



Department of
Education

Shaping the future

Dawson Park Primary School

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

Dawson Park Primary School opened in 1982 and is located approximately 20 kilometres south-east of the Perth central business district in the South Metropolitan Education Region.

In 2015, the school became an Independent Public School.

There are currently 499 students enrolled at the school from Kindergarten to Year 6.

Dawson Park Primary School has an Index of Community Socio-Educational Advantage of 998 (decile 5).

Community support for the school is demonstrated through the work of the School Board and Parent and Citizens Association' (P&C).

School self-assessment validation

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

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

- The leadership team determined a means to ensure consultation of the whole school community prior to the process of self-assessment.
- The entire staff contributed towards the evidence submitted via the Electronic School Assessment Tool (ESAT). Some of the evidence was gathered collaboratively and other evidence selected was led by individuals, further validating the distribution of strategic tasks at the school.
- Evidence reflected the school's recent and medium-term improvement journey, including a succinct summary for the overall ESAT submission. Evidence summaries, for each domain, ensured that the review team was able to understand this journey.
- Members of staff, including some who made themselves available while on leave, contributed enthusiastically to domain meetings during the validation visit.
- The perspectives of students, Board members and P&C representatives added further value to the review team's understanding of the school's self-assessment.

The following recommendation is made:

- Acknowledging that the process of Public School Review can require a significant investment in time, consider ways in which the most contemporary data may be included in the final submission.

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Relationships and partnerships

The combination of a committed Board, hard-working P&C, proud parents, collegial and diligent staff and students who are happy to be at school, converge to create a high quality, local community public school.

Commendations

The review team validate the following:

- Students spoke positively of excursions and in-school programs that have been provided for them. They appreciate the ways in which their teachers have supported their learning throughout their time in the school.
- The community has worked hard to set high expectations for the young people and their future. The P&C fundraises to support a range of school projects, extending its work to ensure that the most disadvantaged children are also able to participate in the full range of curriculum and school activities.
- The Board champions the vision of the school and has sought to broaden the diversity of its membership to better represent the community. Members consult on strategy, finances and student performance data.
- Strong partnerships with community organisations and local businesses help the school deliver on its plans. The DRLC¹ offers the school a rich array of collaborative professional learning (PL) opportunities.
- Outreach to the Kimberley Schools Project and schools, both locally, through the Fogarty EDvance Summer Intensive and interstate, confirm the school's status as a lighthouse school for pedagogy and instruction.

Recommendations

The review team support the following:

- Consolidate the use of the Seesaw platform by harnessing its ability to provide more individual student and family communication to supplement the current positive whole-class/cohort communication.
- Conduct an analysis of parent/carers surveys to ensure action planning addresses community concerns and identifies areas of strength in school practice.

Learning environment

Innovation and expertise are seen as the key to erasing learning disadvantages. The school allocates significant resources to take responsibility alongside families for ensuring the success of students.

Commendations

The review team validate the following:

- An authentic approach to embedding Aboriginal Perspectives in the curriculum has assisted the school in its journey to become a culturally responsive environment.
- Consistent classroom management approaches throughout the school, using the jargon-free Linsin research, 'The Classroom Management Secret', are applied by all staff and sustained through PL.
- Guided by the highly valued speech pathologist and school psychologist, the team of education assistants (mainstream and special needs) ensure that individual student needs are planned for and met. Formal diagnostics and screening by these expert staff proactively identifies students' learning difficulties, which is appreciated by parents.
- Attendance approaches are based on providing a sense of belonging for students at school and innovative means of communication. Families also assist each other in ensuring students don't fall through the cracks.
- All staff are considered partners in student learning and all are provided with relevant, contemporary and evidence-based PL to maintain currency in their practice.

Recommendations

The review team support the following:

- Undertake the National School Opinion Survey for students regularly to capture student voice beyond the student leadership team.
- Assist families to extend the learning of their students in the home through family PL.

Leadership

The business plan pillars of: fostering talents and addressing needs; developing exceptional educators; engaging community; and optimising investments in learning, can be seen in all actions taken by leaders.

Commendations

The review team validate the following:

- Board members credit the leadership of the Principal for improvements seen in the school since commencing in 2014. Since then, this leadership has provided stability and clarity of vision to the community and staff.
- Block Leaders provide guidance to Phase of Learning Teams. They gather and analyse relevant data and explore and plan pedagogy with staff along with organisational responsibilities.
- Curriculum leaders devise plans and scope and sequence documents for their respective learning areas to ensure that relevant curriculum content is captured for teachers to implement in classrooms.
- Instructional coaching, both internal and through Shaping Minds, is a feature of the school and further adds to the opportunities staff undertake to demonstrate and share their teaching and leadership capabilities.
- Newly inducted staff rapidly learn the collaborative nature of their colleagues. They are provided with a coach on arrival and retain control of the best use of time in coaching sessions. All staff value the coaching.
- Citizenship projects undertaken by students provide a platform for them to show leadership outside of the school. Projects are student driven and have included humanitarian and environmental themes.

Recommendations

The review team support the following:

- Collate current induction procedures to provide a formalised induction program for new staff members.
- Engage a working group to develop a Reconciliation Action Plan and further strengthen the school's leadership in its implementation of the Aboriginal Cultural Standards Framework.

Use of resources

All spending and resource allocations serve the students. Trends in emerging and ongoing teaching, support and pastoral care concerns are addressed through resourcing transparently and in a timely manner.

Commendations

The review team validate the following:

- A communicative and collegial relationship between Principal and manager corporate services (MCS) is evident. The MCS articulates the educational value of each spending initiative and spoke of the impact many of these initiatives have on student learning.
- A priority spending area is the maintenance of staff currency in agreed shared practice. The dividends of this PL is ascertained in students' results and broad community held school satisfaction.
- The highly effective MCS has been encouraged to undertake and complete postgraduate qualifications. She is adept at negotiating school and community partnerships in the best interests of the school.
- Priorities in workforce planning target the recruitment of staff with skills in explicit instruction, Trauma Informed Practice and behaviour management, while having team oriented personal attributes.
- Staff are provided with iPads to implement consistent practice while trolleys of iPads are rostered for use with students. A recent lease versus buy analysis has been conducted and all devices are now leased.

Recommendations

The review team support the following:

- Continue to invest in staff knowledge and skills prioritising Trauma Informed Practice and the implementation of EAL/D² Progress Maps to supplement the quality instruction PL already embedded.
- Continue to direct resources to improving the learning environment. This will assist staff in having students achieve the best possible outcomes.

Teaching quality

There is a shared belief that every child can achieve success and that this looks different for every student. The school is a reflective 'learning campus' for all: leaders; staff; students; and the community.

Commendations

The review team validate the following:

- Staff provide leadership to colleagues in the Kimberley Schools Project and schools local and interstate which develops their own practice, consolidates the shared pedagogical approach and builds networks.
- Staff have conviction in the effectiveness of their shared and consistent practice. They have seen its impact upon student results and demonstrate a commitment to one another to maintain approaches in the best interests of students. The feedback forms used in classroom observations are standardised.
- An evidence-based momentum led to the implementation of Direct Instruction in the school. Staff were able to detect the shifts in student achievement on implementation and this cemented the change process.
- Teachers differentiate for students using the 30-40-30 principle. Examples of this in practice show highly skilled practitioners seamlessly meeting the needs of every student.

Recommendations

The review team support the following:

- Analyse data to revise teaching plans half yearly across all curriculum areas.
- Explore further opportunities to extend academically high performing students.
- Continue to liaise with teachers, education assistants and families on utilising and updating IEPs³.

Student achievement and progress

Recent NAPLAN⁴ data shows Year 3 students are generally performing well above expectations, while Year 5 students have dipped below their expected performance in three categories. Performance in all test types is at like school levels except for Year 3 spelling which is above like schools.

Commendations

The review team validate the following:

- Long serving staff, from all areas and all phases of learning, can chart the improvements made in monitoring student progress and achievement and the outcomes of students over the past 8 years. Staff can pinpoint the progression of their students based on literacy and numeracy assessments and parallel assessments such as PAT⁵ are used to inform the links between teacher judgements and NAPLAN.
- An assessment, held mid-week each week, followed by a brief informal 'Friday Feedback' student/teacher conference, sees between 7 to 10 students explicitly informed of their progress by teachers in each class.
- All staff possess a very good knowledge of student achievement data and spoke about the evidence for change, where change has occurred fuelled by this data, and the impact of the change.
- Implementation of programs such as Sounds~Write, the daily maths review, PAT, and other diagnostic testing, have served to strengthen staff understanding of the profile of student achievement.
- Cross marking of assessments occurs during collaborative DOTT⁶ and engagement through the DRLC with staff in other local schools for the purposes of moderation.

Recommendations

The review team support the following:

- Upskill staff in the use of the XUNO student achievement tracking platform, including the addition of currently utilised rubrics and marking keys.
- Explore and implement a reading intervention program tailored to students' needs.
- Seek to create the same cohesive grading approach successfully implemented in literacy and numeracy across the remaining learning areas of the curriculum.

Reviewers	
Rohan Smith Director, Public School Review	Julie Loader Principal, Queens Park 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 scheduled during or after Term 1, 2025.

Melesha Sands
Deputy Director General, Schools

References

- 1 Darling Range Learning Community
- 2 English as an Additional Language or Dialect
- 3 Individual Education Plans
- 4 National Assessment Program – Literacy and Numeracy
- 5 Progressive Achievement Tests
- 6 Duties other than Teaching