



Department of
Education

Shaping the future

Geographe 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 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

Established in 2002, Geographe Education Support Centre is located in the city of Busselton approximately 224 kilometres from the Perth central business district in the Southwest Education Region.

The centre has an Index of Community Socio-Educational Advantage of 870 (decile 10).

The school provides educational programs for students with a range of disabilities. The current enrolment is 47 students from Kindergarten to Year 12.

The Kindergarten to Year 6 program is co-located on the grounds of Geographe Primary School. The Year 7 to Year 12 program is co-located on the grounds of Busselton Senior High School.

The first Public School Review of Geographe Education Support Centre was conducted in August 2019. This 2023 Public School Review report provides a current point of reference for the school's 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:

- In preparation for the Public School Review, staff were provided with opportunities to engage in the school's self-assessment practices and reflect on the school's performance aligned to the Standard.
- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- The school's reflections on its performance were enhanced significantly by conversations held with members of staff and the school community during the validation visit.
- With acknowledgment that the focus is currently on the school improvement journey, staff demonstrate ownership for student success with professional and personal responsibilities and expectations well understood and articulated.
- The ESAT submission considered the 2019 Public School Review recommendations, highlighting a transparent focus on ongoing school improvement.

The following recommendations are made:

- Establish and embed ongoing self-assessment processes with engagement of all staff.
- Continue to build authentic engagement in the analysis of data to inform school improvement processes.

Public School Review

Relationships and partnerships

The school recognises and values the positive connection between their families and broader community. There is a focus on developing a culture of respect and support where everyone feels safe, motivated and empowered.

Commendations

The review team validate the following:

- Teachers and education assistants work collaboratively, demonstrating a shared focus on student success and commitment to the planning for the individual needs of students.
- Opportunities to engage in collaborative sharing and planning of school priorities are enabled through culture, communication and positive school team committees.
- Parents report they feel valued and welcomed at the school. Through school events, family and open days, the school acknowledges, values and celebrates the multi-cultural diversity of their students.
- Well represented, positive and engaged, the School Council recognises the improvement journey of the school and have confidence in future planned directions.
- Positive community partnerships are in place to further enhance learning opportunities for students, including the establishment of work experience programs.

Recommendations

The review team support the following:

- Seek and respond to staff and student feedback and consider the themes in existing survey data to inform areas for improvement.
- Engage School Council members in formal training to promote understanding of their roles and responsibilities.

Learning environment

There is a commitment to the provision and establishment of safe, inclusive and engaging learning spaces and environments that support student success. School-wide expectations of Respect, Aware, Learn and Care are evident.

Commendations

The review team validate the following:

- To promote high levels of engagement, the explicit teaching of positive behaviours occurs with a shared and common language of expectations reinforced across the school.
- Social Emotional Learning programs are supported through the Promoting Alternate Thinking Strategies curriculum and the development of Ready to Learn Plans.
- A range of individualised plans are evident. Inclusive of curriculum and student engagement and wellbeing, a Response to Intervention model outlines the intensive, targeted and universal approaches in place to support the diverse needs of students.
- There are genuine and meaningful approaches in place to capture and respond to student voice in the secondary school.
- Staff have engaged in professional learning, including visiting local schools, to improve and deliver multi-functional learning spaces which cater for the diversity of learning styles and needs of students.

Recommendations

The review team support the following:

- Continue to strengthen and streamline whole-school approaches by ensuring they are documented, widely shared and understood.
- Finalise the student wellbeing and Positive Behaviour Support policy.

Leadership

The school motto of 'creating connected communities' is supporting a collective and shared journey of improvement. Open to growth and feedback, staff acknowledge the school is on an improvement journey with clarity on where they are at and where they are going.

Commendations

The review team validate the following:

- Positive shifts in school culture are acknowledged by staff with increased engagement and appreciation of the opportunity to actively participate in school improvement discussions.
- Staff induction processes, that support a shared understanding of key operational aspects, are in place.
- Senior teachers are highly valued as instructional leaders. With opportunities in place, all staff are encouraged to lead, within projects and committees.
- The current business plan was developed collaboratively, and staff were involved in processes to discuss and review the success indicators.
- Teachers support education assistants to undertake performance management and development through self-reflection and feedback processes.

Recommendations

The review team support the following:

- Build a collective understanding of change for all staff and be explicit on how it is implemented and monitored.
- Continue developing pathways for leadership by documenting and supporting established leadership roles and responsibilities.
- The school is acknowledged as operationally strong but needing to future proof ongoing school improvement activities by documenting planning, structures, and processes.

Use of resources

Highly regarded and committed to school improvement, the manager corporate services (MCS) leads sound financial processes and procedures to ensure the deployment of resources is aligned to the school's strategic vision and plan.

Commendations

The review team validate the following:

- Responsive workforce management is in place to ensure effective deployment and allocation of resources to meet the needs of staff, students and the school.
- The Finance Committee monitor budget expenditure and provide adequate financial oversight.
- The MCS and Principal work cohesively and collaboratively. Sound and transparent processes are in place for resource and budget management.
- The additional allocation of school psychologist time, to support students and staff in the delivery of specialised programs, is valued.
- In response to performance management and development processes and whole-school priorities, professional learning needs are prioritised and planned.

Recommendations

The review team support the following:

- Re-establish a shared philosophy between Busselton Senior High School and the Geographe Education Support Centre's Years 7 to 12 program to ensure decisions regarding access to buildings and resources is in the best interests of all students.
- Develop and formalise workforce planning that considers identified workforce needs and strategies to address potential gaps.

Teaching quality

There is a shared commitment and focus on the development of a culture where connected teaching is focused on quality social, emotional and academic learning programs specific to the individual needs of all students.

Commendations

The review team validate the following:

- Developed in collaboration, and aligned to the Western Australian curriculum, curriculum maps for Year 5 to Year 10 classes are used to promote consistency and progression of learning content.
- Planning across learning areas is comprehensive and in addition to Individual Education Plans (IEPs) with learning goals for students clearly stated.
- Differentiation practices are in place according to student need and are supported by the use of Boardmaker, Wigit symbols, TEACCH¹ strategies, Discrete Trial Training and use of alternative communication supports.
- A range of whole-school programs including ASDAN², Dr Paul Swan resources, Talk for Writing and Diana Rigg PLD³ are implemented across the school to support teachers to develop their planning.
- Curriculum delivery is aligned to the Western Australian curriculum or ABLEWA⁴. Individual planning and reporting are evident through Special Education Needs Reporting to Parents.

Recommendations

The review team support the following:

- Document the whole-school expectations of staff on the use of programs and pedagogy. Embed the expectations consistently across the school.
- Continue to review the impact of implementation of programs through analysis of student performance data.

Student achievement and progress

The school is focused on prioritising the development of data literacy, data collection and evidence-based decision making. A range of school based and standardised assessments inform the data collection cycle.

Commendations

The review team validate the following:

- A whole-school assessment schedule which includes; Brightpath, ABLEWA, PLD, ROCC⁵ assessment and sensory profiles, support teachers in their planning and IEP development.
- Teachers undertake weekly reflection against IEP goals. Further, collation, analysis and monitoring of data informs analysis of student progress and the identification of learning goals.
- Moderation of teacher judgements occurs. The use of writing Brightpath is supporting teachers to undertake moderation collaboratively.
- Whole-school tracking of longitudinal data, aligned to IEP goals, ABLEWA and PLD, is emerging through the development of spreadsheets.
- The introduction of evidence-based programs such as PLD and MultiLit is supporting student learning and staff capacity to determine student progress longitudinally.

Recommendations

The review team support the following:

- Continue to embed data driven conversations with staff across all phases of learning through collaborative structures.
- Continue to enhance and embed the data collection, tracking and monitoring processes at a whole-school level, including the inclusion of a range of assessments to support moderation processes.

Reviewers

Rebecca Bope
Director, Public School Review

Debbie Fieldwick
**Principal, Halls Head College 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Milanna Heberle
A/Deputy Director General, Schools

References

- 1 Treatment and Education of Autistic and Communication related handicapped Children
- 2 Award Scheme Development and Accreditation Network
- 3 Promoting Literacy Development
- 4 Abilities Based Learning Education, Western Australia
- 5 Roadmap of communicative competence