



Department of
Education

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Public education
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Dianella Heights Primary School

Public School Review

October 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 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:

	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

Dianella Heights Primary School is located approximately nine kilometres from the Perth central business district within the North Metropolitan Education Region. It has an Index of Community Socio-Educational Advantage rating of 1096 (decile 2).

Student numbers have remained relatively stable in recent years and there are currently 475 students from Kindergarten to Year 6 enrolled at the school.

Ongoing support from the Parents and Citizens' Association (P&C) has led to improvements in school amenities, including the provision of interactive whiteboards and literacy materials. The P&C also encourages community involvement through various fundraising events.

Becoming an Independent Public School in 2012, the school has an active School Board, which plays a role in promoting the school's vision and engaging in regular self-assessment against the school's priorities.

School self-assessment validation

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

The following aspects are confirmed:

- The process of preparing for the Public School Review provided the impetus for the principal to undertake comprehensive analysis of school self-assessment and improvement processes and procedures.
- The school leaders have a sound understanding of self-assessment processes and demonstrate a commitment to improvement and public accountability.
- The Electronic School Assessment Tool (ESAT) submission provided an open, thoughtful and transparent account of the current school context and its planning priorities.
- School leaders, teachers, support staff and parent representatives elaborated on the planning intentions, described in the submission, during the validation visit.
- Staff reported benefit from their involvement with the school self-assessment process and offered a positive endorsement for the direction the school has taken.
- There is alignment between judgements about performance and the school's planning.

The following recommendation is made:

- Explore opportunities for using the ESAT as a device for maintaining a 'running record' of school performance information and related judgements.

Public School Review

Relationships and partnerships	
<p>Targeted opportunities to create positive relationships both within the school and between the school and its community, are key features of the school's culture. Staff and community members are committed to strengthening the vision and values of the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school provides an essential service to its community through a strong commitment to creating a highly inclusive, relational ethos. • The leadership team has led a school emphasis on building respect and shared values through a re-visioning and strategic planning process. • The School Board and P&C strongly support the school's evidence-based teaching and learning reforms, which align to community-endorsed values and expectations. • The school utilised a Research-Based Framework to drive the alignment of curriculum, pedagogy and operations to ensure the school's vision and values are implemented. • The school regularly seeks feedback from all stakeholders to measure the effectiveness of the alignment of all reforms.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Further develop distinctive opportunities with current and prospective outside partners that focus on environmental studies, extension learning and early years' programs.

Learning environment	
<p>The school uses data to inform their decisions relating to the provision of student-centred learning programs for students at risk. With the support of a skilled group of education assistants, teachers create a learning program that targets student needs with care and understanding.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is a positive environment for students to give feedback and share in the cultivation of safe, inclusive and respectful student relationships. • Approaches to maintaining a high care learning environment are focused and intentional, particularly in relation to health and wellbeing. • Through engagement with government and non-government agencies, the school creates streams of targeted support for its students. • The school recognises the importance of curriculum adaption for students at educational risk. • The Wellbeing Team takes a holistic approach to creating opportunities for students to develop lifelong skills, supporting them to achieve a healthy and balanced lifestyle.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue engaging staff in Special Educational Need (SEN) planning when designing learning programs for individual students.

Leadership

Strong, strategic leadership is a feature of successful schools. The pursuit of a school-wide culture of high expectations and a shared commitment to maintaining student engagement through motivating learning activities is at the core of the school's leadership narrative.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The principal facilitates a self-sustaining and self-improving team culture. • The executive leadership team, in combination with other school leaders, fosters a proactive approach to managing both strategic and operational responses to identified areas for school improvement. • The overarching vision of the school is sustained through careful planning of the deployment of financial and human resources. • The principal has worked successfully to cultivate strong parent, community and regional networks as enhancements to deliver the school's vision. • School leaders model and encourage direct and regular engagement with parents as a way of providing an understanding of their students' learning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to monitor school Key Performance Indicators with focused attention given to planning and resource decision making.

Use of resources

All resources are well managed with a strategic and targeted approach. To create effective learning environments, the school invests in staff development and whole-school programs, and manages its workforce and physical assets for the benefit of all students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Preparation of the school budget is thorough, considered and transparent. • The Finance Committee understands the processes for ensuring funding is deployed for the maximum benefit of all students. • The principal, with the support of the manager corporate services, ensures that there is strong alignment between teaching and learning reforms and budget allocations. • Staff understand that workforce planning aligns teaching and learning reforms with the needs of and expectations for all students. • All stakeholders are aware of the student-centred funding adjustments required for students at educational risk and those with disabilities. • The Finance Committee informs the School Board and staff of the defined links between anticipated revenue and allocation funding.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Promote staff and School Board awareness of the need to align teaching and learning priorities with budget imperatives.

Teaching quality

Staff at the school are experienced and clearly committed to the school-wide pedagogy. They can be proud of the delivery of all teaching and learning programs, which are dynamic, delivered enthusiastically and aligned to the differentiated needs of every child.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers are dedicated to improving academic and social outcomes for all students. They are committed to the Research-Based Framework alignment of curriculum and pedagogy reforms. • The school regularly reviews its range of whole-school assessment data. This is supported by a Learning Support Coordinator as part of curriculum and instructional leadership practices. • Teachers demonstrate a clear and concise understanding of teaching and learning expectations. All teachers access a needs-based coaching service, focused on support for individual instructional development. • All teaching staff hold one another to account through collaborative planning, assessment moderation and data analysis. • The leadership team ensure the staff maintain a reflective approach by examining current and prospective evidence-based teaching and learning reforms.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Ensure sustainability of teacher growth through a deliberate emphasis on the development of teacher leaders.

Student achievement and progress

Teaching in this school is distinguished by a school-wide belief in evidence-based target setting, which drives school and classroom planning. Individually and collectively, teachers in close alliance with support staff continuously evaluate the impact of their programs on student achievement and progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student feedback is sought by teachers to inform their teaching. • Student errors and misunderstandings are addressed explicitly until teachers are confident that mastery has been achieved. • Data indicates that student progress and achievement is consistently strong across key areas of literacy and numeracy assessments. • The vigilant tracking of student performance places teachers in a strong position to inform students of their progress and assist them 'own' their learning. • The school uses embedded and explicit teaching practices to deliver consistent approaches to grade allocations and feedback to parents.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop teachers to be autonomously data literate in their approach to identifying gaps in student learning. • Celebrate the success of differentiated interventions.

Reviewers

Rod Lowther
Director, Public School Review

Neil Spence
Principal, Kelmscott Primary School
Peer Reviewer

Endorsement

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