



Department of
Education

D18/0511723

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Dwellingup Primary School

Public School Review

November 2018

PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

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

Context

Established in 1911, Dwellingup Primary School is located approximately 100 kilometres south of Perth, in a valley surrounded by jarrah forest and bordered by the Bibbulman Track.

The school grounds are a source of pride, having been created by a Western Australian Education award-winning gardener with a strong focus on sustainability and environmental awareness.

The school is supported by an active School Council and Parents and Citizens' Association, who raise substantial funds for the school through various local events and foster strong links to the local community.

With an Index of Community and Socio-Educational Advantage rating of 970, the school currently enrolls 54 students from Kindergarten to Year 6.

School self-assessment validation

The Principal submitted a comprehensive and considered school self-assessment.

The following aspects are confirmed:

- The school's self-assessment reflected an open, honest and transparent account of the school's performance
- The school used a range of evidence to support judgements about its performance.
- Staff engaged positively in the self-assessment process.
- Constructive contributions were made by both staff and the community during their conversations with the Review team.
- During the validation process, the Principal clarified the future intentions for using the ESAT¹ to enhance the quality of the school's self-assessment processes.

The following recommendation is made:

- Establish greater collaboration and consultation with staff to build a whole-school reflective ethos using the ESAT.

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Relationships and partnerships

A key focus for 2018 has been the embedding of the *Aboriginal Cultural Standards Framework* to ensure Aboriginal culture, perspectives and history are integrated across curriculum areas. This, in combination with well-established school/community relationships, ensures the students have an understanding of the power of inclusive relationships.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The National School Opinion Survey feedback provides a compelling endorsement of the teaching staff.• The trusting and respectful relationships evident at the school are modelled by the Principal with support from the staff and chaplain.• Parents express that they feel welcome and valued with the school seeing them as an asset to the education program offered.• Families are offered many opportunities to be involved in their child's learning and development during their time at the school.• The school's considerable involvement in the town's Pumpkin Festival is symbolic of its strong partnership with the community.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Arrange School Council participation in the Department's modular training program.

Learning environment

The family-like learning environment, which is both rich and nurturing, is underpinned by a well-resourced, compassionate staff. The school has implemented programs that make students more aware of the importance of having a learning environment characterised by respectful and trusting relationships.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Students at educational risk (SAER) receive the appropriate level of intervention. Follow-up monitoring is a feature of the school's SAER program.• Attendance and punctuality have improved, but remain a priority focus, with the chaplain supporting families 'at risk'.• The school is described as the 'hub' of the Dwellingup community with intergenerational ties ensuring the history and local environment play a part in creating a positive learning environment.• The school uses AEDC² data, which indicates significant numbers of students are developmentally vulnerable, to target particular needs.• The Choose Respect and Virtues programs have had a positive effect on student behaviour, with no suspensions in recent years.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Introduce exit surveys to invite feedback on factors that influence parental decisions to leave.

Leadership

The stable leadership and staff is a significant factor in the tone of confidence and respect evident at the school. Evidence-based and well-researched change management has been pivotal in building the existing levels of relational trust between the leadership and staff.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The dispersal of leadership across the small number of staff facilitates transparency and fosters a sense of empowerment in communication and decision making. • The Principal has developed an effective model to ensure staff receive timely and relevant professional learning opportunities. • The inclusive school culture is an ideal environment for staff to share ideas to develop their teaching craft. • An ethos of colleague-to-colleague accountability contributes to the consistent implementation of new initiatives. • Governance procedures and practices include respectful engagement with the School Council together with high levels of probity with finance and budget management.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Widen professional engagement horizons to include Statewide Services and the Leadership Institute to support the school in implementing the Department's Leadership Strategy 2018-2021.

Use of resources

Funding decisions are evidence-based, research-informed and aligned to school planning. The school's budget 'bottom-line' is significantly augmented through a range of external sources including P&C³ fundraising.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student characteristic funding is used in a timely and targeted manner. • As a targeted initiative, funding for the school chaplaincy is carefully monitored against specified outcomes for the project. • The positive partnership between the Principal and the manager corporate services ensures consultation and communication channels are always open. • Resources are monitored for their effectiveness to ensure they have the desired impact on student learning. • Additional funding is used for innovative ideas to advance digital learning options for students. • The school takes an agile response to meet the challenges in workforce management.
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Teaching quality

Staff collaboration is a natural outcome of their focus on the delivery of a range of curriculum priorities within a multi-aged class setting. The diversity of contemporary learning options is increased through the use of applications for school and home.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The culture of high standards and high expectations is underscored by the mantra, 'We expect the best'. • Teachers use a range of data to inform decisions involving the delivery of differentiated learning programs. • The school's pedagogical framework is understood and respected by staff. • Moderation processes involve the local school network and are recognised as crucial to maintaining standards relative to similar schools. • Education assistants are highly respected for the work they do to support the school's learning programs. • An effective professional learning ethos has emerged from both the weekly early close meetings and informal professional discourse.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to refine staff skills and understandings of data analysis to strengthen their capacity to confidently differentiate the curriculum.

Student achievement and progress

The school has been purposeful in its approach to systematically collecting student performance data, including ABE⁴ with a view to developing student perseverance and goal setting.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • SAIS⁵, EARS⁶ and First Cut data are regarded as important sources of information to track individual student progress. • Student profiles provide a valuable source of student tracking information. • Small student cohorts create volatility in NAPLAN⁷ data, challenging the staff to look for targeted innovation to improve individual student achievement and progress. • The focus on critical thinking through the STEAM⁸ project and environmental activities is proving beneficial for student confidence. • The provision of extension activities for talented students is enhancing levels of engagement.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to progress the implementation of Brightpath to include specific feedback to students. • Fine-tune Kindergarten to Year 3 planning with a particular focus on target setting.

Reviewers

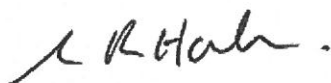
ROD LOWTHER
Director, Public School Review

NICOLE KOVALEVS
Principal, Morley Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Electronic School Assessment Tool
- 2 Australian Early Development Census
- 3 Parents and Citizens' Association
- 4 Attitude, behaviour and effort
- 5 Student Achievement Information System
- 6 Education Assessment and Reporting Software
- 7 National Assessment Program – Literacy and Numeracy
- 8 Science, technology, engineering, arts, and mathematics