



Department of
Education

Shaping the future

Dalyellup Primary 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Established in 2001, Dalyellup Primary School is located approximately 180 kilometres south of Perth and 12 kilometres south of Bunbury within the Southwest Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 966 (decile 7).

It currently enrolls 420 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Support for the school is provided by the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Dalyellup Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- A culture of reflective school self-assessment, as the foundation for planning and continuous improvement, was evident at the strategic and operational levels.
- The 2019 Public School Review report provided the basis for the school improvement and self-assessment.
- Innovative approaches were used to identify types of evidence to include in the Electronic School Assessment Tool (ESAT) submission for each domain of the Standard.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review. Led by the administration, teams were established for each domain of the Standard providing a reflection of the school's performance and planned actions for improvement. There was opportunity for School Board review and input into the submission.
- During the validation visit, leaders, staff, parents, community members and students contributed enthusiastically to discussion adding further value to the school's ESAT submission.
- The opportunity to tour of the school further enriched the validation process providing a greater understanding of evidence presented in the ESAT submission.

The following recommendations are made:

- In future ESAT submissions, consider distilling evidence to that which has the strongest impact on student outcomes and demonstrates that the Standard has been met.
- Through comments, or annotation on the evidence itself, make explicit the impact of strategies and actions on improving outcomes for students.

Public School Review

Relationships and partnerships

High levels of trust in the school, its staff and the leadership team is evident, founded on authentic, transparent and productive relationships with all members of the community.

Commendations

The review team validate the following:

- There is a high level of engagement with the local Aboriginal community resulting in authentic relationships supporting engagement and success for students.
- Professional and respectful relationships between staff are enabled through the provision of opportunities to collaborate and understand practices.
- Communication is clear and transparent to connect with a maximum number of families utilising a range of strategies including Connect, ClassDojo, Facebook, a note day and an updated website.
- Extensive partnerships have been established with a variety of external agencies and businesses that enhance the learning program for students. These include the Shire of Capel, Department of Communities, health providers, EdConnect, Hands Up 4 Kids, Edith Cowan University and local secondary schools.
- Positive and productive relationships underpin School Board and P&C operations. The Board has a sound understanding of its governance role and responsibilities and members engage in important strategic discussions, to help guide school decision making and policy.
- Strategies are in place to ensure regular, valid feedback is received from parents and staff including the National School Opinion Survey. This data indicates strong satisfaction with the school.

Recommendation

The review team support the following:

- Consider developing and sharing, a communication policy that identifies the expected type and frequency of two-way teacher and parent communication.

Learning environment

Developing students' ability to self-manage emotions and behaviours form the foundations for the school's safe, positive and supportive learning environment.

Commendations

The review team validate the following:

- Following a well understood Positive Behaviour Support approach, programs are in place to ensure consistency of the 4 expectations: responsible; respectful; safe; and personal best.
- With the assistance of a learning support coordinator (LSC), processes for identifying, supporting and monitoring students at educational risk are embedded across the school. In consultation with parents, Special Educational Need plans outline goals and strategies to support students.
- Social and emotional wellbeing of students is supported through the implementation of a whole-school approach to teaching emotional intelligence following the Aristotle-EI program.
- A Student Services Committee comprising of the Principal, deputy principal, school psychologist, LSC, chaplain and Aboriginal and Islander education officer, assists staff in the management and support of student health and wellbeing.

Recommendations

The review team support the following:

- Continue to develop opportunities for authentic student voice by exploring ways to gather thoughts and ideas from students to inform school decision making.
- Investigate opportunities for professional learning of staff in trauma informed practice to further support student engagement.

Leadership

A strong relational approach, underpinned by respect, care and trust, characterises the leadership at Dalyellup Primary School. Highly visible, the leadership team are considered approachable, collaborative, cohesive, supportive and responsive.

Commendations

The review team validate the following:

- Staff are encouraged to have high aspirations and take leadership roles beyond their classrooms. A stable, distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.
- Change is effected in a strategic, timely and inclusive manner, following the 'white paper' model, where staff understand the rationale before trial classes implement the change. Data informs decisions with a focus on student success and staff have a genuine 'voice' in decision making.
- A clear approach to performance management and development is evident. Staff are supported to develop their practice aligned to school instructional priorities.
- Student leadership is valued and enhanced through leadership opportunities across the school. Student representatives advocate positively for the school, reporting that significant learning opportunities in a safe learning environment are provided.

Recommendations

The review team support the following:

- Enhance instructional support for staff through the implementation of an agreed process for observation and feedback by instructional leaders, as a driver of quality teaching and the use of Teaching for Impact strategies.
- Further develop aspirants' understanding of leadership through engagement in the Western Australian Future Leaders Framework.

Use of resources

The Principal and manager corporate services (MCS) work in collaboration to provide cohesive and consistent leadership in order to plan for and embed financial controls, management processes and practices.

Commendations

The review team validate the following:

- Utilising feedback, provided by staff in the Department's Financial Planning and Resourcing branch, following a finance support visit, the MCS ensures sound processes and practices are established for managing financial and human resources.
- An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes and spending priorities.
- A strategic approach has been taken to the management of the school's information and communications technology. A comparative assessment has been undertaken on purchasing versus leasing of equipment based on student needs and affordability.
- Student characteristics and targeted initiatives funding is directed to where it is most needed. This includes staffing a student behaviour advisor, contributing to the chaplaincy program and employment of education assistants to support students with additional learning needs and delivery of literacy intervention.
- Aligned to planning, healthy reserve accounts are being utilised to strategically improve the learning environment.

Recommendation

The review team support the following:

- Continue to monitor changing demographics, enrolment trends, staff movement with consideration to the impact on budgets and workforce.

Teaching quality

A commitment to develop teaching practice and embed whole-school approaches that are focused on consistent research-based practice is evident. Staff share responsibility for student achievement.

Commendations

The review team validate the following:

- Placing a high priority on teaching quality, professional learning and collaborative practice are key drivers in engaging all staff within a positive learning culture.
- Time is dedicated to the interrogation of data where staff are supported to understand, analyse and use data to inform planning.
- Differentiation and intervention in the school ranges from quality differentiated practice in classrooms, informed by data, to Tier 2 intervention via evidence-based programs targeting individual students' needs.
- Teaching Sprints and Brightpath data support planning and collaboration to improve outcomes in student writing. Staff engage in collaborative meetings to plan and discuss achievement data ensuring a degree of uniformity of instruction and curriculum delivery.
- The Yallo Play Café for parents/carers and children 0 to 4 years, along with an extensive transition to Kindergarten program, is supporting children with the prerequisites for learning when they enter formal schooling.

Recommendations

The review team support the following:

- As a priority, utilise the Department's Teaching for Impact to support the development of shared beliefs about teaching and learning and to finalise the 'Dalyellup Way' whole-school lesson design.
- Support staffs' use of collaborative time to develop professional learning communities where rich conversations about curriculum, teaching strategies and analysis of student achievement data informs future planning.

Student achievement and progress

Staff can identify gaps in student learning and understanding and plan to support their progress. Systemic NAPLAN¹ data is collectively analysed by staff and further guides classroom planning.

Commendations

The review team validate the following:

- Over time NAPLAN achievement for Year 3 and Year 5 has been consistently close to like schools.
- The reliability of teacher judgements is supported through processes including year level collaboration and moderation.
- An assessment plan informs staff of the type and timing of data collection. ACER² Reading, Mathematics and General Ability assessments, writing assessments, On-entry Assessment Program, phonics and emotional intelligence data is reviewed and analysed to identify areas of achievement and guide planning for improvement.
- At a whole-school level, a disciplined dialogue approach is taken to review NAPLAN data.

Recommendations

The review team support the following:

- Analyse current and longitudinal data to set aspirational general and cohort specific targets in the new business and operational plans.
- Build longitudinal data sets to measure and evaluate the impact of teaching and learning programs and school-wide initiatives on student achievement and progress.

Reviewers

Craig Skinner
Director, Public School Review

Trudy Burke
Principal, Burns Beach Primary School
Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Australian Council for Educational Research