guiding staff to understand and participate in shaping the school's future direction.

Commendations

The review team validate the following:

- The prevalence of posters and documentation that display the school's vision, values and motto, serve to define, drive and underpin what the school stands for.
- Prioritising staff voice, change is managed in a timely, informed and inclusive manner. The formation of teams and committees ensures structures are in place for staff to provide feedback and input to school operational and strategic direction.
- Referred to as their 'Bible', the staff handbook provides explicit direction for staff in their work. This includes policies, procedures, referral forms, assessment reporting schedules and curriculum outlines.
- Established annual self-assessment processes, aligned to business plan targets, support ongoing refinement and review of operational plans. There is a strong connection evident between strategic, operational and classroom planning.
- A shared leadership model is appreciated by staff. This affords them the opportunity to use their skills and interests to support the strategic direction of the school.

Recommendations

The review team support the following:

- Continue to build the leadership strategy to ensure continuance of professional learning to develop the leadership capabilities and attributes of staff to effectively lead teams.
- Continue to provide leadership opportunities for aspirant staff through the identification and access to programs to develop future leaders.

Use of resources

The co-located school is skilfully and respectfully managed by the Principal and manager corporate services (MCS), guaranteeing resourcing and facility management is undertaken with agility to adjust to changing needs.

Commendations

The review team validate the following:

- A clear Memorandum of Understanding (MOU) has been positively negotiated with the co-located school for the shared facilities and utilities. Both MCSs review the effectiveness of the MOU to determine areas that require adjustment.
- Reserve accounts facilitate the replacement of equipment and resources including Information and Communications Technology, building management, and furniture. The establishment of an additional reserve account maintains a funds contingency in contribution to the replacement and sustainability of shared site items.
- Strategic and prudent planning in the use of targeted initiative funding for the Autism Early Intensive Intervention Program ensures students transition to mainstream schooling in Year 1.
- Astute management of the workforce ensures planning and resources are directed to students according to need. Consideration is given to the provision of professional learning and collaborative DOTT¹ structures for staff to confidently perform their roles with the support of their colleagues.

Recommendations

The review team support the following:

- Progress the development of the workforce plan for immediate and future staffing requirements ensuring staff are selected to fit the profile and skill set required to progress the school improvement agenda.
- Continue to provide resources for professional learning to further support induction of new staff and graduate teachers in knowing the process of how to deliver the instructional programs for each student.

Teaching quality

Everyone at the school wants to be their best self when it comes to delivering high quality teaching for all students. Their commitment and professional obligation to make a difference is palpable.

Commendations

The review team validate the following:

- A comprehensive approach to professional learning prioritises the development of staff capacity to confidently implement the whole-school academic, social, behaviour and health and wellbeing programs.
- The clearly articulated teacher expectations document and a detailed staff handbook ensure teachers understand what consistent and agreed teaching and learning looks like at a class and school level.
- Planning is guided by the Western Australian Curriculum, ABLEWA² and the use of student information and data. This is supported with student handover files inclusive of learner and communication profiles, Individual Education Plans (IEPs), Individual Behaviour Plans, therapy reports and medical information.
- The Curriculum, Assessment & Reporting policy along with pedagogical documents, such as the lesson design and curriculum overviews, provide support for teachers in planning for learning.
- Supported by informal classroom observation and feedback processes, an embedded whole-school approach to teaching and learning is evident. Underpinned by the gradual release model and explicit teaching, whole-school approaches with structured literacy and numeracy blocks are in place.

Recommendations

The review team support the following:

- Formalise collaborative planning structures to further build a reflective teaching culture delivering impactful, low variance, connected practice across all phases of learning.
- Continue the intention to engage with the Quality Teaching Strategy – Teaching for Impact resource to further strengthen high impact instruction and pedagogical practices.

Student achievement and progress

At the forefront of all decision making, there is a united and determined resolve by staff to ensure every child can and will make continued, sustained progress, and that progress will be acknowledged and celebrated.

Commendations

The review team validate the following:

- Data informed intervention plans clearly identify targeted teaching and learning plans tailored to the needs of students. This includes targeted planning for social, behaviour or academic needs, escalation profiles, recording sheets and daily task sequences.
- AAC progress is assessed biannually using the Roadmap of Communicative Competence Assessment Tool providing valued data to inform the teaching and learning cycle and the development of targets in IEPs.
- Special Educational Need Reporting to Parents provides detailed feedback and explanation of each child's achievement and progress, as measured against their IEP goals.
- Longitudinal data is closely monitored to ensure all students make the targeted English and numeracy progress. Deficits or inconsistencies in the achievements of students, reflected in the data, are identified and interventions implemented.

Recommendations

The review team support the following:

- Progress the intention to review and refine the structures in place to effectively align data to IEPs to accurately measure individual student progress against set targets.
- Continue to create opportunities for staff to engage in moderation processes within the school and with like schools.

Reviewers

Maxine Augustson
Director, Public School Review

Natasha Naylor
**Principal, Gwynne Park 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.

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



Melesha Sands
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 Abilities Based Learning Education, Western Australia