



Department of
Education

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Public education
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Dryandra Primary School

Public School Review

October 2018



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

Dryandra Primary School is located in the suburb of Mirrabooka 25 kilometres north of the Perth central business district. Student numbers have reduced over the past few years as the demographics of the suburb have changed. The school, with an Index of Community and Socio-Educational Advantage rating of 901 (decile 9), currently enrolls 246 students from Kindergarten to Year 6.

The school's vision is to 'Prepare our students for tomorrow'. They believe that in our fast paced, changing world, students need to be adaptable, flexible and resilient. Being able to relate and interact with a whole range of people is a key ingredient for future success.

With over 30 nationalities and cultures represented in the school, including students from an Aboriginal background, the school represents a microcosm of multicultural Australia. The students learn about respect, tolerance and sensitivity towards others every day because this is their natural learning environment.

School self-assessment validation

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

The following aspects are confirmed:

- A wide range of credible evidence was submitted for review.
- Accurate and comprehensive analysis was evident with actions for improvement identified and prioritised.
- All staff were cognisant of the self-assessment submission, analysis and the school's planned future directions.
- Actions documented for school improvement were enhanced through conversations with staff during the validation visit.

The following recommendation is made:

- Be discerning in the selection of data, choosing that which most effectively and efficiently represents the school's performance and related improvement planning.

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Relationships and partnerships	
<p>An investment in building professional relationships within the school has contributed to a positive school culture. A collective vision for enhanced student success has commenced uniting the staff – a change that has been observed by community members.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The staff Code of Conduct, developed collaboratively with the support of an organisational psychologist, has provided a framework with team norms for respectful workplace relationships. • Recent leadership stability has assured the staff and community that their efforts to improve outcomes and opportunities for students are valued. • The School Board (having recently acquired Independent Public School status) and the Parents and Citizens' Association members are strong advocates for the school and work tirelessly to support the students. • The School Board is a culturally representative body having actively recruited members from a range of ethnic backgrounds. The skill set of members is diverse, bringing a depth of knowledge that will support the school's improvement agenda.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to undertake School Board training through online modules and network opportunities, supporting the transition from Council to Board. • Continue to seek and develop new strategies for engaging parents from non-English speaking backgrounds into the school community.

Learning environment	
<p>The school demonstrates an ongoing commitment to an inclusive and engaging learning environment and to a culture prioritising the health and wellbeing of students, staff and the community.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school is committed to implementing a Positive Behaviour Support framework, with early data and anecdotal evidence indicating a positive change. • The introduction of a staff wellbeing committee and strategies have had a positive impact on relationships and morale. • A whole-school rewards system encourages punctuality and attendance. • Before school supervision and a breakfast club assist families in need. • The Student Services team provide a comprehensive wraparound model of support for students with additional needs.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The explicit teaching of values and behavioural responsibilities to create a positive and supportive teaching and learning environment. • Continue Classroom Management Strategies professional learning to provide staff with skills to de-escalate behavioural incidents.

Leadership

The leadership team has created a culture where teachers feel heard, encouraged and supported. They value the building of relationships to empower others in pursuit of school improvement.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The development of the Dryandra Development Committee, a leadership group open to all staff through which consultative decision making takes place, has created an optimistic view of the future. • With many new initiatives being considered for implementation, the comprehensive approach to change, which includes: research; connection to priorities; trialling; and feedback and communication is commended. • Staff are appreciative of the open, consultative and supportive approach adopted by the school's leaders. • The leadership has a clear vision for the school with priority given to whole-school teaching and learning and the creation of a safe, supportive and inclusive learning environment. This vision is known and shared by all.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to involve and include support staff in the subcommittees across the school to ensure they have a voice in the decision making process. • The strategic implementation of new strategies over time. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Reflection against the <i>Aboriginal Cultural Standards Framework</i> as a model to validate existing culturally inclusivity practices.

Use of resources

Resources are strategically deployed to ensure plans for raising standards for student achievement are successfully implemented.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A well-considered Workforce Plan takes into account changing student enrolments, school priorities and individual needs. • The selection of a designated Student Services deputy principal meets the contextual requirements of the school. • The Dryandra Development Committee fulfils the role of a finance committee, meeting regularly to provide appropriate oversight to the school's financial management practices. • Student characteristic funding is used to employ support staff for identified students at educational and/or emotional risk.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The budget submission approach to financial planning for 2019 to enhance the shared responsibility of resource management. • The review of information and communication technology to establish a plan for more consistent access across the school.

Teaching quality

Teachers are committed to providing students with an education that ensures they not only achieve as expected, but that they exceed this expectation giving them an increased opportunity for future success.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The gradual introduction of peer observation has resulted in teachers acknowledging the benefits of sharing their expertise and learning from each other. • Collaborative ‘block’ meetings focus on teaching, learning and assessment. • Staff have accessed a range of professional learning opportunities related to school priorities and selected whole-school approaches. • Evidence-based approaches such as Let’s Decode are used to support children at their point of need.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Further develop the focus of the cross curricular skills and attributes and the general capabilities of critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. • Conduct revised professional learning for agreed whole-school strategies eg Words Their Way, PM Benchmark testing, to ensure that new staff are inducted in these programs. • Develop a ‘Dryandra toolbox’, which builds on the iStar framework and includes high impact pedagogical strategies.

Student achievement and progress

Staff appreciate the value of evidence-based decision making and have a strong connection to the use of data to inform decisions.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • For the last six years the school has achieved ‘as expected’ or ‘above expected’ when compared to like schools in NAPLAN¹ across all five assessments. • The leadership and staff strive to exceed expectation as they believe this will give their students better opportunities in the future. • A wide range of standardised data is collected. • Data is thoroughly analysed to identify individual and group needs and plans are put in place to address these learning requirements. • Priority areas for 2019 have been identified and operational plans will be revised to reflect these decisions.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Annual planning to provide regular review and refinement of whole-school targets. • Data collected centrally is effectively collated to provide longitudinal data for teachers to use when reviewing individual student progress and the effect of selected whole-school approaches.

Reviewers

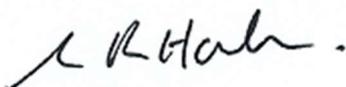
FIONA KELLY
Director, Public School Review

JULIAN VINCIULLO
Principal, West Balcatta Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 National Assessment Program – Literacy and Numeracy