



Department of
Education

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Public education
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Shenton College Deaf Education Centre

Public School Review

November 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

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.



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Context

Shenton College Deaf Education Centre is a secondary education support school co-located with Shenton College. The school is a specialist facility for deaf and hard of hearing students. Students are able to access mainstream classes through a partnership with Shenton College.

Opened in 2001, the school is located in the suburb of Shenton Park within the North Metropolitan Education Region, approximately 8 kilometres from the Perth central business district.

Shenton College Deaf Education Centre currently has 39 students enrolled from Year 7 to Year 12.

The School Council consists of parents, community members, teachers of the deaf, allied professionals and the Principal. Parents are also encouraged to be involved in many other school-based activities.

School self-assessment validation

The Principal submitted a school self-assessment with evidence and reflections aligned to the domains of the School Improvement Accountability Framework.

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

- A range of teachers, allied professionals, parents and school leaders provided feedback and engaged enthusiastically in discussion during the validation visit, adding significant value to the school's self-assessment.
- A culture of continuous reflection was evident in the school's Electronic School Assessment Tool (ESAT) submission, as well as in the feedback provided from leaders and staff during the validation visit.
- High levels of ownership for student success and ongoing improvement were demonstrated by staff at all levels during validation visit meetings.
- There is a coherence in the cultural elements of school processes and practices leading to continuous school improvement.

The following recommendation is made:

- Continue to refine school self-assessment processes through the use of whole-school data to inform decision making.

Public School Review

Relationships and partnerships	
<p>A highly effective level of relational trust and respect is evident across the school. The leadership has created an ethos of safety and openness, forging compelling dedication to staff cohesion, collaboration, commitment and innovation.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's exceptional partnership with Shenton College has led to inclusive practices being embedded leading to a culture where difference is celebrated and normalised enhancing both schools. • Parents indicated high levels of trust in the school and a deep gratitude for the level of pastoral care. • Key features of the school include high levels of learning support and high expectations in preparing students for life beyond school. • Relationships with Hearing Australia and Fiona Stanley Hospital have increased and strengthened student diagnoses and technical support, positively impacting student learning. • The partnership with Shenton College has enabled the implementation of a flagship Auslan¹ LOTE² program exemplifying shared values and creating an inclusive ecosystem across both schools.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop and expand School Council membership.

Learning environment	
<p>The school's focus on high expectations, wrap-around pastoral care, authentic inclusion and the building of highly collaborative teams, supports every student to thrive and develop a strong 'sense of self' in preparation for a successful life beyond school.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A large network of staff and students who sign across the Shenton schools has increased students' opportunities for connections and relationships that enhance wellbeing. • Student learning is supported through highly collaborative teams of interpreters, note-takers, teachers of the deaf and deaf mentors, creating a powerful learning environment. • A shared experience of deafness between deaf mentors and students enables valued support, leading to deep connections, trust and positive engagement. • Student wellbeing and pastoral care are integrated into all aspects of school operations and classroom practices. • Leaders, teachers and allied professionals are valued highly. Students describe the school as an incredible place where they feel safe, supported and able to achieve at high levels.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop consistent positive behaviour management strategies.

Leadership

The Principal and leadership team are committed deeply to providing the highest quality education for deaf and hard of hearing students. This is based on contemporary research, an unrelenting vision for student success and an exceptional understanding of deaf education.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A wide range of opportunities for teachers and allied professionals to assume leadership roles has enhanced the sense of empowerment and motivation to innovate.• The Principal's leadership of highly trained teams of professionals who collaborate effectively is contributing to the ongoing professional growth of staff across both schools.• The Principal is a member of the senior executive of Shenton College, contributing to the seamless engagement between leaders of joint educational ventures.• The Principal sets high expectations and provides instructional support for staff through coaching, regular communication, shared practice and the delivery of professional learning.• High levels of staff professional commitment have been leveraged to optimise school practices and processes.• A high degree of sophistication is evident in the use of collaboration to drive change.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Continue to strengthen the links between the strategic plan, operational plans and classroom practice.

Use of resources

The use of resources is aligned strategically to school management and operations. Regular monitoring by the Principal and manager corporate services ensures current and future expenditure is well planned and compliant with Department of Education expectations.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Resource allocation is evidence based and deployed to optimise outcomes that are reflective of the specific and complex needs of students.• Budget and resource management practices support school planning. Prudent decision making has ensured reserve funds support adequate resource allocation and the mitigation of future risk.• The use of student characteristics and targeted initiative funding augments student learning through the provision of staff support and the enhancement of learning environments.• Highly effective workforce planning is managed through the monitoring of projected student numbers and identified needs, ensuring the sustainable allocation of staff and improved outcomes for students.
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Teaching quality

A strong belief that language is the 'key to opening the world' informs the ongoing development of students' language and communication skills. Staff capacity building and high quality learning programs to optimise student achievement and preparation for life, are the school's main priorities.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Allied professionals, complement and supplement the work of teachers of the deaf, enhancing language comprehension and the students' learning engagement. • The school's Core Curriculum has been developed to ensure maximum language and literacy development. This is aligned to a scope and sequence of functional skills for educational success. • Students engage in a range of Vocational Education and Training (VET) certificates in line with identified pathways, leading to high, and in many cases exceptional, levels of achievement. • The school's nation-leading Auslan courses enable opportunities for students to engage in a formal course of study in their own language and achieve VET qualifications or Western Australian Certificate of Education subject attainment. • Staff professional development and support is a priority focus, with a view to providing exceptional curriculum delivery and student support.
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Student achievement and progress

The school's focus on building individual pathways for students through highly individualised planning, support and monitoring has led to high levels of student achievement and progress. There are many examples of exceptional post-school outcomes for students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A collaboration with the School of Isolated and Distance Education, for Year 11 and Year 12 students, has led to outstanding levels of student achievement. • All graduating students have post-school pathways including: supported employment; TAFE³ and university studies; and employment in fields such as child care, interpreting, teaching, and health care. • The school uses a range of system and school-based assessments to determine student progress at the individual and class level. • All students have Individual Educational Plans (IEP), with the achievement of goals monitored and tracked to ensure ongoing progress.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop the IEP goal setting process for each semester. • Continue to develop staff engagement in the analysis of student data.

Reviewers

Kim McCollum
Director, Public School Review

Monique Smith
Principal
Mosman Park School for Deaf Children
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, 2025.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Sign Language
- 2 Languages other than English
- 3 Tertiary and Further Education