



Department of
Education

Shaping the future

Burbridge School

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 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Burbridge School is located in Koondoola, approximately 15 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school was established in 1979 to provide diverse, and tailored learning programs for students with special educational needs.

Burbridge School has an Index of Socio-Educational Advantage of 1010 (decile 4).

Currently there are 60 students enrolled from Kindergarten to Year 12.

In 2017, the school became an Independent Public School.

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

School self-assessment validation

The Principal submitted a school self-assessment outlining the school's operations and improvement agenda.

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

- In preparation for the Public School Review, the Principal shared information about the process and engaged staff in reflection against the Standard.
- The Electronic School Assessment Tool (ESAT) submission together with validation day discussion provided an account of the school's context. This included the impact of frequent leadership change and the current commitment of the leadership team to reset and lead the school forward in collaboration with staff.
- Staff and parents engaged positively and enthusiastically with the process, elaborating on evidence during validation meetings adding value to the school's submission.

The following recommendations are made:

- In future ESAT submissions, include a selection of rich evidence that sufficiently demonstrates the school's performance against the Standard, together with evidence-analysis that addresses the domain foci.
- Ensure a clear alignment between judgements made, the analysis of evidence provided and the planned actions.
- Embed cycles of self-assessment aligned to the School Improvement and Accountability Framework with targeted focus on the role of evidence.
- In future ESAT submissions continue to build on the range of recent student achievement data and analysis to demonstrate school performance.

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Relationships and partnerships

A cohesive and highly collaborative staff are contributing to a positive school ethos that prioritises the building of positive relationships and students' sense of connection and belonging.

Commendations

The review team validate the following:

- The school's therapy coordinator provides oversight of NDIS¹ therapy providers and their provision of in-school therapy support for students. With a view to building the capacity of staff to support student's ongoing needs, the school is working to harness the knowledge and skills shared by therapy providers.
- As an active participant in the Education Support South Network, the school has embraced opportunities for professional learning for staff and school leaders.
- Parents interviewed reported high levels of satisfaction in the care and support provided for their children and the opportunities to progress communication competency and engage in microbusinesses.
- Staff communication was viewed as a strength enabled by weekly bulletins, whole-staff weekly check-ins and staff meetings with all staff and between education assistants.
- The School Board has increased community and parent membership which is viewed as contributing to an increase in the rigour of discussion and input into decision making.

Recommendations

The review team support the following:

- Progress plans to develop a consistent communication process between home and school. Maintain open and accessible communication with all families including the use of increased translation options.
- Progress plans for School Board members to access training modules.

Learning environment

Driven by a strong moral purpose, staff are committed to supporting students to build independence whilst at school and ensure their successful transition into, through and out of school, and into the community.

Commendations

The review team validate the following:

- Staff engagement with the National Quality Standard (NQS) is evident with staff undertaking readiness modules and engaging with the NQS reflection tool to identify strengths in early childhood and inform ongoing improvement.
- The school's implementation of a whole-school approach to protective behaviours has commenced supported by a development plan, staff professional learning and a student assessment tool.
- Behaviour support plans that highlight strategies for positive behaviour have been introduced.
- Student needs are monitored at an individual level with behaviour, health, manual handling and risk management plans reviewed and updated.

Recommendations

The review team support the following:

- Set clear school-wide behaviour expectations, with explicit teaching of behaviour prioritising the development of consistent universal strategies to support positive student behaviour supported by PL.
- Increase staff capacity to meet the needs of students who require complex behaviour planning. Reinforce strategies, consistent practices and response for students requiring additional levels of support.
- Review and reinvigorate behaviour data collection and analysis to drive class and whole-school decision making to promote positive behaviour.

Leadership

The consultative approach of the Principal is valued by staff and viewed as pivotal in the development of the school's positive culture where change is underpinned by collaboration and staff voice is contributing to a sense of ownership.

Commendations

The review team validate the following:

- A clear school vision, open communication between the leadership and staff and a developing distributed leadership structure are providing the foundation for future improvement.
- Opportunities for leadership responsibilities are available through the committee structure, the MOVE² program, ASDAN³, workplace learning and therapy provider coordination.
- Staff have opportunities to engage in the development of strategic plans and refinement of current operational plans. The school's next business plan is currently in development including the review of key strategic foci informed by evidence and feedback on school performance.
- Staff value the committee structure, which is viewed as promoting staff engagement in decisions towards school improvement.
- Staff performance management processes have a growth coaching focus and include individual self-assessment and goal setting for improvement.

Recommendations

The review team support the following:

- Continue to embed instructional leadership through the development of clear leadership roles, agreed pedagogical practices, mentoring, coaching and staff collaboration.
- Build on the success of the committee structure to drive school improvement areas including communication, literacy, numeracy and wellbeing. Continue to drive improvement through operational plans that include strategies, targets and resourcing.

Use of resources

Financial processes and procedures including collaboration between the Principal, manager corporate services and the Finance Committee ensure oversight of the school's human, physical and fiscal resources.

Commendations

The review team validate the following:

- Financial procedures for purchasing are documented and shared with staff. Clear roles and responsibilities for cost centre managers ensure funds are managed in line with Department guidelines.
- Once developed, the comparative budget and one-line budget are provided to the School Board with opportunities for transparent discussion and consultation.
- The school has allocated funds to enable additional school psychologist time, the continued implementation of the MOVE program, consultant physiotherapist, and the employment of an Information Technology technician.
- Funds have been deployed to enhance the physical environment, including upgrading playgrounds with a view to improving student wellbeing and engagement.
- The 2022-2025 Workforce Plan supports school decision making on the appointment of teaching staff in line with student needs, the management of the changing profile of the school and the sustainability of school programs.

Recommendation

The review team support the following:

- Continue to align school budgeting to operational planning and the identification of school resourcing on operational plans.

Teaching quality

A shared belief that every child has the potential to learn informs the work of staff and their commitment to meeting the individual needs of their students.

Commendations

The review team validate the following:

- Students' communication competency is supported through alternative augmented communication including Pragmatic Organisation Dynamic Display (PODD) books, core boards and student's individual communication systems.
- Teachers and education assistants collaborate within class teams to plan and deliver teaching programs and monitor student progress.
- The school is committed to the delivery of explicit teaching and to the implementation of TEACCH⁴, Applied Behavioural Analysis and Discrete Trial Teaching, and balanced literacy.
- The MOVE program is well established at the school with data indicating improvement in student outcomes for mobility and engagement.
- Students access a range of ASDAN modules and staff engage in moderation on ASDAN assessment.

Recommendations

The review team support the following:

- Progress plans to develop consistency in the pedagogical practices and programs across phases of learning. Ensure alignment with students' distinct communication, literacy, numeracy and social and emotional development needs, driven by clear plans.
- Develop clear whole-school expectations for supporting students' communication competency and use of the ROCC⁵ assessment tool. Provide professional learning and coaching in modes of communication and primary access methods, as well as communication partner competency.
- Develop whole-school plans for mathematics and literacy supported by operational plans, scope and sequence and a professional learning plan.

Student achievement and progress

The school recognises the importance of collecting and analysing student achievement data and evidence and has identified this as an ongoing development area for the school.

Commendations

The review team validate the following:

- Teachers develop Individual Education Plans (IEPs) in collaboration with stakeholders with a focus on literacy, numeracy, communication, career education, independent living and leisure and recreation.
- The school is progressing its engagement with the ROCC whole-school assessment tool to identify students' communication competency needs and support the tracking of student progress.
- Compass Plan documents are created with parents and students to support the achievement of student transition outcomes for life post-school.
- The school is developing the Special Education Needs Outline connected to ABLEWA⁶ to support consistent teacher judgements and tracking of student progress.

Recommendations

The review team support the following:

- Develop a whole-school schedule for the collection, analysis and sharing of data.
- Continue to develop data tracking using a range of data sets including IEP outcomes and ROCC data to inform interventions and school decision making.
- Explore contextually relevant literacy and numeracy assessments to identify student needs, inform classroom practice and monitor student progress.

Reviewers	
Kim McCollum Director, Public School Review	Mark Watson Principal, Kenwick School Peer Reviewer

Endorsement

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

The timeframe for the next review process focusing on the Learning environment, Teaching quality and Student achievement and progress domains only, will be Term 1, 2024.

The next Public School Review, inclusive of all domains, will be scheduled for 2026.



Milanna Heberle
A/Deputy Director General, Schools

References

- 1 National Disability Insurance Scheme
- 2 Mobility Opportunities Via Education
- 3 Award Scheme Development and Accreditation Network
- 4 Treatment and Education of Autistic and related Communication-Handicapped Children
- 5 Roadmap of Communicative Competence
- 6 Abilities Based Learning Education, Western Australia