



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

Public education  
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# Dalyellup Primary School

## Public School Review

October 2019

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

In 2009, the school amalgamated with the new Dalyellup College to become one school across two sites. By 2012, with increasing student numbers, they were separated and once again became two schools.

Dalyellup Primary School currently enrolls 572 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage (ICSEA) rating of 963 (decile 7).

The demographics of the school have changed considerably as reflected in the downward trend of the ICSEA rating from above 1000 to the present level. This has led to it proactively seeking support from outside agencies such as The Smith Family.

Dalyellup Primary School achieved Independent Public School status in 2013. Support and guidance is provided by the active School Board and an involved Parents and Citizens' Association.

## School self-assessment validation

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The principal submitted a wide-ranging and rigorous school self-assessment.

The following aspects are confirmed:

- Multiple sources of evidence were used to confirm judgements about school performance.
- The school's longstanding practice of performance reflection provided a substantial base upon which to prepare for the Public School Review.
- The purpose of self-assessment is embraced by leadership, staff and the School Board ensuring a positive approach to the school-based validation phase of the review process.
- Although the substantive principal retired recently, the stability and experience of the remaining members of the leadership team ensured that the longitudinal knowledge of the school's performance was captured fully during the self-assessment period.
- The large number of staff willing to participate added authenticity to the feedback. It also provided them with an opportunity to share their experiences and knowledge.
- The acting principal frequently commented on the positive impact the Public School Review process had on the staff, believing it added to the professional regard toward each other's contribution to the school's success.

The following recommendation is made:

- Continue to use the Electronic School Assessment Tool to inform a smooth transition for the new principal.

## Public School Review

Relationships and partnerships	
<p>Despite its size, the school is recognised for its connection with its families. The inclusive character of the school is widely acknowledged and appreciated by the local community.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff expressed a strong commitment to a team ethos as indicated by how valued and respected they felt by the leadership team.</li> <li>• Support staff believe they are equal partners in planning and decision making, both in terms of their specific roles and the wider school direction.</li> <li>• The reception staff are regarded highly by parents and the community for their welcoming and respectful approach to interacting with families.</li> <li>• The extensive range of agency interaction and specialised programs, including Hands Up 4 Kids, is highly regarded and valued by the students, staff and the community.</li> <li>• The School Board is recognised for the support and expertise it brings to governance, planning and advocacy of the school.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to strengthen a common language partnership with Dalyellup College, with a particular focus on behaviour management.</li> </ul>

Learning environment	
<p>The conditions for creating a welcoming, caring school culture begins with the pleasant front office greeting families and visitors are given when entering the school. The specialist teacher team offers a rich program of options to provide for students with a range of interests.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A key feature of the school's approach to the implementation of strategies for intervention, behaviour management and attendance, is developing a common language for all staff.</li> <li>• Through the knowledge and experience of specialised staff, the school is developing a comprehensive resource of information for tracking students at educational risk.</li> <li>• Staff are committed to providing a safe, caring and predictable learning environment for all students.</li> <li>• The approach to the implementation of Positive Behaviour Support has been strategic, timely and considered in terms of catering for differentiated expectations based on student understanding and development.</li> <li>• The school has proactively adapted to the changing demographic of the student profile by adjusting curriculum design and delivery.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Explore models and/or frameworks to build an attendance flow schematic in consultation with allied government agencies, to improve consistency of the management of attendance and punctuality.</li> </ul>

## Leadership

For many years the school has been led by a principal with a deep, personal commitment to the health and wellbeing of all students. The partnership between the existing highly motivated leadership team has a strong moral purpose and enjoys widespread community confidence.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• An ethos of authentic, dispersed leadership has ensured the continuity and consistency of school values and beliefs.</li> <li>• Alignment between evidence and informed decision making for planning and/or daily actions permeates all layers of the school.</li> <li>• Opportunities are created by the leadership team for staff to advance in their careers. This is so for both the teaching and non-teaching cohorts of the school.</li> <li>• The skilful management of the period of time between the recent retirement of the principal and the appointment of a new principal, reflects the depth of leadership at the school.</li> <li>• The strong relationship between the school and School Board was recognised and acknowledged throughout the course of the validation process.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Build on the existing performance management processes using the concept of autonomous professional improvement.</li> </ul>

## Use of resources

This school understands the importance of building and maintaining a physical asset that provides classroom and playground areas which add value to the students' learning experience.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The manager corporate services (MCS) has established exemplary practises for the management of the workforce and the school budget.</li> <li>• Based on transparent information sharing by the MCS and leadership team, staff understand and accept the need to be agile in making decisions that reflect the vagaries of school funding available on a year-to-year basis.</li> <li>• The Finance Committee, with the support of cost centre managers, provides an ideal line of communication between the school, the School Board and staff.</li> <li>• Thoughtful consideration and planning by the Information and Communications Technology Committee is reflected in the decisions made to maximise student access with prudent levels of expenditure.</li> <li>• The relationship between the principal and MCS is respectful, proactive and mutually instructive.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Maintain the MCS 'plan, monitor, review' cycle of financial and budget management to maximise resource deployment.</li> </ul>

## Teaching quality

<p>The school promotes a research-based approach to pedagogical change. It encourages collaboration between teachers and non-teaching staff to achieve the best outcomes for students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Drawing on the passion and enthusiasm of staff, the school is using research as a basis for reforming pedagogical approaches to the teaching of mathematics.</li> <li>• Curriculum leaders have a significant impact on teaching quality across the school, providing clarity of direction and well-developed insights into how children learn best.</li> <li>• Professional learning for staff is presented differentially to ensure the learning and development needs of staff are met in a way that accommodates where they are at in the change/reform cycle.</li> <li>• Staff understand the value of an evidence-based classroom planning process.</li> <li>• To create the conditions for students to be able to focus on their learning, the staff have prioritised the health and wellbeing of students in their classroom management practices.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Differentiate the school’s approach to target setting using both explicit and criterion referenced information to achieve a balance between the use of data and teacher experience and insight.</li> </ul>

## Student achievement and progress

<p>The school maintains a rigorous approach to whole-school assessment, analysis and action based on data. The staff believe student success is more likely when they create a safe environment for students to develop socially, emotionally and behaviourally.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school has adopted a variety of measures to identify student progress and achievement.</li> <li>• Targets are set in order to measure student achievement and inform teachers of individual and collective student progress.</li> <li>• Staff have a heightened awareness of the need to ensure grade allocation processes are moderated, defensible and understood by parents.</li> <li>• Staff have created the conditions for all students to actively engage in the learning process, adding value for the most disadvantaged children.</li> <li>• The highly collaborative and respectful professional regard teachers have for each other ensures an ongoing disciplined discourse across the phases of learning and in partnership with the specialist program team.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Build on staff understanding of, and engagement with, special educational need planning and reporting using readily available in-school expertise.</li> <li>• Continue the use of Brightpath for assessment and moderation, exploring options for networking with neighbouring schools including the secondary school.</li> </ul>

## Reviewers

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Rod Lowther  
**Director, Public School Review**

Maxine Augustson  
**Principal, Mount Lockyer Primary 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 2022.



Stephen Baxter  
**Deputy Director General, Schools**