



Department of
Education

Shaping the future

Dianella Primary College

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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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 inform 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Dianella Primary College is located approximately 10 kilometres north of the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 916 (decile 9).

It currently enrolls 390 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

The college shares a Board with Dianella Secondary College and Dianella Secondary College Education Support Centre. It is also supported by a Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational planned directions.
- The Principal used the review process as an opportunity to engage staff in evaluating the college's performance in domain areas, identifying strengths, focus areas and future actions.
- Staff meetings and school development days were utilised to further ensure whole-staff contribution to the Public School Review process. The Principal reported this to be highly beneficial providing time for staff to reflect, work collaboratively and to ensure their voice was valued and heard.
- A tour of the school by the student leaders, provided the review team with an extensive overview and insight into the school's context and priorities through the lens of the students, enriching the validation process.
- Staff, students, families and community members participated enthusiastically in the validation process, demonstrating a genuine understanding of their school.

The following recommendations are made:

- In future ESAT submissions, ensure the evidence submitted supports the judgements made and provides understanding, for the reviewers, of why the evidence meets the Standard.
- Continue to engage staff in school self-assessment processes, facilitating reflection and understanding of school performance against the Standard.
- Continue to use the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.

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Relationships and partnerships

The collaborative, connected commitment of the Dianella Schools' Precinct and the broader community, to the establishment of meaningful relationships and partnerships that span a child's schooling, is a feature of the school. This embedded culture optimises educational provision facilitating a seamless pathway beyond school.

Commendations

The review team validate the following:

- The leadership team has been proactive in seeking feedback from staff to strengthen school culture and inter-relationships. The subsequent structures and processes implemented promote greater levels of positive collaboration and connected practice.
- Positive relationships between home and the school are enhanced through the provision of 'Family-School Partnership Workshops' which support parents to be active, connected partners in their children's education.
- Communication, through a variety of platforms, including the provision of translators, is reliable and accessible to the diverse range of college families.
- The establishment of the Dianella Schools' Precinct Board provides a strong conduit and partnership that is reflective of the whole community and in maintaining the K-12 schooling connection and focus.
- An active P&C supports the school by providing additional opportunities for student and community engagement through fundraising and organised activities.

Recommendations

The review team support the following:

- Continue to seek, monitor and respond to the views of the staff and school community.
- Ensure regular support is provided for all families to access the communication platforms available.

Learning environment

Welcoming and inclusive, the environment provides a strong visual message of what is represented and valued as a school community. Physical spaces promote high levels of social interaction and connection for students and families creating a strong sense of belonging for all.

Commendations

The review team validate the following:

- Cultural responsiveness is well considered and intentionally planned and delivered. A variety of strategies and the highly valued input of the Aboriginal and Islander education officer (AIEO) is building staff, students and parents understanding of the rich cultures of their community.
- The Good Standing Policy, linked to the Attendance and Behaviour policies, provides clarity, through a common language and consistency of strategies for staff, students and families. Students value maintaining their good standing, resulting in high levels of attendance, engagement and participation.
- Highly valued, the student services coordinator oversees the identification and support for students at risk. This provides for heightened levels of strategic coordination between staff, parents, the school psychologist and outside agencies to meet the needs of students and their families.
- The combined strategies: National Quality Standard in the early years; a whole-school approach to visual learning; Years 3-6 choice activities; and student leader roles are promoting student voice and giving them agency in their learning.

Recommendations

The review team support the following:

- Provide professional learning for the AIEO to support building of staff and student understanding of the local cultural context and to strengthen family connections.
- Refine and streamline the process for the end of year transition of student data files.

Leadership

The Principal has been strategic and reflective in embedding a dispersed leadership structure across the school. This structure is contributing to high levels of responsiveness and autonomy for staff in engaging with the future direction of the school.

Commendations

The review team validate the following:

- The leadership team have been reflective in how change is managed, identifying a need to apply a more consistent and collaborative approach. This has led to the restructuring of committees, now pivotal in planning for, and implementation of, whole-school change initiatives that promote opportunity for staff voice and engender higher levels of ownership and buy in.
- The business, strategic and operational plans provide guidance and direction for classroom practice. Identified programs, lesson frameworks, targets, data schedules and monitoring are promoting greater consistency and understanding of practice across the school.
- Identified through the performance management process, opportunities for staff to take on leadership roles and engage in professional learning to develop leadership capacity are available. This includes Level 3 teachers, team/phase of learning leaders, West Swan Network Leaders and mentoring graduate teachers.
- Driven by peer observation and mentoring, the performance management process is providing a more effective means of: giving feedback; supporting professional learning needs; and identifying individual goals and future aspirations of staff.

Recommendations

The review team support the following:

- Continue to provide instructional leadership for the introduction of new programs to build consistency of practice and fidelity of implementation across the school.
- Progress the implementation of Growth Coaching, peer mentoring and observations to support ongoing performance development/school improvement processes.

Use of resources

The Principal and manager corporate services (MCS) provide open and transparent management structures. An unwavering focus on student's contextual background and needs is maintained in the deployment of resources and meeting the schools' strategic goals.

Commendations

The review team validate the following:

- Responsive to the school's compliance audit findings, the Principal and MCS have refined the resource monitoring system and developed improvement plans to meet audit requirements.
- Budget planning and allocation of resources are aligned to the business plan priorities, operational planning and Department strategic directions. The committee leaders and assigned cost centre managers provide oversight for each of these areas.
- Guided by evidence, resources are deployed to support student learning. This is exemplified in the identification of the need to strengthen consistency of practice in the early childhood program with the provision of professional learning, financial resource allocation and appointment of an early childhood literacy leader.
- Student characteristics and targeted initiative funding are deployed to maximise the outcomes for students. A holistic approach is employed including additional funding for the chaplain to deliver health and wellbeing programs and the deployment of education assistants to support students at educational risk.

Recommendation

The review team support the following:

- Continue to develop staff understanding of workforce planning and school resourcing, ensuring they are prepared, and informed of the changes that will occur to staffing as students return to the Intensive English Centre post COVID-19.

Teaching quality

The dedicated and committed teaching staff at Dianella Primary College consistently go above and beyond in their pursuit to ensure students are provided with both a safe and supportive learning environment and high-quality teaching.

Commendations

The review team validate the following:

- The whole-school approach to lesson design, consisting of the iSTAR¹ gradual release model and visible learning strategies, provides clear success criteria for students and promotes consistency of instruction.
- Established, collaborative planning structures support the intent to have consistency of curriculum delivery, instruction, assessment practices, moderation and differentiation of learning for students.
- The school developed Connected Curriculum Model, is facilitating a shared understanding of what teaching and learning looks like at the school. Professional learning, shoulder to shoulder teaching, curriculum leaders and observation and feedback are building staff capacity and consistency of implementation.
- Teachers are developing an awareness of data to inform classroom practice and curriculum differentiation. Opportunities are available for staff to moderate student work during collaborative phase of learning meetings and with network schools.
- Assessments and reporting on student achievement and progress inform both students and parents. This includes formal and informal methods, and provision of translators for families where required.

Recommendations

The review team support the following:

- Further embed classroom observation and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model across the school.
- Continue to monitor and review the whole-school programs and instructional model to ensure fidelity of implementation and the impact on student learning and classroom practice.

Student achievement and progress

There is an emerging sense of collective responsibility and acknowledgement by staff of student achievement data, which is building momentum in the development of a shared focus on improving student achievement and progress.

Commendations

The review team validate the following:

- Acknowledging the decline in Year 3 NAPLAN² performance, strategies to strengthen the approach in the early years have been implemented. These include whole-school programs such as Letters and Sounds, professional learning and the appointment of a literacy lead teacher.
- The appointment of a school-based speech pathologist to work with teaching staff and to provide on-going support for students with language difficulties in the early years is significantly improving literacy outcomes resulting in a lifting of standards and expectations across the school.
- The assessment and reporting schedule and a central electronic storage system, to input student data, ensures accessibility and consistency of approach to collecting and analysing data.
- Implementation of a whole-school approach to moderation using Brightpath for literacy and numeracy is providing greater alignment in grade allocation, when compared to NAPLAN, and improved consistency across the school.

Recommendations

The review team support the following:

- Continue to engage in planned moderation strategies that develop the consistency of teacher judgement.
- Strengthen staff skills and understanding when interrogating student achievement and progress data and seek feedback from students to assess the impact of classroom teaching on students' learning.

Reviewers

Maxine Augustson
Director, Public School Review

Andrew Gorton
Principal, Alkimos 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.

Your next school review is to be scheduled for Term 3, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 2 National Assessment Program – Literacy and Numeracy