



Department of
Education

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Public education
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Dumbleyung Primary School

Public School Review

November 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

Dumbleyung Primary School is located 280 kilometres south-east of Perth. The town of Dumbleyung has a population of approximately 500 and is primarily a farming community. Nearest towns include Wagin, 38 kilometres to the west and Katanning 54 kilometres to the south. Student numbers reached over 210 in the early 1960s and in 1968 the school became a district high school. The school was reclassified to a Level 3 primary school for the start of the 2000 school year. The community celebrated the school's centenary in 2011.

Dumbleyung Primary School, with an Index of Community and Socio-Educational Advantage of 948 (decile 8), currently enrolls 25 students from Kindergarten to Year 6.

School self-assessment validation

The Principal submitted a thoughtful school self-assessment, giving careful consideration to the unique challenges of completing the task for a small school.

The following aspects are confirmed:

- A comprehensive and honest analysis of the school's actions, progress and achievements within each of the domains of school effectiveness was submitted.
- There was a strong alignment between evidence submitted, judgements made and future planned actions discussed during the validation visit.

The following recommendations are made:

- Apply future-focussed thinking when completing the Planned Actions component of the ESAT¹.
- Build the capacity of staff to participate more thoroughly in the development of planned actions to increase their 'buy in' of the improvement agenda.

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Relationships and partnerships	
<p>Founded on good relationships there is strong support for, and pride in, the school from the local community.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Council and P&C² are strong advocates for the school and work tirelessly to support the students. • Collaboration between the school, P&C and School Council to refresh the school motto and uniform, contributed to the development of a collective vision. • Survey results and anecdotal feedback during the validation visit reinforced a high level of satisfaction and pride in the school. • Network and regional partnerships are promoted and valued. Staff are encouraged and supported to participate. • Extensive information technology resourcing is highlighted as a point of difference when promoting the school within the region.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to promote the school using a variety of communication platforms. • Conduct a staff 'school culture triage' to identify areas for improvement. • Develop strategies to create a cohesive staff culture where all staff understand and are committed to school improvement. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Consult with Workforce Policy and Coordination to provide clarity regarding employee roles, responsibilities and obligations.

Learning environment	
<p>A caring and supportive family-like learning environment creates the conditions for all students to achieve success. The school's newly minted motto 'Commitment to Achieve' is evident in the students' approach to their education.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school is committed to implementing a consistent approach to behaviour support with positive incentives and encouragements. • Staff are supported to monitor the progress of individual students and tailor their teaching to ensure there is a focus on the progress of each child. • Staff have high expectations of their students, encouraging them to strive to achieve to the best of their ability. • Classroom environments are engaging and motivating spaces for students. The outdoor environment is well maintained and provides ample space and equipment for creative play.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Formalise the school's approach to behaviour management through consultation with parents, students and the School Council.

Leadership

Continual self-reflection, with the underlying intention of success for all students, is an observable character trait of the school's leadership.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Research informs and drives the leadership's relentless focus on whole-school approaches.• Creating the conditions for student success is central to all decisions.• The leadership plans thoughtfully for staff growth aligned to school priorities.• Strong instructional leadership underpins the implementation of contemporary teaching practices.• A clear strategic direction is well-documented, aligned and shared.• The leadership fosters positive connections with the wider community.• Comprehensive induction, including work shadowing, allows for seamless handover to newly appointed teachers.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Seek collegial and system support in establishing a school-wide ethos of professional obligation and accountability to delivering whole-school reforms.

Use of resources

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

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The finance committee structure ensures all staff are aware that the school's finite resources are targeted to address school priorities.• Resourceful saving strategies enable the redirection of funds to focus on teaching and learning programs.• Resourcing priorities include ensuring students have access to 21st century digital learning options.• The school prioritises human resources to support teaching and learning.• Grants, P&C fundraising and community donations significantly enhance school resourcing.• The School Council provides appropriate oversight of the school's financial management.
Improvements	<p>The review team identifies the following action:</p> <ul style="list-style-type: none">• Develop a workforce plan to take into account and plan for changing student enrolments, school priorities and context.

Teaching quality

<p>Teachers are committed to providing a comprehensive learning program for their students. A variety of teaching approaches are used.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • ICT³ is used to engage students and to challenge their creative thinking skills. • Teachers regularly engage in professional learning and share newly acquired skills and knowledge with all staff. • Network opportunities enable teachers to moderate their assessment of student achievement using common assessment tasks. • Teachers use student achievement evidence to plan effectively for individual and group learning programs. • Mandarin is taught online with the students' teacher communicating live from Beijing. Students find this engaging and are learning the language quickly.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The consistent application of selected whole-school teaching approaches across all year levels. • The strategic introduction of peer observation to provide collegiate feedback and support of whole-school teaching approaches. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Staff reflect on their personal beliefs about teaching and learning and how best they can contribute to a cohesive team approach for the provision of the best education possible for their students.

Student achievement and progress

<p>NAPLAN⁴ and OEAP⁵ data is supplemented by a range of standardised assessments to track student progress over time, and to inform achievement judgements against a wider population.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • NAPLAN data, although reflecting quite a small group of students, indicates the students are making high progress and high achievement when compared to like schools. • OEAP data informs the setting of individual achievement goals in the early years. • Individual and group education plans are developed using a comprehensive suite of evidence. • Student performance is aligned to the achievement standards within the Western Australian Curriculum.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Adjust the administration of OEAP for Pre-Primary to Year 2 students at the start of each year, to monitor progress and inform teaching. • Participation in ongoing moderation activities with network schools.

Reviewers

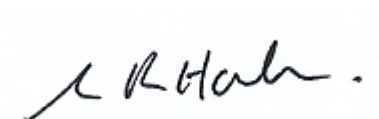
FIONA KELLY
Director, Public School Review

MARI DART
Principal, City Beach 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 Electronic School Assessment Tool
- 2 Parent and Citizens' Association
- 3 Information and Communication Technology
- 4 National Assessment Program – Literacy and Numeracy
- 5 On-entry Assessment Program