



Department of
Education

Shaping the future

Dwellingup Primary School

Public School Review

D23/1425024
August 2023



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

Dwellingup Primary School opened in 1911, the school is located approximately 100 kilometres south of Perth, in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage of 975 (decile 6). There are currently 48 students enrolled, ranging from Kindergarten to Year 6.

Community support is demonstrated through the work of the School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Dwellingup Primary School was conducted in Term 4, 2018. 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:

- Underpinned by the Standard, comprehensive summary documents were shared with staff to support a collective understanding of school performance and the evidence used to determine this.
- Staff indicated they had a sound understanding of the Standard foci and elaborations.
- During the validation visit, staff, student and parent representatives engaged enthusiastically, contributing authentic reflections in support of the school.
- Strategic planning is in place to support school improvement, with clear alignment evidenced through the Electronic School Assessment Tool submission.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Building on the evidence used to determine school performance, continue to be explicit about how the school is performing aligned to the Standard.

Public School Review

Relationships and partnerships

Central, visible and highly valued in the community, the school has established a strong culture of care and respect. Committed and responsive to the needs of students and families, support through productive and genuine partnerships within and beyond the school is evident.

Commendations

The review team validate the following:

- Underpinned by a collective belief that decision making is always in the best interests of students, staff work collaboratively, respectfully and professionally.
- Inclusive of a regular and comprehensive community newsletter, effective and open communication between the school and families is supported by a range of platforms and strategies.
- An engaged and committed School Council fulfil their governance role and support the Principal in leading the strategic intent of the school.
- A comprehensive range of partnerships with external stakeholders are fostered to ensure the provision of opportunities and supports for students and families.
- Highly valued, the P&C enhance the positive school culture. They provide a platform for community involvement through facilitation of school events and provide resources to enhance learning programs.
- Evidenced through National School Opinion Survey data, positive relationships exist between parents, families and carers. Feedback is actively sought and valued in decision making.

Recommendation

The review team support the following:

- Continue to explore and enact opportunities that provide parents with formal engagement with the school regarding their child's learning progress.

Learning environment

Highly engaging, educative and welcoming, the outdoor learning environment is exceptional. Aligned to sustainability, local history and student interests, diverse opportunities for play and learning are evident.

Commendations

The review team validate the following:

- Responsive to need, the school employs a range of behaviour, wellbeing and engagement strategies to ensure effective conditions for learning.
- Underpinned by the school values of learning, excellence, equity and care, a positive school culture is evident. Students are engaged and the learning environment is positive and calm.
- There are shared expectations and understandings with behaviours explicitly taught and acknowledged through incentives.
- There is a clear focus on student health and wellbeing. Support from the school chaplain and leadership team enables the provision and implementation of supports, plans and programs.
- There is an unwavering focus on ensuring supports and strategies are in place to meet the diverse needs of Students at Educational Risk (SAER).
- Whole-school attendance processes and initiatives are in place to address student and family engagement.

Recommendations

The review team support the following:

- Continue to prioritise and embed expectations and processes to increase regular student attendance.
- Strengthen the collective understanding of processes that identify, monitor and track SAER.

Leadership

The Principal sets the tone for positive, engaging and productive relationships with the community and school. There is a collective and strong commitment to the school's improvement journey which places student success at the heart of all decision making.

Commendations

The review team validate the following:

- Student leadership is valued and defined with opportunities for students to have an active voice and develop leadership skills within and beyond the school.
- Aligned to the domains of the School Improvement and Accountability Framework, the school business plan outlines the planned objectives, targets and strategies for school improvement.
- Reflective of system and network priorities, opportunities for staff to work collaboratively are focused on progressing established school priorities of embedding quality teaching.
- The expertise of all staff is valued and opportunities to lead programs and initiatives is evident.
- Performance management and development structures are established, with staff reporting value in self-assessment and feedback.

Recommendations

The review team support the following:

- Continue to refine and review induction and staff collaborative structures to further embed understanding of whole-school directions, planning and processes.
- Review and update operational plans to reflect current priorities with clear targets and strategies for improvement.

Use of resources

The Manager Corporate Services (MCS) and Principal work collaboratively to ensure sound financial planning and budget management processes are in place. Driven by school priorities and the best interests of students, transparency in decision making is evident.

Commendations

The review team validate the following:

- The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- Responsive to needs, there is a strong commitment to the provision of teaching and learning adjustments and supports evident through timetabling and the allocation of staffing.
- Targeted initiatives and student characteristics funding has been deployed to maintain strategies for supporting SAER, including targeted interventions and support.
- Aligned to reserve plans, resourcing is allocated to support the development of infrastructure and implementation of ICT¹. The provision and accessibility of current technologies is evident.
- The Principal provides valued resourcing opportunities by actively and successfully sourcing partnerships and grants designed to enhance the physical learning environment.

Recommendations

The review team support the following:

- Principal and MCS to progress planned intentions of engaging in professional learning related to management of school resourcing.
- Continue to carefully monitor the salaries expenditure and regularly review the workforce plan in line with projected enrolment and school priorities.

Teaching quality

Committed to embedding school-wide shared beliefs, connected and collaborative practices, the school has acknowledged the need for change and prioritised the implementation of a whole-school instructional teaching and learning framework.

Commendations

The review team validate the following:

- Aligned to the priorities of the local cluster of schools, the school is engaging with Shaping Minds to embed whole-school connected practice through High Impact Teaching Strategies.
- A range of approaches and programs including Promoting Literacy Development, Talk for Writing and the Inquisitive program are implemented to support consistent curriculum delivery.
- All staff are highly valued and committed to planning for implementation of whole-school approaches, collaborative practice and data driven decision making.
- Professional learning has targeted the implementation of whole-school curriculum approaches such as Shaping Minds, which further supports the implementation of curriculum scope and sequences and instructional coaching practices.

Recommendations

The review team support the following:

- Explicitly define and document the whole-school instructional framework for teaching at Dwellingup Primary School.
- Embed the instructional teaching and learning framework into all classrooms and establish processes for staff development and feedback.
- With acknowledgement that operational plans provide guidance in school expectations, review and refine plans to ensure they align to priorities and outline strategies and targets for improvement across all learning areas.

Student achievement and progress

The school understands the need to align data collection and review processes to ensure there are robust targets, plans and interventions that will support the planning and delivery of effective pedagogy.

Commendations

The review team validate the following:

- Data collection is high, and staff administer a range of systemic and school-based assessments to inform levels of student progress and interventions.
- The introduction of Elastik is guiding data review processes. The data informed leader is undertaking comprehensive data analysis and review, across a range of assessments.
- Focused on individual student needs, literacy intervention approaches are data informed.
- The data informed leader has commenced processes to engage staff in disciplined dialogue approaches, aligned to individual and year group gap analysis.
- The use of individualised student reports for Progressive Achievement Test assessments is providing staff with a range of information to support individual teaching and learning adjustments.

Recommendations

The review team support the following:

- Review the data gathering expectations. Redefine the whole-school assessment schedule to ensure the purpose of assessments are clear.
- Continue to implement processes that develop the data literacy of all staff.
- Implement a process that tracks the achievement and progress of all students to build a collective whole-school understanding.

Reviewers

Rebecca Bope
Director, Public School Review

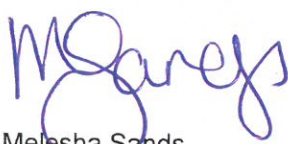
Natalie Dennis
Principal, Cervantes Primary School
Peer Reviewer

Endorsement

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

The timeframe for the next review process focusing on the teaching quality and student achievement and progress domains only, will be Term 3, 2024.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melsha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology

