



Department of  
Education

D18/0457174

Public education  
**A world of opportunities**

# Mosman Park School for Deaf Children

## Public School Review

October 2018

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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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 and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>  The school demonstrates effective practice in creating the conditions required for student success.
	<b>Needs Improvement</b>  The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Mosman Park School for Deaf Children tailors learning to meet the specific needs of children who are Deaf and hard of hearing. Deaf language and culture is celebrated and facilitated through the use of Auslan (Australian Sign Language), which supports children to access the curriculum and achieve.

The school is committed to providing a stimulating, safe environment where each child has the opportunity to develop academic, social, emotional, physical and creative skills. The school currently caters for 21 students from Kindergarten to Year 6 and shares a campus with Mosman Park Primary School. Children from Mosman Park Primary School also learn Auslan which promotes inclusivity and collaboration across both schools.

Children are immersed in a language rich environment supported by a team of Auslan interpreters, Deaf role models, school psychologists and teachers who use their expertise to develop integrated programs to meet the learning needs of every child.

## School self-assessment validation

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The Principal submitted information supporting school self-assessment.

The following aspects are confirmed:

- Alignment between the evidence of school performance, observations and judgements about current performance is clear.
- Planning intentions described in the school's submission were elaborated upon during the validation phase.
- A number of key staff contributed during the validation phase.
- An established culture of reflection towards continuous improvement was evident.
- Staff engaged positively and reported benefits from self-assessment processes.

The following recommendations are made:

- Consider a broad scope of data which most effectively and efficiently represents the school's performance and related planning relevant to each condition for student success.
- Establish clear links between current progress, areas identified for improvement and related planning.
- Establish processes for whole-staff collaboration and engagement in the analysis of data to inform school self-assessment.

## Public School Review

Relationships and partnerships	
The school has established a cohesive learning community with families, the co-located school and external partners founded upon effective communication, mutual trust and respect.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• Staff demonstrate genuine interest, care and consideration for students and each other and are invested in fostering positive relationships.</li><li>• Integrated programs and planned social activities with Deaf community partners support positive relationships across a range of settings.</li><li>• Learning opportunities are fostered with the partner school to provide educative and social learning experiences for the students of both schools.</li><li>• Families are actively encouraged to participate, learn and contribute as valued partners in their child's learning journey.</li><li>• Participation for families in school-based Auslan training is well attended, providing holistic approaches in support of student achievement.</li><li>• Modern communication modes foster a cohesive and collaborative community whilst enhancing timely communication and celebrations.</li></ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"><li>• Capitalise on recent School Council training to strengthen their role as active contributors in the school's strategic planning processes.</li></ul>

Learning environment	
The school has created an inclusive environment where Auslan is used consistently and communication modes are adjusted to meet the needs of all. Students are encouraged to take supported risks to develop independence, knowledge and skills for living in a hearing world.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• Classroom protocols and professional expectations articulating roles, responsibilities and conduct are collaboratively developed and underpin an optimal learning environment.</li><li>• Individual planning is highly responsive to the changing needs of each student and supported by comprehensive case management processes.</li><li>• Consistent and effective use of Auslan is an ongoing training priority to support an inclusive and accessible learning environment.</li><li>• Students are actively engaged in learning supported by Auslan Interpreters and Deaf role models who assist expressive and receptive communication.</li><li>• Positive behaviour is supported through the collaborative development of individual plans and reinforced through values education and rewards.</li><li>• High engagement is supported through the appropriate use of visuals and concrete learning materials.</li><li>• Resources and space are used efficiently to maximise learning.</li></ul>

## Leadership

The Principal has established clear expectations, and articulated roles and responsibilities in support of student achievement. The school demonstrates strong alignment to the Principal's vision and values, which are shared and reflected by staff across the school.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• There is strong appreciation and respect for the Principal as a knowledgeable, supportive and instructional leader of student success and wellbeing.</li> <li>• High expectations and a student-centred focus are communicated regularly and demonstrated by all staff.</li> <li>• Exemplary whole-school Auslan practice is supported by continuous feedback, modelling and explicit instruction by the Deaf role models.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Research and apply effective change management processes to support the successful implementation of planned whole-school initiatives.</li> <li>• Collate and manage a range of progress and achievement data to inform student focused target setting and strategic planning.</li> <li>• Develop current and emerging leaders through the identification of specific skills and expertise to inform strategic leadership planning.</li> </ul> <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Extend connections with relevant network or school partners to increase opportunities for whole-school planning, learning and leadership.</li> <li>• Build upon existing effective induction processes by establishing a formal program that introduces system policy, practice and expectations.</li> </ul>

## Use of resources

The leadership team ensures appropriate resourcing to support student achievement. This includes plans for the outdoor learning areas to increase engagement and inclusion.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Agreements allocating shared resources are targeted to meet needs and are collaboratively developed between the shared site schools.</li> <li>• Staff interests and strengths are utilised strategically across the school.</li> <li>• Thorough attraction and selection processes ensure the most skilled staff, who share the school's vision and culture, are employed and retained.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Establish documented workforce planning to ensure sustainability of the key priorities linked to the school's 2019 Strategic Plan.</li> <li>• Ensure financial planning is linked to the school's priorities and student targets and are clearly articulated in 2019 operational plans.</li> <li>• Consolidate processes to identify and access relevant student characteristic funding and ensure expenditure is targeted towards identified needs.</li> </ul>

Teaching quality	
Staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and evident. They are proactive in providing and seeking feedback each day to inform their practice and collaborate in the development of plans and programs.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• A culture of reflection towards continuous improvement is evident.</li> <li>• Staff share professional knowledge and capitalise on the strengths within the team to flexibly meet needs of children throughout each day.</li> <li>• Teachers lead explicit instruction, which is complimented by enquiry learning and the high use of visuals and concrete materials.</li> <li>• Highly engaging integrated science, technology, engineering and mathematics (STEM) learning is led by a specialist teacher who shares expertise and pedagogy with staff and other schools.</li> <li>• Collaborative learning and planning is supported through weekly meetings.</li> <li>• Teacher observation, collaborative discussion and moderation of video and work samples informs student progress and planning.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Extend school-based standardised and formative assessments to support moderation, measure intervention efficacy and track student progress.</li> </ul> <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a whole-school scope and sequence of curriculum content / contextual learning.</li> <li>• Document current performance management plans and processes.</li> </ul>

Student achievement and progress	
Students demonstrate increased engagement of their targeted learning and are supported to develop greater confidence and competence.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Annual anecdotal observations and records inform student progress as articulated in students' individual education plans (IEPs) and profiles.</li> <li>• Students have increased independence and confidence in undertaking formal assessments to inform their 2018 progress and planning.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Increase use of school-based standardised assessments to identify longitudinal progress, assess intervention efficacy and inform planning.</li> <li>• Continue use of the Auslan Australian Benchmark Assessment to identify Auslan learning competency and longitudinal progress.</li> <li>• Plan and implement National Assessment Program – Literacy and Numeracy assessments for identified students in 2019.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Monitor student progress and longitudinally map achievement across a range of curriculum and developmental learning.</li> </ul>

## Reviewers

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MERRILEE WRIGHT  
Director, Public School Review

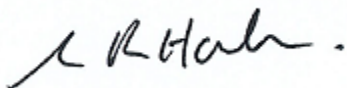
LINDA LANE  
Principal, Durham Road School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.

A handwritten signature in black ink, appearing to read 'L. Hale', followed by a period.

LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS