



Dianella Primary College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

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

The college's Intensive English Centre (IEC) provides a specialised, culturally and age-appropriate cross-curricula English language program to support students who are in the early stages of learning Standard Australian English (SAE) as an additional language or dialect.

The college has an Index of Community Socio-Educational Advantage of 968 (decile 7) and currently enrolls 365 students from Kindergarten to Year 6.

Opened in 1963, Dianella Primary College gained Independent Public School status 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).

The first Public School Review of Dianella Primary College was conducted in Term 3, 2022. This 2026 Public School Review report provides a current point of reference for the college's next cycle of school improvement.

School self-assessment validation

The Principal submitted a concise yet rigorous school self-assessment.

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

- The recommendations from the previous Public School Review provided a clear foundation for reflecting on the school's improvement journey against identified priorities.
- School leaders facilitated workshops with staff to develop a shared understanding of the Standard, supporting a consistent and informed approach to the self-assessment process.
- A collaborative and inclusive self-assessment process enabled staff to contribute evidence and feedback, fostering collective ownership of the submission.
- Domain overviews and annotated evidence provided a coherent account of the school's improvement journey and current performance against the Standard.
- Representatives of the Dianella Education Precinct College Board and the Dianella Primary College Parent Reference Group demonstrated an understanding of the Public School Review process and provided informed perspectives during the validation day meetings.
- Feedback from parent representatives, College Board and P&C members, staff and students reflected strong confidence in the school's work and strategic direction.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, strengthen the evaluative links between evidence analysis, identified priorities and planned improvement actions to clearly demonstrate the impact of the college's improvement journey.
- Embed the self-assessment practices established through this review into annual school improvement processes to support ongoing cycles of robust data analysis and collaborative problem solving.

Relationships and partnerships

A culture of collaboration and trust underpins strong relationships and purposeful partnerships across the college community, contributing to positive outcomes for students.

Commendations

The review team validate the following:

- Collaborative and professional relationships among staff reflect a shared vision and agreed ways of working, fostering a cohesive culture focused on improving outcomes for students.
- A comprehensive Kindergarten transition program, delivered through informal play sessions and a Pre-Kindergarten Expo, establishes positive relationships with children and families, supporting a successful transition to school while strengthening community connections.
- Effective communication strategies, including the Compass and Connect platforms, a fortnightly newsletter and social media, ensure students, families and staff are well informed and actively engaged in college life.
- Effective governance is provided by the Dianella Education Precinct College Board, complemented by the Primary College Parent Reference Group, which strengthens community voice and provides authentic input into the school's strategic priorities.
- Purposeful partnerships with organisations such as Edith Cowan University and humanitarian support agencies broaden learning opportunities and enhance outcomes for students and families.

Recommendations

The review team support the following:

- Conduct a whole-school parent opinion survey and engage the Parent Reference Group to analyse the findings, ensuring community voice informs strategic priorities and continuous improvement.
- Progress the Reconciliation Action Plan Committee's priorities to strengthen partnerships with Aboriginal families and community, embedding culturally responsive practices across the college.

Learning environment

A culture of inclusion, characterised by respect for the diversity of the college community, creates a learning environment where students feel known, accepted for who they are, and supported to thrive.

Commendations

The review team validate the following:

- Intentional community-building initiatives, including Harmony Day, strengthen connections with families, celebrate the college's cultural diversity and foster an inclusive and welcoming environment.
- Visible Positive Behaviour Support (PBS) practices enable students and staff to consistently understand, model and reinforce expected behaviours and values, contributing to a safe and predictable environment.
- Significant refinement of the students at educational risk processes has clarified procedures, streamlined referrals, strengthened record-keeping and enhanced accountability, resulting in more efficient and timely support for students.
- A coordinated approach to student voice and leadership, including the Governor's Sparks Program, leadership roles and the Year 6 Citizenship Passport, empowers students to contribute meaningfully to the college community.
- Staff wellbeing is supported through clear expectations, collaborative ways of working, responsive leadership and initiatives that promote connection and a positive workplace culture.

Recommendations

The review team support the following:

- Strengthen PBS practices through the implementation of the minor and major behaviour matrix and systematic tracking of minor behaviours to inform whole-school decision making.
- Build staff capacity to effectively support students with increasingly complex learning, behavioural and social needs through targeted professional learning and evidence-informed inclusive practices.

Leadership

The shared belief that every child can learn, shapes a strategic and data-informed improvement agenda that builds staff capability, strengthens collective efficacy and drives sustained school improvement.

Commendations

The review team validate the following:

- A deliberate and well-executed change management approach, informed by Leading Cultures of Teaching Excellence, has successfully driven significant school improvement over the past 2 years through a clear case for change, targeted professional learning, ongoing evaluation and strong staff commitment to the improvement agenda.
- Distributed leadership has strengthened the capacity of middle leaders to deliver high-quality professional learning, building staff capability and promoting collective responsibility for instructional improvement.
- A multilayered instructional leadership model aligns the business plan, operational plans and classroom practice, reinforcing consistent implementation of high-quality teaching across the college.
- Intentional design of the school structure and leadership roles supports the integration of the IEC and mainstream classrooms, promoting aligned practices, expectations and communication for the benefit of students and staff.

Recommendations

The review team support the following:

- Formalise classroom observation and feedback processes to strengthen instructional practice and support consistency of teaching practice.
- Strengthen the middle layer of leadership through clearly defined roles and responsibilities and a coordinated approach that promotes consistency of practice and supports sustainable workloads.

Use of resources

Strategic financial and resource management processes ensure resources align with student needs, school priorities and the business plan.

Commendations

The review team validate the following:

- A representative Finance Committee provides strategic oversight of the school's financial position and resource allocation, ensuring expenditure aligns with the business plan priorities.
- Strong financial management and governance are demonstrated through the successful outcome of the 2025 audit, with all findings addressed promptly through strengthened procedures and internal controls.
- Strategic investment in literacy, numeracy and PBS has aligned resource allocation with the school's improvement agenda, including targeted professional learning, teacher release and teaching resources.
- Rigorous processes ensure English as an additional language or dialect (EALD) and disability funding accurately reflects student need, enabling the targeted allocation of resources to maximise student outcomes.
- Intentional initiatives, including cashless payments and an external uniform provider, have streamlined administrative processes and enhanced service delivery for families and staff.

Recommendations

The review team support the following:

- Develop a sustainable workforce plan that is responsive to projected enrolment trends and the changing needs of students.
- Prepare for the implementation of the second phase of Program Kaartdijin through targeted staff training and readiness of internal systems and processes.

Teaching quality

A shared commitment to ensuring every student has access to a rich and balanced curriculum is reflected in the college's collective beliefs, consistent teaching practices and diverse learning opportunities.

Commendations

The review team validate the following:

- A clearly articulated instructional model, informed by the Teaching for Impact framework, EALD Progress Maps, the Science of Learning and contemporary research, promotes consistent, evidence-informed teaching practices that maximise student engagement and learning.
- Consistent whole-school programs and approaches, including Heggerty (K–2), UFLI, Word Origins, Knowledge Units, the Dianella Syntax Approach and Oxford Maths, provide a guaranteed and viable curriculum that promotes consistency of instruction and student outcomes.
- Staff collaboration and the innovative use of artificial intelligence to develop differentiated reading fluency passages aligned with Knowledge Units enhance curriculum delivery, support students to build conceptual understanding and reduce teacher workload.
- Highly effective specialist teachers deliver high-quality programs enriching learning through classroom and whole-school experiences.
- The expertise of highly valued special needs education assistants is effectively utilised to deliver data-informed Tier 2 intervention, providing intensive small-group support.

Recommendations

The review team support the following:

- Develop and implement a whole-school writing plan that aligns with and strengthens the existing literacy block and Knowledge Units, incorporating the Language Development Centre narrative icons to support consistent writing instruction.
- Strengthen the implementation of explicit instruction and daily review practices through ongoing professional learning, coaching and classroom observation.

Student achievement and progress

Data-informed decision making is embedded across the college, with staff united in their commitment to accelerating student learning and achieving outcomes beyond those of like schools.

Commendations

The review team validate the following:

- An evidence-informed assessment schedule incorporates agreed assessment tools that provide reliable data to monitor student achievement, progress and the impact of teaching.
- Systematic analysis of student achievement and progress data, undertaken through staff meetings and school development days, builds staff capability and informs classroom, learning area and whole-school planning.
- Targeted intervention is informed by student data and supported by regular monitoring, enabling timely responses to students requiring additional support or extension.
- Embedded, robust processes, including a staff-developed progress tracker and collaborative writing moderation, support the monitoring of student progress in the IEC and strengthen the consistency of teacher judgements.
- 2025 NAPLAN¹ data places the college in the higher achievement, higher progress quadrant for numeracy, writing and grammar and punctuation, compared with like schools.

Recommendation

The review team support the following:

- Build staff capacity to deepen the analysis and interpretation of data to further strengthen evidence-informed teaching and whole-school decision making.

Reviewers

Melanie Langley
Director, Public School Review

Scott Tapper
Principal, Gosnells 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy