



Department of
Education

D19/0137582

Public education
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Dalmain Primary School

Public School Review

March 2019



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

Dalmain Primary School is located approximately 20 kilometres from Perth in the suburb of Kingsley and is one of four primary schools in the area.

With an Index of Community and Socio-Educational Advantage rating of 1079 (decile 2), the school currently enrolls 275 students from Kindergarten to Year 6.

The school opened in 1990 and offers modern facilities set amongst well maintained grounds. Having gained Independent Public School status in 2013, the school benefits from the work of a dedicated School Board and an active Parents and Citizens' Association. Before and after school care is available on the school site.

School self-assessment validation

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

The following aspects are confirmed:

- The Principal and deputy principal led staff to reflect as to school progress against each of the SIAF¹ domains. This reflection identified areas of both strength and improvement which informed the ESAT² submission.
- Feedback was sought from the School Board with an emphasis on the SIAF Relationships and Partnerships SIAF domain.
- The school adopts a continuous self-assessment model using collaborative data analysis to inform the business plan and support school initiatives
- The Principal and deputy principal drive data analysis in core areas, including review of program efficacy, with subsequent deconstruction of data with staff during school development days, staff meetings and learning area meetings.
- A broad range of classroom teachers, specialist teachers, support staff, administrators, parents and Year 6 student leaders provided valuable insights during the validation visit.

The following recommendation is made:

- Continue to build the capacity of curriculum area leaders to analyse and utilise data.

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Relationships and partnerships	
<p>The school is marked by high degrees of relational trust, respect and a culture of contribution. Partnerships are purposeful and linked to enhanced staff collaboration and student outcomes. Parents value the open communication and sense of collective care that pervades the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff and student relationships are respectful and positive. Morale is high. • Purposeful engagement of the community has seen considerable enhancement of teaching and recreational environments and the implementation of academic support programs by volunteers. • The School Board participates in school improvement processes and respectfully balances governance obligations with their role in providing consultative feedback as educational decision making partners. • In response to feedback, the school and Board have expanded existing communication processes to include a wide range of methods of contact.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Build on the existing collaborative and productive relationships with surrounding schools to enhance opportunities for students and staff. • Establish sustainability and member development improvement actions in response to the School Board self-evaluation survey findings.

Learning environment	
<p>The school has worked extensively with the community to enhance the physical environment to include nature play areas, an urban community garden and science laboratory. The school actively supports the social and emotional health of students and values student voice.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student engagement and emotional health is supported through a wide range of programs and practices including the 'You Can Do It' program, mindfulness strategies, structured transition planning, lunchtime activities, chaplain access, student leadership and parent information sessions. • Behaviour management approaches such as playground reinforcement cards, playground enrichment activities and targeted planning for individual students as required, are genuinely valued by staff and students. • SAER³ are identified through a range of appropriate screens and assessments, with teachers supported to apply the school's Tier Four Intervention model to student profiling and intervention planning. • Staff planning of responsive teaching, learning adjustments and case conferencing is supported by the Record of Intervention student database. • Extension programs include PEAC⁴ and a range of events/competitions, with further development in STEM⁵ proficiencies planned.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop an overarching strategic plan that provides clarity of purpose around approaches to student and staff social and emotional wellbeing.

Leadership

Implementation of the school's motto of 'Care, Strive and Achieve' is evident across the school. A pervasive culture of contribution sees leaders at all levels work eagerly and collaboratively across learning and curriculum areas. This culture is built on high levels of relational trust.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Distributed leadership structures and supporting processes such as operational planning and data informed discussions facilitate the effective implementation of school-wide approaches to teaching and learning. • The Principal and deputy principal maintain oversight of core curriculum areas and support curriculum leaders by providing scaffolded autonomy when leaders implement initiatives, ensuring an appropriate balance between classroom and whole-school responsibilities. • Professional learning is strategically aligned to the school plans and is informed by analysis of school and staff need. • Staff actively engage in, and lead, peer-to-peer coaching, mentoring, modelling and collaborative moderation in whole-school priority areas. • The leadership team looks both within the school and towards other schools to enhance learning opportunities and professional support to staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed performance management processes, including support for teachers when goal setting and engaging in peer observations, and review performance management documentation. • Enhance learning area planning by strengthening learning area teams and by supporting learning area and curriculum leaders to further develop their strategic leadership skills. • Formalise student leadership opportunities for students in Years 4 and 5.

Use of resources

Resource planning is linked to school improvement and planning. The MCS⁶ supports leaders at all levels to manage and monitor cost centres. The Board is informed of budgetary matters each term. The school is engaging in proactive planning as student enrolments decline.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School budgeting processes include links to curriculum and learning area cost centres aligned to relevant operational plans. • Student characteristic funding is used to implement appropriate teaching and learning adjustments and to provide appropriate professional learning. • Although a stand-alone workforce plan is not evident due to the size of the school, the Principal and MCS consider school business needs when recruiting staff and professional learning is linked to school planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to consider declining enrolment trends when managing the school staffing profile and resourcing planning. • Continue to evaluate and review reserve funding in future planning.

Teaching quality

School-wide implementation of a range of teaching and learning programs such as The 7 Steps for Writing, Letters and Sounds, Words their Way, MiniLit⁷ and MultiLit⁸ is evident. Consistent application is supported by curriculum and learning area leaders. Collective beliefs about effective lesson design are emerging through the iSTAR⁹ approach.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is a culture of high standards, linked to the needs of students. • EdConnect¹⁰ volunteers are highly valued and used effectively to meet differentiated needs through the MiniLit and MultiLit intervention programs. • An extensive whole-school assessment schedule that includes standardised testing and teacher judgements provides guidance for teachers. • The Record of Intervention database is valued by teachers as it provides an overview of the academic performance, emotional and health care needs, case conferencing and interagency liaison requirements of individual students to inform future teaching. • Teachers proactively seek moderation opportunities, both within the school and externally, with an initial emphasis on common assessment tasks.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Further embed the agreed whole-school approach to lesson design. • Continue to streamline the school assessment schedule to gain further clarity as to the purpose of data collection and usage.

Student achievement and progress

The school has a solid understanding of student progress and achievement across learning areas and makes informed judgements about improvement strategies.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The literacy based KAT¹¹ is used proactively to identify language needs in Kindergarten to inform initial planning and programming prior to OEAP¹² testing at the end of Term One. • Alongside systemic assessments, school-based assessments such as: PAT¹³ testing (numeracy, reading, spelling, writing and science); Brightpath¹⁴ writing assessment; Letters and Sounds, Words their Way screening; MiniLit and MultiLit assessments support the school to understand student levels of achievement and progress and to plan responsive interventions. • Following a consistent whole-school focus on the Letters and Sounds and Words their Way approaches, downward trends in Year 3 to 5 NAPLAN¹⁵ spelling appear to have been arrested.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to explore partnerships with local schools to enhance NAPLAN alignment to A-E grade allocation through the development of common assessment tasks and subsequent moderation activities.

Reviewers

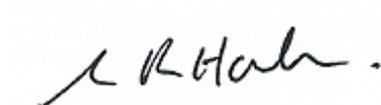
Stuart Percival
Director, Public School Review

Cris Partington
Principal Advisor,
Finance and Commercial Services
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 School Improvement and Accountability Framework
- 2 Electronic School Assessment Tool
- 3 Students at Educational Risk
- 4 Primary Extension and Challenge
- 5 Science, technology, engineering and mathematics
- 6 Manager corporate services
- 7 MiniLit - Early literacy program
- 8 MultiLit – Literacy intervention program
- 9 iSTAR – a framework for professional learning and teaching
- 10 EdConnect Australia - volunteer program
- 11 Kindergarten Assessment Tool
- 12 On-entry Assessment Program
- 13 Progressive Achievement Test
- 14 Brightpath – Assessment and evaluation program
- 15 National Assessment Program – Literacy and Numeracy