



Department of  
Education

**Shaping the future**

# Newton Moore 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opened in 1994, Newton Moore Education Support Centre is located in Bunbury, approximately 175 kilometres south of Perth in the Southwest Education Region. It became an Independent Public School in 2013.

The small school environment caters for students with special educational needs, and facilities are integrated with those offered by Newton Moore Senior High School.

Currently, there are 71 students enrolled from Year 7 to Year 12. The school has an Index of Community Socio-Educational Advantage of 982 (decile 6).

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

## 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 leadership team ensured a thorough self-reflection process in advance of preparing the Electronic School Assessment Tool submission (ESAT).
- Staff worked with school leaders collaboratively in preparing the ESAT submission. Evidence selected for inclusion supported the school's performance against the Standard.
- Staff in leadership, teaching and support positions contributed evidence and deep reflections with future planning articulated clearly with purpose.
- The School Board, P&C, Bunbury local businesses and government agency representatives, partner organisations and families all made compelling contributions to the validation phase of the review.

The following recommendations are made:

- Consider use of the ESAT as an ongoing repository for evidence as part of the school's continual self-assessment practices and review cycles.
- For future reviews, give consideration to selecting a concise collection of quality evidence to describe the essential indicators of performance, as outlined in the Standard.

## Public School Review

### Relationships and partnerships

The school is proud of the commitment and involvement of all stakeholders in ensuring that everyone has a sense of belonging and community. The leadership team is invested in maintaining a collegial culture based on mutual respect and trust.

### Commendations

The review team validate the following:

- School Board members have purposeful relationships with external stakeholders and advocate strongly for the school. They are well-informed and offer meaningful opportunities for families to provide feedback to support decision making. "it's just how we roll", reflects a comment shared by a parent member.
- The leadership team is highly visible and welcoming, with parents describing the leadership team as proactive and responsive to student needs.
- Structures are in place to ensure collaboration is enabled. Staff believe they have an authentic voice whereby they can respond to proposed school directions, share opinions and suggest change.
- A visit to the school's Community Work Centre (CWC) – ITEM, provides a captivating example of the passion and enthusiasm for promoting the talents and capabilities of the students. A proposed move to the centre of town will strengthen exposure, shining a light on the school's great work.
- Relational trust between staff and students is expressed by students in terms of the extent to which they are genuinely listened to and treated fairly.

### Recommendation

The review team support the following:

- Use the strong staff relational trust and respect to collaborate in finalising the curriculum framework and the associated assessment tool.

### Learning environment

Staff, parents and community members expressed the view that every student is important and the belief that by working together, they can provide a safe, caring and supportive environment that will positively influence everyone.

### Commendations

The review team validate the following:

- The strength of the partnership between teachers and education assistants (EAs) is compelling. The teachers deep regard for the professionalism of EAs is matched by the respect EAs have for teachers. Unsurprisingly, both make the students the centre of all their decisions, embodied by the mantra: 'student wellbeing is considered in everything we do'.
- School processes including; PBS<sup>1</sup>, the Student Wellbeing Team and the Protective Behaviours Curriculum enable staff to act in a way students feel safe, listened to and treated with dignity.
- The implementation of the Tier 3 Committee has proved a focused pathway for students who present with greater complex needs. These students are case managed to ensure their needs are met.
- The school's Student Wellbeing Team was described as inspiring in the way it works in partnership with parents, government agencies and other stakeholders to ensure students have the greatest level of support.
- The adoption of the SchoolPod platform has streamlined the management of student information. As a result, staff spend less time on data entry leaving them with time to focus on the students.

### Recommendation

The review team support the following:

- Continue to embed PBS practices to support those students in the Tier 3 category.

## Leadership

The leadership team, inclusive of School Board members, is united in their purpose and direction. They are highly motivated, and make a substantial contribution to the development, monitoring and review of the business plan.

### Commendations

The review team validate the following:

- Leadership opportunities are available across the school, with all staff supported and encouraged to undertake leadership roles. The strength of the school culture is exemplified through the seamless leadership transition valued by staff and parents.
- Staff empowerment is evident through opportunities to undertake leadership roles inclusive of, but not limited to, PBS, High Quality Learning and Protective Behaviours. A recurrent leadership theme is, 'focus on things that matter'. The wording was chosen to acknowledge that what happens every day is an active choice.
- Operational plans identify specific actions, team responsibilities, resources requirements and indicators of success. All planning is defined by the school's vision and endorsed by the School Board.
- With the advent of a new leadership team, change was inevitable. The team thoughtfully approached the introduction of adjustments through clear communication and high levels of supportive visibility. Staff were able to validate the positive impact of the Principal's inclusive leadership style.
- Staff have a keen sense of personal and professional accountability. They are strong advocates for each other by engaging in disciplined dialogue to underscore school-wide growth and development.

### Recommendation

The review team support the following:

- Explore further leadership opportunities for staff, including EAs, as part of succession planning to maintain the integrity of the workplace learning program.

## Use of resources

Resources are managed through formalised procedures by the Principal and manager corporate services. These procedures provide sound oversight and ensure alignment of resource allocation to the priorities within the school's business plan.

### Commendations

The review team validate the following:

- The Principal and manager corporate services, in consultation with the Finance Committee, set the budget. Staff are provided with the opportunity for input and can request additional funds to meet program requirements.
- Strongly student-centred, the school places a heavy emphasis on ensuring all available resources are deployed to meet the needs of students. This means workforce planning, the school's greatest resource, is managed with transparency and integrity to target areas of need for students through recruitment, induction and professional learning.
- A complete review of ICT<sup>2</sup> infrastructure, including the updating of the replacement schedule, will be the prime source of information upon which to prepare the 2022 budget. A detailed spreadsheet listing all purchases and disposals provides a comprehensive information base upon which to plan for the future.
- The alignment between the planning and budget is unambiguous. Accepting that school planning requires agile responses to resource allocations, means funding is regularly under review, including the mandatory Year 8 review.

### Recommendation

The review team support the following:

- Maintain vigilance over the potential fluctuations in enrolments being mindful of upper school cohorts and predicted Year 7 enrolments looking ahead to the 2023 horizon.

## Teaching quality

Student access to the Western Australian Curriculum (WAC), complemented by carefully crafted developmental achievement milestones, provides the opportunity for genuine student educational accomplishment. Differentiated teaching practices together with off-site work experience optimises the diversity of student aspirations and achievement.

### Commendations

The review team validate the following:

- Staff articulate the shared belief that all students are capable of learning if motivated and given appropriate opportunities and the necessary support. There is a focus on improvement through the development of teaching expertise and education assistant support.
- Teachers plan, teach and assess using the WAC, and where required ABLEWA<sup>3</sup>, ASDAN<sup>4</sup> and the Special Educational Needs Assessment Toolkit. This expectation is linked to an accountability audit to ensure consistency and rigour of practice.
- Lesson observations are identifying that there is differentiation, appropriate learning activities to achieve active engagement and progress by students. The work of the High Quality Learning team is having a profound effect on building teacher confidence.
- The CWC creates opportunities for students to develop the skills to achieve in the community. Qualifications attained by students are a strong validation of teaching practices and community respect for what students accomplish.
- Growth coaching is delivered for both EAs and teachers. Feedback from EAs is that they acknowledge the opportunity to be in partnership with teachers' professional development.

### Recommendation

The review team support the following:

- Continue the roll out of the Protective Behaviours Journal and scaffolded curriculum with milestone points of assessment to measure the impact on student development.

## Student achievement and progress

The school is consolidating its approach to the collection and analysis of student data. Teachers understand the importance of consistent judgements and clear communication of student progress to parents.

### Commendations

The review team validate the following:

- Every student has an Individual Education Plan that guides learning specific to their needs. The plans are a daily feature of discussions between teachers and EAs to ensure adjustments can be made in a timely manner.
- There is a professional sense of 'owning the data' with staff challenging themselves to question how they can adapt and/or adjust strategies to achieve the gains students are capable of achieving.
- Because staff have such a deep understanding of how their students learn, assessment tasks are carefully pitched to enable them to achieve their best.
- The learning framework, using 'Reasons, Steps, Success' guides teachers and students to see what they are learning and know if they have achieved the milestone they are seeking.
- Recognising the stress standardised tests can create, the High Quality Learning team have adapted the way they set the tests up, and how they are presented to staff and students alike. What resulted is a more positive experience for students, greater completion results and a better representation of student abilities.

### Recommendation

The review team support the following:

- Continue to focus on developing writing moderation methodologies based on Talk for Writing strategies.

## Reviewers

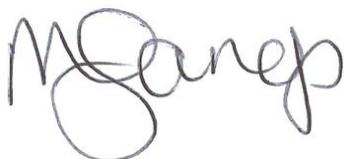
Rod Lowther  
**Director, Public School Review**

Brendon Bleakley  
**Principal, Atwell College**  
**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, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 Information and communications technologies
- 3 Abilities Based Learning Education, Western Australia
- 4 Award Scheme Development and Accreditation Network